

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 101

Book Summary

Our emotions often get the better of us, and in *Dolly's Drama Queen Day*, the main character is not coping well with her bad day. She is mad and grumpy. Her father tells her she is having a drama queen day. Teach students how to identify characters in this story delivered with humor and funny illustrations, which emergent readers will relate to and enjoy.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Connect to prior knowledge to understand text
- Identify characters in a story
- Discriminate short vowel /o/ sound
- Identify short vowel o
- Recognize and use verbs
- Understand and apply the suffix -ed

Materials

Green text indicates resources are available on the website.

- Book—*Dolly's Drama Queen Day* (copy for each student)
- Chalkboard or dry-erase board
- Story elements, short vowel o, verbs worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *when, you*
- Content words:

Story critical: *breath* (n.), *drama queen* (n.), *funny* (adj.), *sobbed* (v.), *spilled* (v.), *stomped* (v.)

Before Reading

Build Background

- Ask students to raise their hand if they have ever had a bad day, a day when they were in a bad mood and everything went wrong. Invite students to share what happened on their very bad day.
- Write the words *drama queen* on the board, and read them aloud. Ask students if they know what that phrase means. Explain that a drama queen is a person who overreacts, or exaggerates, usually in response to negative things. Act out an example of being a drama queen by dropping your pencil on the ground and throwing a pretend temper tantrum in response.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Dolly's Drama Queen Day*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know, or their prior knowledge, and new information they read. Point out that making these connections will help them understand what they read.
- Model connecting to prior knowledge using information on the cover.
Think-aloud: On the cover of this story titled Dolly's Drama Queen Day, I see a young girl sitting behind a cup that has spilled all over the table. Her dad is cleaning up the mess, but she is crying loudly. I know that when I make a mess, I also get upset, but not as upset as that girl. A mess is just a small annoyance. However, I know from the title that the girl is having a drama queen day, and since I already know that being a drama queen means to overreact, I understand that the girl is probably overreacting to the accident. My prior knowledge helps me to better understand what is happening in this picture.
- Have students share with a partner how they connected to prior knowledge, using information from the cover and title page. Invite volunteers to share.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: Identify characters**

- Remind students that a story is made up of many parts, called story elements. One important story element is the character. *Characters* are the people or animals who perform the action in the story.
- Model how to identify characters using a familiar tale.
Think-aloud: In the story The Frog Prince, a princess loses her ball and the frog returns it to her. The frog is actually a prince under a spell. In this story, the princess and the frog are the characters because they perform all the action of the tale.
- Point out that the princess is a person and the frog is an animal, but they are both characters. Draw a sketch of each character on the board.
- Choose another story with which the class is familiar. Have students work in groups to determine the characters from the story. Invite volunteers to come to the board and draw pictures of the characters.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 8, you might say: *What is spilled on the table? That's right, Dolly spilled her drink. What sound does the word spilled begin with? The /spl/ sound. Point to the word spilled in your book.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *stomped* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. In the picture, Dolly is angry because she can't get her shirt on. She is walking around the room trying to make it fit. The sentence says that Dolly does this because her shirt is too small. When I look at the first part of this word, it starts with the /st/ sound. The word walk starts with the /w/ sound, so that can't be the word. There are many ways to walk. Often, when a person is angry, they like to stomp. The word stomped starts with the /st/ sound. The sentence makes sense with this word. The word must be stomped.*

Set the Purpose

- Have students read to find out what makes Dolly have a drama queen day. Ask them to connect to prior knowledge as they read and identify the characters in the story.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*You*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model connecting to prior knowledge.
Think-aloud: By this point in the story, I understand why Dolly is in a bad mood. She has not had the best day. Her hair looked bad, and her shirt was too small. I know when my hair looks bad I feel terrible about myself, and I might be in a bad mood for the rest of the day. I bet the shirt was one of her favorites, because when I can't wear my favorite clothes anymore, it makes me sad. My prior knowledge helps me to understand how Dolly is feeling. I still think she is being too dramatic about everything. I may want to stomp my feet and cry, but I know that such reactions are over the top when I am dealing with small matters like bad hair.
 - While speaking, draw a picture of yourself on a bad hair day, and point at the picture as you make the connection between your prior knowledge and what it helped you understand in the story.
 - Ask students to draw a picture representing some of their prior knowledge about events in the story so far: having a bad day or outgrowing clothes they like. Invite students to share how they connected to this prior knowledge as they read.
 - Remind students that characters are people or animals that play important roles in the story. Have students discuss with a partner the characters they have read about in the story so far.
 - Ask students to call out the names of the characters in the book. Record their names on the board. Invite volunteers to come to the board and draw a picture of Dolly and her dad.
 - Explain to students that we learn information about the characters as we read. We find out how they look, how they think and feel, and how they act. Randomly call on students to share one descriptive detail about a character.
 - **Check for understanding:** Have students read to the end of page 9. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Review the characters described on the board. Have students work in groups to compare and contrast the two characters, using the character descriptions on the board as a guide.
 - Have students read the remainder of the book. Remind them to think about the characters in the story and how their prior knowledge connects them to what the characters are feeling and thinking.
-  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 the discussion that follows.

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.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read the end of the story, I am happy to see Dolly smiling at last. I know bad days seem like they will never end, but sometimes a good night's sleep makes everything feel better in the morning. My prior knowledge of how I feel on bad days helps me to understand what Dolly's dad means when he says they will make tomorrow better. It also makes me feel better knowing Dolly will probably be happier in the morning.*
- Invite students to share how they act when they are having a bad day, and how this prior knowledge connects with the story. Discuss with the class whether Dolly responded in appropriate ways to her accidents. Have students work in groups to brainstorm how Dolly could have acted that would have made her day better, not worse.
- Ask students to explain to a partner how connecting to prior knowledge helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Revisit the pictures and descriptions of the characters on the board. Ask students to share with a partner what it would be like to have Dolly for a sister, on the basis of what they know about her character. Invite volunteers to share their impressions.
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, Dolly acts like a drama queen when she is having a bad day. Have you had days when you wanted to act like Dolly? What do you do when you're having a bad day, and how do you feel better?

Build Skills

Phonological Awareness: Short vowel /o/ sound

- Say the word *Dolly* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the /o/ sound.
- Read page 9 aloud to students. Have students raise their hand when they hear a word that contains the short vowel /o/ sound (*sobbed*).
- Point out that the short vowel /o/ sound is like the noise you make when you say *ahh* at the doctor's office. Have students practice making the sound with a partner. Have students work with a group to brainstorm other words that contain the short vowel /o/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words, one at a time, and have students tap their desk for each word that contains the short vowel /o/ sound: *hope, mop, hot, sap, sob, bone, and cop*.

Phonics: Short vowel o

- Write the word *sob* on the board and say it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *sob*.
- Write the words *con* and *cone* on the board. Read the words aloud and then have students read the words with you. Ask students to discuss with a partner the difference between the two /o/ sounds. Explain that the short vowel o makes the short /o/ sound, and the long vowel o makes the long /o/ sound.
- Have students practice tracing the letter o in the air while saying the short vowel /o/ sound.
- **Check for understanding:** Write the following words that contain the short vowel /o/ sound on the board, leaving out the medial letter o: *log, spot, rob, pop, dog, and boss*. Say each word, one at a time, and have volunteers come to the board and add the short vowel o to each word. Then call on students to come to the board and trace the letter o while making the short vowel /o/ sound.

Lesson Plan *(continued)*

Dolly's Drama Queen Day

- **Independent practice:** Introduce, explain, and have students complete the [short vowel o worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Have students read page 4 along with you. Ask them to point at the word that identifies what Dolly did when her hair looked bad (*cried*). Have students act out crying at their desk.
- Remind student that *verbs* are words that name *actions*.
- Write the following sentence on the board: *Dolly stomped around when her shirt was too small.* Ask students to point to one verb in the sentence. Invite a volunteer to come to the board and underline a verb. If the student chooses the word *stomped*, point out that the word *was* is also a verb.
- Write the verbs *cried* and *stomped* on the board. Ask students to discuss with a partner what they notice at the ends of each word. Explain to students these verbs add the suffix *-ed* to show that the action happened in the past. All the things Dolly did happened earlier in the day.



Check for understanding: Have students locate and circle the verbs in the book. After they have found all the verbs, invite volunteers to share one verb they found, and have the rest of the class give a thumbs-up signal if they agree that the word is a verb. Have students act out the verbs at their desk, when applicable.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **Suffix -ed**

- Write the following words on the board: *yelled, stomped, kicked, and screamed*. Read the words aloud and then have students read the words with you. Have students discuss with a partner what all these words have in common.
- Review or explain to students that they add the suffix *-ed* to verbs to change them to a past-tense verb, or a verb that shows action that happened in the past. A *suffix* is an *added ending* that changes the meaning of a word.
- Cover the suffix *-ed* on the word *yelled* with your hand. Ask students to identify the present-tense verb. Repeat the process with the other verbs on the board.
- Draw a T-chart on the board. Label the left side *present-tense verbs*; label the right side *past-tense verbs*. Fill in the chart using the verb examples already on the board.
- Have each student think of one verb. Call on students, and ask them to share their verb. Write the verb in the left side of the T-chart. Ask students how they would change that verb to a past-tense verb. Write the correct past-tense conjugation of the verb in the right side of the T-chart. (You may want to use only verbs that you know have a regular *-ed* ending for the past tense.)
- **Check for understanding:** Write following verbs on the board: *burn, start, ask, jump, and talk*. Have students change the verbs to past tense by adding the suffix *-ed*, and then use each past-tense verb in an oral sentence with a partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the characters with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Ask students to imagine that they are having a bad day. Have them draw a picture showing something that went wrong on their drama queen day. Then have them write three sentences, each one describing something that went wrong and what they did as a reaction.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Music Connection

Share with students that one technique for feeling better on a bad day is to listen to music. Explain that happy music can change a person's mood. Bring in a recording of children's songs. Have students listen to the recording and then vote on their favorite song. Teach them the lyrics to the song, and practice singing as a class. Invite a fellow first-grade class over for a special concert.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- correctly identify characters in a story during discussion and on a worksheet
- consistently discriminate the short vowel /o/ sound during discussion
- accurately identify and write the letter symbol that represents the short vowel /o/ sound during discussion and on a worksheet
- correctly use verbs during discussion and on a worksheet
- accurately apply the suffix *-ed* during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**