



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 87

Book Summary

In the book *My New School*, students will read about a girl's preschool and her new school. Will they be the same or different? Students will have the opportunity to compare and contrast as well as use the information they already know about school. Detailed, supportive illustrations, repetitive sentence patterns, and high-frequency words support early readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Compare and contrast
- Segment onset and rime
- Identify short /i/ vowel
- Recognize and use nouns
- Alphabetical order

Materials

Green text indicates resources available on the website

- Book—*My New School* (copy for each student)
- Chalkboard or dry erase board
- [Compare and contrast, short /i/ vowel, nouns 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

*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](#).

- High-frequency words: *at, go, in, my, will*
- Content words:
 - Story critical: *bus (n.), car (n.), city (n.), country (n.), learn (v.), preschool (n.)*
 - Enrichment: *friends (n.), morning (n.), read (v.), stories (n.), teacher (n.)*

Before Reading

Build Background

- Write the word *school* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Discuss things that students might see and do at their school. Make a list on the board.

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 *My New School*. (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 and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title on the cover and look at the picture on the front cover, it makes me think about the playground at my school. I know that a playground is the place where children go for recess at school. A playground usually has slides and swings. Children run and play games in the grassy areas. I wonder what the playground will be like at the girl's new school.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Bird* and the right side *Cat*.
- Model how to compare and contrast a bird and a cat.
Think-aloud: I can compare and contrast a bird and a cat. I know that a bird has feathers, but a cat has fur. I will write feathers on the Venn diagram under the Bird heading and fur under the Cat heading to show one way that a bird and a cat are different. I know that a bird and a cat are both animals. I will write animals on the diagram where the circles overlap to show one way that a bird and a cat are the same.
- Invite students to suggest other ways that a bird and a cat are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *The girl goes to preschool now. Soon she will go to a new school.*
- 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 *city* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a girl and her mom at the new school in town. When I look at the first part of the word, it starts with /s/. However, the word town starts with the /t/ sound, so this can't be the word. I know that another word for a big town with many buildings and people is city. The word city starts with the /s/ sound. The sentence makes sense with this word. The word must be city.*

Set the Purpose

- Have students use what they already know about school to help them read the book. Remind them to think about how preschool and the new school are alike and different as they read.

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 (*I*). 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 a 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: On page 5, I read about the girl's new school in the city. The girl and her mother are meeting the principal outside the school. The girl is standing close to her mother. She looks nervous. I know that sometimes people get nervous when they are placed in new situations. I wonder if the girl will like her new school.
 - Invite students to share how they connected with what they already knew as they read.
 - Draw a Venn diagram on the board. Label the left side *Inside School* and the right side *Outside School*. Have students identify things that are alike and different about school by looking at the pictures on the covers. (The students are playing games on the playground on the front cover. The students are sitting in desks in the classroom on the back cover.) Write the information on the Venn diagram on the board.
 - **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.)
 - Introduce and explain the compare-and-contrast worksheet. Have students label the left side *Preschool* and the right side *New School*. Have them identify one thing that is alike and one thing that is different about the two schools, on the basis of what they have seen and read in the book. (Preschool is in the country. The new school is in the city.) Have students write the information on their Venn diagram.
 - Have students read the remainder of the book. Remind them to use what they already know about school to help them understand new information as they read.
-  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 page 12, I thought about all the friends I have made at school. I know that having friends makes school enjoyable. It is important to have friends to help you learn at school. It is fun to see friends at school each day.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about school. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.

- **Independent practice:** Have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you have learned about a girl starting a new school. She seemed nervous when she first visited the school but then seemed excited about her new school. Now that you know this information, why do you think it is important to have a good attitude about new experiences, even if they might be strange or new?

Build Skills


Phonological Awareness: Segment onset and rime

- Say the word *will* aloud to students. Explain that you are going to say the word a second time and leave off the /w/ sound. Then say: *illl*; *will* without the /w/ is *illl*.
- Have students identify other words that end with the /ill/ sound (*pill*, *bill*, *still*).
- Have students say the word *car*. Then have them say the word *car* without the /c/ sound (/ar/).
- **Check for understanding:** Say the following words aloud, one at a time: *bus*, *read*, *day*, *new*, *ride*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the onset.


Phonics: Identify short /i/ vowel

- Write the word *city* on the board and say it aloud with students.
- Have students say the short /i/ 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 /i/ sound in the word *city*.
- **Think-aloud:** Write the following words that have the short /i/ sound on the board, leaving out the short /i/ vowel: *sit*, *bib*, *tip*. Say each word, one at a time, and have volunteers come to the board and add the short /i/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Review or explain to students that a *noun* is a word that names a *person*, *place*, or *thing*.
- Have students turn to page 3 in their book. Invite them to read the first sentence together. Ask students to point to the word that names a place (*preschool*).
- Have students turn to page 6. Read the sentence aloud with students. Ask them to point to the word that names a thing (*car*).
-  **Check for understanding:** Have students locate the nouns in the book and underline them.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *school* and *preschool* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *s* or *p*. Explain that the word *preschool* would come first in an alphabetical list because the letter *p* comes before the letter *s* in the alphabet.
- Write the words *city* and *read* on the board. Have students identify the initial letter in each word (*c* and *r*). Ask them to identify which letter comes first in the alphabet (*c*). Explain that the word *city* would come first in an alphabetical list.
-  **Check for understanding:** Write the following words on the board: *ride*, *morning*, *stories*, *car*, *bus*, *friends*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

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 compare and contrast the schools in the story and their own school with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of something at their school. Under the picture, have them write one sentence telling about their picture. Have students choose a partner and compare and contrast their picture with their partner's.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Discuss with students how they might feel if they were attending a new school. Make a list of the feelings on the board. Discuss reasons for these and other feelings. Have students draw a picture that shows one of the feelings on the list.

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
- accurately compare and contrast during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /i/ vowel sound during discussion and on a worksheet
- correctly understand and use nouns during discussion and on a worksheet
- correctly understand how to place words in alphabetical order on a separate piece of paper

Comprehension Checks

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