

### About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 91

#### Book Summary

In *A Day of Firsts*, students will read about the fun things that await them on the first day of first grade. High-frequency words, repetitive phrases, and detailed photographs support readers. Students will have the opportunity to locate details that support the main idea as well as to ask and answer questions as they read this interesting book about the first day of school.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Discriminate short vowel /a/ sound
- Identify short vowel a
- Capitalize the beginning of sentences
- Place words in alphabetical order

#### Materials

Green text indicates resources are available on the website.

- Book—*A Day of Firsts* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details, short vowel a, capitalize sentence beginnings 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](http://VocabularyA-Z.com).

- High-frequency words: *a*, *is*, *what*
- Content words:

Story critical: *exciting* (adj.), *first* (adj.), *grade* (n.), *learn* (v.), *meet* (v.), *pack* (v.)

### Before Reading

#### Build Background

- Write the word *first* 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 to think about the first time they did something. Give students examples, such as the first time they rode a bike or the first time they tried a new food. Discuss getting ready for a new school year and what happens on the first day of school. Make a list on the board.

## Book Walk

### Introduce the Book

- Show students the front and back covers and read the title with them. Ask what they think they might read about in a story called *A Day of Firsts*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, authors' names).
- Write the following repetitive sentence on the board: *What else is a first?* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers ask questions about a topic before and during reading. Then they look for the answers while reading to help them understand and remember what they read.
- Model how to ask questions as you preview the book.  
*Think-aloud: When I look at the picture on the cover, I see children standing in a line with backpacks and lunchboxes. They are outside by a big building. I wonder where the children are. I'll write that question on the board (Where are the children?). I will have to look at the pictures and read the story to find the answer to my question.*
- Show students the back cover and ask them what they see in the picture. Ask students what questions they might ask about the picture. If necessary, model once more for students how to ask questions about 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: **Main idea and details**

- Explain to students that most stories have a big, or main, idea, which is what the story is mostly about. Read the title to students. Explain that the title often provides clues about the story's main idea. Invite students to share predictions about the main idea of this story.
- Discuss student predictions and guide them to the consensus that the main idea of this story is *Students do many things on the first day of school*. Write the following sentence on the board: *Students do many things on the first day of school*. Point to each word as you read it aloud with students.
- Model how to identify details.  
*Think-aloud: The main idea of this story is Students do many things on the first day of school. I know the story will have details that help explain the main idea. Details are descriptions that help the readers understand the main idea of the story. On the title page, I see a girl reading a book. I know students read books on the first day of school. Since this helps explain the main idea of the story, I know reading a book might be a detail in the story.*
- Review the items that students listed in the Build Background section. Discuss whether or not any of these items might be details in the story.


### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though it's the first day of first grade.*
- 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 *meet* on page 6 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 student and teacher shaking hands. When I look at the first part of the word, it starts with /m/. However, the word shaking starts with the /sh/ sound, so this can't be the word. I know people often shake hands when they meet each other for the first time. The word meet starts with the /m/ sound. The sentence makes sense with this word. The word must be meet.*

**Set the Purpose**

- Have students use what they already know about the first day of school to ask questions as they read. Remind them to think about the details that support the main idea 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 (*It's*). 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 answering questions.  
*Think-aloud: Earlier, I asked the question, Where are the children? So far I have read that students pack lunches and ride buses. I know these are things students do on the first day of school. On the basis of the pictures and what I have read, I think the children on the front cover are standing in front of a school. I wonder what other things students will do on the first day of first grade. I will have to keep reading to find out.*
  - Invite students to share questions they asked while reading.
  - Review the main idea of the story: *Students do many things on the first day of school.* Ask students to explain whether packing lunches is detail that supports the main idea of the book and why (yes, packing lunches is something students do on the first day of school).
  - Introduce and explain the **main-idea-and-details worksheet**. Write the words *packing lunches* on the board. Have students write the words and draw a picture that represents this word in one of the spaces on the worksheet.
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
  - Ask students to think about other details they read that support the main idea: *Students do many things on the first day of school.* Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using words from the story. Have students share details they drew and wrote about.
  - Have students read the remainder of the book. Remind them to think about what they know about the first day of 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**

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the story, I wondered how the children felt about the first day of school. Most of them have smiles on their faces and seem to be excited about the first day of school. I know some students are nervous about going to school, but when they meet their new teacher and old friends, they feel happy. The first day of school is fun and exciting.*

## Lesson Plan *(continued)*

## A Day of Firsts

- Ask students to explain how asking and answering questions helped them understand and remember what they read.

### Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students (*Students do many things on the first day of school*). Review the details students drew on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about someone's first day of first grade. Now that you know this information, what makes something a "first"?

### Build Skills


#### Phonological Awareness: **Short vowel /a/ sound**

- Say the word *pack* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the /a/ sound.
- Have students practice making the short /a/ sound with a partner. Have students work with a group to brainstorm other words that contain the short vowel /a/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /a/ sound: *backpack, lunch, class, books, bag, games*.

#### Phonics: **Short vowel a**

- Write the word *pack* on the board and say it aloud with students.
- Have students say the short vowel /a/ 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 /a/ sound in the word *pack*.
- Have students practice writing the letter *a* on a separate piece of paper while saying the short vowel /a/ sound.
- **Check for understanding:** Write the following words that contain the short vowel /a/ sound on the board, leaving out the medial letter *a*: *bat, cap, ham, that, fan, sand*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *a* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **short vowel a worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Capitalize sentence beginnings**

- Write the following sentence on the board: *Students pack yummy lunches*. Read the sentence aloud with students. Invite a volunteer to come to the board and circle the first word in the sentence.
- Explain that every sentence has a signal at the beginning so readers will know that a new sentence has started. Underline the capital letter in the word *Students*. Explain that this capital letter *S* is the signal. Emphasize that all sentences begin with a capital letter.
- Call on volunteers and have them share one detail from the story about the first day of first grade. Write this information in a sentence on the board, using a lowercase letter at the beginning of each sentence. Invite volunteers to come to the board and correct the sentences.
-  **Check for understanding:** Have students locate and circle all of the capital letters in the book.
- **Independent practice:** Introduce, explain, and have students complete the **capitalize-sentence-beginnings worksheet**. If time allows, discuss their responses.

**Word Work: Alphabetical order**

- Explain to students that words are sometimes placed in a list in 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 *grade* and *pack* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *g* or *p*. Explain that the word *grade* would come first in an alphabetical list because the letter *g* comes before the letter *p* in the alphabet.
- Write the words *meet* and *first* on the board. Have students identify the initial letter in each word (*m* and *f*). Ask students to identify which letter comes first in the alphabet (*f*). Explain that the word *first* would come first in an alphabetical list.



**Check for understanding:** Write these words in the following order on the board: *lunches, buses, teacher, desks, games, friends, students*. 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 discuss the main idea and details from the story with someone at home.

**Extend the Reading**
**Informational Writing and Art Connection**

Have students draw a picture of something that might happen on the first day of school. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

**Math Connection**

Make a list of all the activities students participate in during one school day. Have students vote on their favorite activity. Use the information collected to make a graph to show students' favorite school activities. Together with students, write statements on the basis of the data shown on the graph.

**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 use the strategy of asking and answering questions to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate the short vowel /a/ sound during discussion
- identify and write the letter symbol that represents the short vowel /a/ sound in text, during discussion, and on a worksheet
- correctly understand and use capital letters at the beginning of sentences during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a separate piece of paper

**Comprehension Checks**

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