



About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 67

Book Summary

It's Father's Day! In *A Day for Dad*, a boy and his dad make a plan after breakfast and set off on an adventure. Where will they go? What will they do? Students have the opportunity to connect to prior knowledge as well as to classify information in this sweet story. Detailed, supportive illustrations, high-frequency words, and repetitive phrases support readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Classify information
- Segment syllables
- Identify initial consonant *Pp*
- Capitalize the beginning of sentences
- Understand how to place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*A Day for Dad* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Picture cards, classify information, initial consonant *Pp*, 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

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

- High-frequency words: *and*, *I*, *on*
- Content words:

Story critical: *breakfast* (n.), *catch* (n.), *Father's Day* (n.), *picnic* (n.), *plan* (v.), *together* (adv.)

Before Reading

Build Background

- Write the word *plan* on the board and point to the word as you read it aloud to students.
- Ask students to tell about times they have made a plan with someone. Discuss who they made a plan with and what they planned to do.

Book Walk

Introduce the Book

- Give students their copy of the book. 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 story 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 story, author's name, illustrator's name).

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

- Explain to students that effective readers ask questions before and while reading a story, and look for answers as they read. Explain to students that asking and answering questions helps readers understand and enjoy the story.
- Model asking questions as you preview the story.
Think-aloud: On the front cover of the story it looks as though the boy is serving his dad breakfast. Since the title is A Day for Dad, I wonder if it is a special day for dad, such as his birthday or Father's Day. I will write that question on the board. (Is it a special day for Dad?) On the title page, I see the boy and his dad riding bikes. I wonder where they are going. I will write that question on the board too. (Where are they going?) I will have to read the story to find the answers to my questions.
- Have students preview the rest of the story, looking at the pictures and covers. Ask them to share any questions they have.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that engaged readers often think about the objects in a book and what they have in common. Thinking about what objects have in common and sorting them into groups helps readers understand and remember what they read.
- Have students name some things they might do with a family member. Cut out the pictures from the [picture cards worksheet](#) and display them so students can see them. Write the following headings on the board: *Inside Activities* and *Outside Activities*.
- Model how to classify information using the pictures.
Think-aloud: As I thought about how to group these objects, I started by asking myself what they had in common. I noticed they are all activities people can do. I also noticed planting a garden and having a picnic are both outside activities. I will group these pictures under the heading Outside Activities. Here is a picture of people watching a movie. Under which heading do you think I should put this picture?
- Sort through the remainder of the picture cards, asking for volunteers to put pictures under one of the headings. Accept all answers students can justify.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the boy and Dad will do things together on Father's Day.*
- Remind students to look at the picture and the letter with which a word begins or ends to figure out a difficult word. For example, point to the word *plan* 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 the boy and his dad looking at a map. When I look at the first part of the word, it starts with /p/. However, the word looking starts with the /l/ sound, so this can't be the word. I know that when people look at a map they are often making a plan. The word plan starts with the /p/ sound. The sentence makes sense with this word. The word must be plan.*

Set the Purpose

- Have students use what they already know about Father's Day to ask and answer questions as they read. Remind them to think about how to classify things 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 (*Dad*). 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 asking and answering questions.
Think-aloud: Earlier I asked the question, Is it a special day for Dad? After reading, I know it is Father's Day, and the boy will do things with his dad. I also read that the boy and his dad are planning a trip. I can see in the picture that they are packing food. I wonder if they will have a picnic. I will have to keep reading to find out.
- Invite students to share some questions they asked or answered as they read.
- Model classifying information.
Think-aloud: So far I have learned that the boy and his dad eat breakfast and plan a trip on Father's Day. Using the headings Inside Activities and Outside Activities, under which heading would you place these two activities?
- **Check for understanding:** Have students read to the end of page 8. Encourage them to ask and answer questions as they read.
- Review how to classify information. Have students suggest another way to sort the activities they have read about so far in the story.
- Have students read the remainder of the book. Remind them to ask and answer questions 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:** *Earlier, I wondered where the boy and his dad were going. As I read the book, I learned they rode bikes, played catch, and had a picnic. It looks as though they did all of these things at a park. As I read these things I answered one of the questions I had while reading the book. Asking and answering questions helped me remember the details of the book.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Place pictures from the picture card worksheet in a pocket chart or along the board ledge. Ask students to share how these pictures might be sorted into different groups from the ones discussed earlier in the lesson. Have volunteers sort the pictures into groups and discuss why they belong in the groups.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their responses.

- **Enduring understanding:** In this book, you learned about some of the things a boy and his dad did together on Father's Day. Now that you have thought about this, is it a good idea to do things with someone on a special day? Why or why not?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *picnic*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words one at a time, and have students clap the syllables and tell how many syllables are in each word: *together, Dad, Father, caps, breakfast, naps*.

Phonics: Initial consonant Pp

- Write the word *picnic* on the board and say it aloud with students.
- Have students say the /p/ 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 /p/ sound in the word *picnic*.
- Have students practice writing the letter *Pp* on a separate piece of paper while saying the /p/ sound.
- **Check for understanding:** Write the following words that begin with the /p/ sound on the board, leaving off the initial consonant: *pad, pet, pig*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the /p/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Pp worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalize sentence beginnings

- Write the following sentence on the board: *Dad and I eat breakfast on Father's Day*. 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 *Dad*. Explain that this capital letter *D* 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 boy and his dad. 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

- Review or explain the process of putting a list of words in alphabetical order. Remind students that words are placed in alphabetical order by looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the words *breakfast* and *plan* on the board. Underline the first letter of each word. Ask students which letter comes first in the alphabet, *b* or *p*. Explain that the word *breakfast* would come first in an alphabetical list because the letter *b* comes before the letter *p* in the alphabet.
- Write the words *picnic* and *catch* on the board. Have students identify the initial letter in each word (*p* and *c*). Ask students to identify which letter comes first in the alphabet (*c*). Explain that the word *catch* would come first in an alphabetical list.

- **Check for understanding:** List these words in the following order on the board: *eat, together, bikes, play, ride, caps, naps*. 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 groups they classified items into as they read the book with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of something they would do with someone on a special day. Under the picture, have students write sentences telling about their picture.

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

Social Studies Connection

Locate, print, or make a map of your town or the area around your school. Work with students to plan a trip, including activities and stops along the way. Write a story about the trip and have students illustrate it.

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 classify information during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that represents the initial consonant /p/ sound in text, during discussion, and on a worksheet
- correctly capitalize sentence beginnings during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

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