



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 107

Book Summary

Maddy loves to march all around her house and outside. One day she has an opportunity to march with a real band in a parade. Supportive pictures and repetitive phrases support early readers.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Sequence events
- Discriminate final sound /t/
- Identify final consonant Tt
- Recognize and understand the use of capital letters at the beginning of a sentence and in proper nouns
- Identify and use position words

Materials

Green text indicates resources available on the website

- Book—*Maddy Loves to March* (copy for each student)
- Chalkboard or dry erase board
- Prediction, sequence events, final consonant Tt, capitalization worksheets
- Discussion cards



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

Vocabulary

- High-frequency words: *all, around, down, from, she, the, to, up*
- Content words: *band, door, march, marches, parade, stairs, street*

Before Reading

Build Background

- Write the word *parade* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students what they might see in a parade. Ask them to explain why people organize parades.

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 *Maddy Loves to March*. (Accept any answer that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Lesson Plan *(continued)*

Maddy Loves to March

- Write the following repetitive phrases on the board: *She marches* and *One, two, three, four*. Read each phrase aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed. Readers continue to make new predictions based on clues they read in a story.
- Model using the picture on the front cover of the book to make a prediction.
Think-aloud: *When I look at the front cover of the book, I see a girl followed by a small cat. The girl appears to be in a special uniform. Since the girl is in a uniform and the title is Maddy Loves to March, I wonder if the girl is in a marching band. Maybe she is practicing for a parade that she will march in.*
- Introduce and explain the **prediction worksheet**. Model drawing a prediction, such as the girl marching in a parade. Invite students to make a prediction based on the cover pictures and title, and draw it on their worksheet. Share and discuss the predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of the story *The Three Little Pigs*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: *If I want someone to be able to retell the story of The Three Little Pigs, they need to include certain events in order to tell the story correctly. In this story, the first event that happens is that the first little pig builds a house out of straw. Next, the second little pig builds a house out of sticks. Then, the third pig builds a house out of bricks. After that, the wolf blows down the first pig's house. Then he blows down the second pig's house. Last, he tries to blow down the third pig's house, but he can't.*
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, *then*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of *The Three Little Pigs* (the retelling contains more detail and description; the list shows only the events that were most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter in the story. For example, while looking at the pictures on page 3, you might say: *It looks as though Maddy loves bands and marching all around.*
- Remind students to look at the pictures and the letters a word begins or ends with to figure out a difficult word. For example, point to *house* on page 4, and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Maddy marching through a room. When I look at the first part of the word, it starts with /h/. However, the word room starts with the /r/ sound, so this cannot be the word. I know that there are rooms*

Lesson Plan *(continued)*

Maddy Loves to March

inside of a house. The word house starts with the /h/ sound. The sentence makes sense with this word. The word must be house.

Set the Purpose

- Have students read to find out where Maddy marches. Remind them to make, revise, and confirm predictions as they read. Have them think about the event that happened *first*, *next*, and so on.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to think about the events that have happened so far in the story. Encourage students who finish before others to reread the text.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 4 and 5 in a pocket chart or along the chalkboard ledge. Model sequencing events and revising a prediction.
- **Think-aloud:** *If I want someone to be able to tell this story to someone else, certain events need to be included in order to tell the story correctly. As I look at this picture, the first event that happens is Maddy marches through the house. Next, Maddy marches down the stairs. I placed this picture in order next to the first picture. Before reading, I predicted that Maddy was practicing for a parade she will march in. As I look at the events that have happened so far in the story, I want to change my prediction. It seems as though Maddy is just marching all around her house. I wonder if all her marching makes a lot of noise. I think her parents ask her to march outside because the marching is noisy. I will draw a picture of her marching outside on my prediction worksheet.*
- Have students review the prediction they made before reading. Have them draw another prediction on their **prediction worksheet**. If their original prediction was confirmed, have them write a check mark next to the drawing of that prediction.
- **Check for understanding:** Have students read to the end of page 9. Remind them to use the pictures, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, or confirm their prediction(s) on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised.
- Use the cut-out story pictures to discuss the sequence of events through page 9. Remind students that a sequence of events contains only the events that are most important for someone to understand the story.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.



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

- Have students complete their **prediction worksheet**. Ask them to explain other predictions they made while reading. Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised.
- **Think-aloud:** *I predicted that Maddy's marching in the house was so loud that her parents asked her to march outside. This prediction was partly correct. I learned that Maddy did march outside. However, her parents did not ask her to do so.*
- Ask students to explain how making, revising, and confirming predictions helped them to understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Use the cut-out story pictures to discuss the sequence of events through the end of the book. Remind students that a sequence of events contains only the events that are most important for someone to understand the story.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#).
- **Enduring understanding:** In this story, Maddy marched in several places because she loved to march. Now that you know this, what does this tell you about how people respond to something they like?

Build Skills

Phonological Awareness: **Discriminate final /t/ sound**

- Say the word *cat* aloud to students, emphasizing the final /t/ sound. Have students say the word aloud and then say the final /t/ sound.
- Read pages 7 and 8 aloud to students. Have them clap their hands when they hear a word that ends with the /t/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word ends with the /t/ sound: *sit, math, mat, play, man, goat*.

Phonics: **Identify final consonant Tt**

- Write the word *cat* on the board and say the word aloud with students.
- Have students say the /t/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students what letter stands for the /t/ sound in the word *cat*.
- Have students practice writing the letter *Tt* on a separate piece of paper as they say the sound the letter makes.
- **Check for understanding:** Write the following words that end with the letter *Tt* on the board, leaving off the final consonant *Tt*: *sit, mat, goat*. Say each word, one at a time, and have volunteers come to the board and add the final consonant *Tt* in each word. Have the remaining students practice writing the letter *Tt* on a separate piece of paper as they say the sound the letter makes.
- **Independent practice:** Introduce, explain, and have students complete the [final-consonant-Tt worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: **Capitalization**

- Write the sentences from page 3 of the book on the board. Read them aloud with students.
- Circle the letter at the beginning of each sentence. Ask students what they notice about these letters. Explain that all sentences begin with a capital letter. It is like a signal to let readers know a new sentence is beginning.
- Underline the *M* in the word *Maddy*. Explain that writers also use a capital letter at the beginning of a name. Review or explain that these special naming words are called *proper nouns*.
- Write the following sentence on the board: *we saw tom in the parade*. Ask volunteers to identify the words that need a capital letter and why (*we* is at the beginning of the sentence; *Tom* is the name of a person).



Check for understanding: Have students circle all the proper nouns in their book and underline the capital letter at the beginning of each sentence.

- **Independent practice:** Introduce, explain, and have students complete the [capitalization worksheet](#).

Word Work: **Position words**

- Have students turn to page 5. Read the first sentence aloud. Ask students what words tell them exactly where Maddy marches on the stairs (*down*). Write the word down on the board and have students say the words aloud.

Lesson Plan *(continued)*

Maddy Loves to March

- Ask students to identify the word that means the opposite of *down* (*up*). Have students explain the difference between *up* and *down*.
- Explain that some words help readers understand exactly where things are. These words are called *position words*.
- Have students read pages 7 and 9 and locate the position words that tell where Maddy is going (*out* and *under*). Write the words *out* and *under* on the board and have students say the words aloud. Have students explain the difference between *out* and *under*.
- **Check for understanding:** Have students hold a small object, such as a pencil, in their hand. Instruct them to move the pencil using the position words *up*, *down*, *out*, and *under*. Observe how students move their object.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book. 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 students sequence the story events aloud to someone at home.

Extend the Reading

Writing and Art Connection

Have students draw a picture of themselves marching somewhere. Under the drawing, help them write a sentence to describe their picture using the following prompt: _____ *marches* _____. Combine the pages into a class book. Reinforce student understanding of capitalization and proper nouns.

Social Studies Connection

Discuss when a parade might be held in your community or state, such as for holidays and special events. Discuss any similarities and differences between these parades.

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:

- accurately and consistently make, revise, and confirm predictions during discussion and on a worksheet
- accurately sequence events during discussion and on a worksheet
- accurately discriminate the final /t/ sound during discussion

Lesson Plan *(continued)***Maddy Loves to March**

- identify and write the letter symbol that stands for the /t/ sound during discussion and on a worksheet
- correctly identify and capitalize proper nouns and sentence beginnings during discussion and on a worksheet
- understand and identify words that indicate position during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)