

Focus Question:

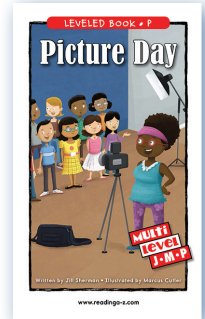
What lesson did Poppy learn on picture day?

Book Summary

Text Type: Fiction/Realistic

School picture day is just around the corner, and Poppy can't wait! She has picked out the perfect dress, shoes, and necklace. When a series of unforeseen events occur, however, Poppy's excitement turns to nervousness. *Picture Day* is a delightful story about the beauty found in our differences and what makes each one of us special. Use this story to teach students how to sequence events and accurately retell.

The book and lesson are also available for levels J and M.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Sequence events in a text
- ☐ Describe information provided by illustrations
- ☐ Identify consonant digraph /sh/ sound
- ☐ Consonant *sh* digraph
- ☐ Recognize and use exclamation marks
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Picture Day* (copy for each student)
- ☐ Sequence events, exclamation marks, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *appointment* (n.), *beaded* (adj.), *clasp* (n.), *permanent* (adj.), *photographer* (n.), *stain* (n.)

Enrichment: *lenses* (n.), *reflection* (n.), *target* (n.)

- **Academic vocabulary:** *different* (adj.), *enough* (adj.), *finally* (adv.), *forever* (adv.), *important* (adj.), *show* (v.)

Guiding the Reading

Before Reading

Build Background

Write the following question on the board and read it aloud to students: *What makes you special?* Discuss with students that no two people are the same and that this is what makes us special and unique. Provide students with a blank sheet of paper and have students fold it into four even parts. Invite students to illustrate and record four things about themselves that make them special. Have students share their drawings in small groups. Display students' work in the classroom.

Introduce the Book

- Give students their copy of *Picture Day*. 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 book 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 book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Point out that stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did during recess or what happened over the weekend. Use a familiar story to demonstrate how to retell a story in correct order, emphasizing transition words, such as *first*, *next*, *then*, *finally*, and so on.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the actions in a story are arranged in a particular order, usually from beginning to end. Point out that the *sequence of*

Guiding the Reading (cont.)

events is the description of the order in which the events occur. Discuss with students how, when telling the sequence of events, transition words such as *first*, *next*, *then*, *after*, *last*, and so on are used. Point out that pausing while reading to note the sequence of events helps readers remember and understand what they have read.

- Point out that sequencing events is important even in telling the events of one's daily life. Have students turn to a partner and recall what they did to prepare for school. Remind them to tell the events in the correct sequence and to use transition words.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about picture day. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Poppy want to make sure everything is perfect for picture day?* (level 2) pages 5 and 6
- *What happens as a result of Poppy spilling punch on her blue dress?* (level 2) pages 7 and 10
- *Why is Poppy distracted at her appointment?* (level 1) page 8
- *How does Poppy feel about wearing glasses?* (level 2) pages 8 and 9
- *What problems does Poppy face as she gets ready for picture day?* (level 2) pages 10 and 11
- *What does Poppy notice about her classmates as they get ready for picture day?* (level 2) pages 12 and 13

- *Why did picture day go even better than Poppy had planned?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 10 aloud as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in the words of the story? How do the pictures help to make the story more enjoyable?* Invite each group to share their responses with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how to retell what you have read so far. Have students stop after the second chapter to retell in their mind what they have read. Have students work with a partner to retell chapter 3. Listen to see whether they include the correct events in detail and sequential order. Encourage students to use transition words, such as *first*, *then*, *next*, *last*, and so on.
- Model sequencing events.
Think-aloud: *When I read a story, I pause often to think about what has happened so far. As I think about the events in the story, I am careful to place them in the correct order, or sequence. For example, in this story, I know that the first thing Poppy does is try on her favorite dress in order to prepare for picture day. Next, she accidentally spills punch on her dress, and her mom must put in the laundry. As I recall the sequence of events, I am sure to use words such as first, next, then, after, finally, and so on. Placing the events of a story in correct order is important because the story would not make sense if they happened out of order.*
- Have students work in small groups to list the sequence of events in chapter 4. Invite volunteers to share the sequence of events, using appropriate transition words.
- Model how to complete the [sequence events worksheet](#).

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.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include: *Poppy learns that everyone is different and that these differences are what make people special.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: Consonant sh digraph

- Write the words *shorts* and *flush* on the board and read them aloud with students.
- Have students say the consonant digraph /sh/ sound aloud. Then, run your finger under the letters in the word *shorts* as students say the whole word aloud. Ask students to identify which letters represent the /sh/ sound in the word *shorts*. Repeat with the word *flush*. Point out that the letters *Ss* and *Hh* together create the /sh/ sound in both words.
- Have students practice writing the digraph *sh* in the air with their finger and then on a separate sheet of paper while saying the /sh/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the consonant *sh* digraph: *shelf, mush, shark, swish, dish, ship, shirt*. Say each word, one at a time, and have volunteers come to the board and add the consonant digraph. Have partners read the words to each other.

Grammar and Mechanics: Exclamation marks

- Have students turn to page 6 and read the following sentence: *My dress shrank in the wash!* Point out the exclamation mark at the end of the sentence. Explain or review that an exclamation mark, or exclamation point, is a punctuation mark used to show strong feeling, surprise, or excitement.
- Write the following sentences on the board without punctuation: *I can't wait for picture day! Picture day is this week.* Have students turn to a partner and discuss which sentence should end in an exclamation mark, which sentence should end in a period, and why. Discuss students' findings as a class.

- **Check for understanding:** Have students reread pages 10 through 12 and circle all of the exclamation marks. Invite them to turn to a partner to share their findings and discuss why the author chose to use each one. Discuss students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **exclamation marks worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *Poppy* and *class* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*class*) and why (*because Cc comes before Pp in the alphabet*).
- Explain that if two words begin with the same letter, they must look at the second letter of each word to determine the correct order. Write the words *beaded* and *burst* on the board and underline the second letter of each word. Model how to place these words in alphabetical order.
- Write the following words on the board: *school, class, glasses, stain, goofy*. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Have students work independently to record the names of their group members in alphabetical order. Have them choose two additional names that begin with the same letter as a group member and add it to the list in the correct order. Have students compare their results in their small groups.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.