

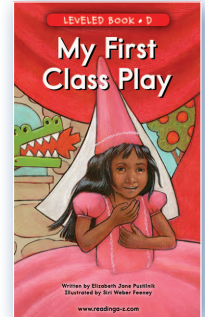
Focus Question:

How does the girl feel about her first class play?

Book Summary

Text Type: Fiction/Realistic

Doing something for the first time can give anyone a case of the jitters. *My First Class Play* is the story of one little girl and the nervousness she experiences about her very first class performance. Simple text and detailed illustrations support emergent readers. The book can also be used for analyzing character and identifying interrogative sentences.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant /f/ sound
- ☐ Identify initial consonant Ff
- ☐ Recognize and use interrogative sentences
- ☐ Identify and use antonyms

Materials

- ☐ Book: *My First Class Play* (copy for each student)
- ☐ Analyze character, initial consonant Ff, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *am, my, what*
- **Words to Know**
Story critical: *acting* (v.), *costume* (n.), *lines* (n.), *nervous* (adj.), *props* (n.), *stage* (n.)
- **Academic vocabulary:** *analyze* (v.), *character* (n.)*

Guiding the Reading

Before Reading

Build Background

- Write the word *nervous* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word *nervous*. Invite groups to share their discussions. Explain that to feel nervous means *to worry or feel anxious about something*. Provide students with a sheet of paper and have them illustrate a time when they felt nervous or worried about something. Have students go back to their small groups and share their drawings. If time allows, have students share their illustrations with the class and talk about their experience of feeling nervous.

Introduce the Book

- Give students their copy of *My First Class Play*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did over the weekend or what happened in movie they just watched. Use a book that the class has recently read or a familiar story, and demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

Introduce the Comprehension Skill:

Analyze character

- Explain that when reading a story, it is important to learn about and understand the main character.

Guiding the Reading (cont.)

Write the word *Analyze* on the board and read it aloud to students. Point out that when a reader analyzes a character, she or he is considering the character's words, actions, and thoughts. Create three columns on the board with the headings *Words, Actions, Thoughts*. Explain to students that as they read the story, they should consider the girl's words, thoughts, and actions and what they show about her as a character.

- Read page 3 aloud to students as they follow along. Invite students to use information from this page to identify the girl's words, thoughts, and actions. Remind them to consider clues found in the illustrations to help them understand the girl in the story. Record students' responses in the chart on the board and then discuss as a class what this tells them about the girl.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the girl and her first school play. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What clues from the picture on page 3 help you understand how the girl is feeling about the play?* (level 1) page 3
- *What does the girl think might go wrong during the play?* (level 2) multiple pages
- *Why does the girl ask, "Why was I so nervous?" at the end of the story?* (level 3) multiple pages
- *How do the girl's feelings change from the beginning of the play to the end of the play?* (level 2) pages 3 and 10

Text Features: Illustrations

Explain to students that the pictures, or illustrations, in a story provide a great deal of information. Point out that illustrations often tell many things that are not written by the author. Reread page 3 aloud with students as they follow along. Then have them look at the illustration and discuss in small groups what information is provided that was not included in the text. Invite groups to share their findings with the class. Have students turn to page 5 and reread the page in their small groups. Ask them the following questions: *What did you learn from the illustration that was not written in the story? Why did the author choose to include this illustration?* Invite each group to share their responses with the class.

Skill Review

- Model for students how to retell what you have read so far, and then have them stop at certain points during the story to retell in their mind what they have read so far. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct in order. Encourage students to use sequencing words such as *first, next, then, and finally* when retelling the story.
- Model analyzing character.
Think-aloud: *As I read the story I paused often to consider the words, actions, and thoughts of the girl so that I could better understand her. For example, I read that the girl was very nervous about the play but decided to go on stage and perform anyway. I know that the girl could have chosen to not be in the play because she was too nervous. Because she chose to perform even though she was scared, I know that she is brave and courageous. Pausing often while I am reading to consider the girl's words, actions, and thoughts helps me to better understand her and to enjoy what I am reading.*
- Have students work in small groups to share one quality about the girl and one detail that supports this quality. Remind students to refer back to the text directly to show the girl's words, actions, or thoughts. Have groups share their responses with the class.
- Model how to complete the [analyze character worksheet](#). Remind students to use specific examples and details from the text.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Analyze character**

Review the analyze character worksheet that students completed. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include: *The girl felt very nervous and worried about her first school play. After she performed, however, she wondered why she had been so nervous because she had so much fun.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /f/ sound

- Say the word *fall* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Read page 3 aloud to students. Have students stand up and sit back down when they hear a word that begins with the /f/ sound.
- Ask volunteers to identify words they know that start with the /f/ sound. Have them share their word, emphasizing the initial /f/ sound.
- **Check for understanding:** Say the following words one at a time, and have students put their hands on their head when they hear a word that begins with the /f/ sound: *fish, hand, fist, fit, play, fast, costume, fan, fun.*

Phonics: **Initial consonant Ff**

- Write the word *fun* on the board and read it aloud to students. Have students say the /f/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask what sound they hear at the beginning of the word *fun* and what letter makes this sound. Underline the initial consonant *Ff*.
- Have students practice writing the letter *Ff* on a separate piece of paper while saying the /f/ sound.
- Write the following words that begin with the letter *Ff* on the board, leaving off the initial

consonant: *fix, farm, fit, fish, fan, form, fin.* Say each word, one at a time, and invite volunteers to come to the board and add the initial consonant *Ff* to each word.

- **Check for understanding:** Have students review the story and circle all of the words containing the initial consonant *Ff*. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Ff worksheet**. If time allows, discuss their answers aloud after students finish.

Grammar and Mechanics:

Interrogative sentences

- Write the following sentence on the board: *What if I fall off the stage?* Read the sentence aloud with students. Explain that every sentence has a signal at the end to let readers know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence. Point out that this signal is called a *question mark*. Have students say the word *question mark* aloud.
- Reread the sentence aloud with students. Point out that the sentence asks a question. Explain that a sentence that asks a question is called an *interrogative sentence*. Have students repeat the phrase *interrogative sentence* aloud.
- **Independent practice:** Introduce, explain, and have students complete the **interrogative sentences worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: **Antonyms**

- Have students find and point to the word *fun* on page 10. Have students discuss with a partner what the word *fun* means.
- Explain to students that words that mean the opposite of another word are called *antonyms*. Write the word *antonyms* on the board and have students read it aloud.
- Have students work in small group to think of words that mean the opposite of *fun*. Invite each group to share their antonyms with the class.
- Write the following list of words on the board: *big, start, pretty, happy, fast.* Have students work with a partner to create an antonym for each word. Have each group share their antonyms and have the class give a thumbs-up signal if the antonym is correct.
- **Check for understanding:** Have students locate and highlight two words in the story for which they can name an antonyms. Have students share their findings with a partner.

Connections

- See the back of the book for cross-curricular extension ideas.