

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 154

Book Summary

In *Our Class Flag*, a group of students make a flag to represent their classroom. What symbols will they choose? This fun story for emergent readers explores flags and their meanings, and can be used as an easy introduction to Flag Day. Use this story to teach author's purpose, along with nouns and alphabetical order.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell the story to understand text
- Determine author's purpose
- Discriminate initial consonant /p/ sound
- Identify initial consonant Pp
- Identify and use nouns
- Arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Our Class Flag* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Author's purpose, initial consonant Pp, nouns 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: *our*, *to*, *we*
- Content words:

Story critical: *favorite* (adj.), *flag* (n.), *initials* (n.), *party* (n.), *season* (n.), *symbol* (n.)

Before Reading

Build Background

- Have students point to the American flag in the classroom. Ask students to describe the flag to a partner.
- Ask students to think about what the stars and stripes on the flag symbolize, or stand for. Invite volunteers to share their ideas with the class. Explain to the class the meaning of our flag. Point out that all flags use symbols or colors to share important information about the people or country represented.

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 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 to students that engaged readers stop periodically during reading to retell in their mind what is happening in the story. Retelling events in a story helps readers remember and understand what they are reading.
- Point out that when readers retell a story, they describe the details in the order they occurred.
- Model retelling a familiar story, such as *Little Red Riding Hood*.
Think-aloud: *To retell Little Red Riding Hood, I need to describe the events of the story in the correct order. In this story, Little Red Riding Hood hears that her grandmother is sick. Red's mom prepares a basket full of food and supplies for the sick grandmother, and Little Red Riding Hood sets off to deliver it. Before she leaves, her mother warns her never to step off the path. Little Red Riding Hood happily skips along the trail to her grandmother's. However, unknown to her, the Big Bad Wolf is watching.*
- Continue retelling in detail until the end of the story. Invite volunteers to share details from the story and help you complete the retelling.
- Have students place sticky notes on pages 5, 9, and 12. Explain that students should stop on these pages to think about what has happened so far in the story and retell in their minds those events.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author has a purpose, or a reason, for writing a book. The purpose can be to inform, entertain, or persuade. Explain that *to inform* means *to give information about a topic*, *to entertain* means *to amuse the reader*, and *to persuade* means *to convince the reader to think the same way the author does*.
- Model determining author's purpose using a familiar tale, such as *Chicka Chicka Boom Boom*.
Think-aloud: *In the story Chicka Chicka Boom Boom, the small letters of the alphabet climb up the coconut tree, only to fall down in a tangled heap. What is the author's purpose for writing this book? To figure that out, I think about the effect the book had on me. Did it teach me something new or entertain me or try to convince me of anything? The story was a lot of fun, so it definitely entertained me. It also taught me about upper and lower case letters, so it provided me with information. The author's purpose, then, is to entertain and to inform the reader.*
- Point out that sometimes an author will have more than one purpose, sometimes only one.
- Review several books the class has read previously. Have students work in groups to determine the author's purpose for the books. Have groups share their ideas with the class, and guide the class to a consensus on the author's purpose for each book.

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: *How many flags are on the wall? That's right, three. A flag is a piece of cloth with a design or image that stands for a group of people, whether it is a country or a classroom.*


- Remind students to look at the beginning letter and the picture to decode unfamiliar words. For example, point to the word *season* on page 10 and say: *The sentence says that snowflakes are a symbol of this word. I see the snowflakes falling in the picture, and it looks like winter. Snowflakes could be a symbol of winter, but the word winter starts with the /w/ sound, and this word starts with the /s/ sound. Winter is one of the four seasons. The word season starts with the /s/ sound, and the sentence makes sense with this word. This word is most likely season.*
- Write each vocabulary word on a piece of poster paper and hang them around the room. Break students into groups and have each group head to a poster. Ask groups to discuss the word, figure out a definition for it, and then write their definition on the poster. Invite students to draw an illustration for their word.
- After a set time, have groups rotate to the poster to their right and repeat the process. Continue rotating until the groups have had a chance to work on each word.
- Review the finished posters with the class. Guide students to a class consensus on a definition for each word. Write the word and its definition on the board.

Set the Purpose

- Have students retell as they read this story about making a new flag. Remind them to think about the author's purpose for telling the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
 - Model retelling.
Think-aloud: *I see a sticky note on the bottom of page 5, and that reminds me that I need to stop and retell events in the story. Since I have only read three pages, my retelling will be short. In this story, it is Flag Day and the school is having a party. All of the classes need to make a flag for themselves. The flag will be a symbol of the class. The students in this class start by coloring their flag blue and green, which are the colors of their classroom. This is my retelling of the beginning of the story. What is yours?*
 - Have students retell the events of the first three pages to a partner. Remind students that the retelling should be in their own words.
 - Discuss with students the subject of the book (flags). Review with the class the sequence of events so far.
 - Have students discuss with a partner their ideas on the author's purpose. Are they feeling entertained, informed, or persuaded? Encourage students to consider this point as they continue reading.
 - **Check for understanding:** Have students read to the end of page 9. Point out the sticky note on that page, and have students retell the story in their minds. Invite volunteers to share their retelling with the class.
 - Write the words *inform*, *entertain*, and *persuade* on the board. Have students point to the word that they think best represents the author's purpose. Call on several students and have them justify their answer.
 - Have students read the remainder of the book. Remind them to retell events in the story as they are reading and to think about the author's purpose for sharing this 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

- Remind students that they have a sticky note on page 12. Have students retell in their minds the events from the last three pages of the story and then write their retelling on a separate sheet of paper. Invite volunteers to read their retelling to the class.
- **Think-aloud:** *In the conclusion of this story, the class finishes making their flag. They add snowflakes to symbolize their favorite season. They draw their initials on the flag, so that others will know the people in the class. Finally, their flag is done. They know that the whole school will see it, and everyone will know that it belongs to their class. This is my retelling of the end of the story, in my own words.*
- Have students retell the story from the beginning to a partner. Remind students to use their own words in their retelling.

Reflect on the Comprehension Skill

- **Discussion:** Review author's purpose by going over the words on the board: *inform*, *entertain*, and *persuade*. Now that they have finished the story, have students work in groups to discuss what they think is the author's purpose for writing this book. Remind them that they should be able to explain their choice.
- Point to the word *inform* and ask volunteers to share with the class what the author is teaching them. Accept answers involved with learning about a flag and symbols on a flag. Write these details under the word *inform*.
- Point to the word *entertain* and ask volunteers to share with the class what parts of the story amused them. Record these details under the word *entertain*. Point to the word *persuade* and ask volunteers to share any parts of the story that they thought were supposed to convince them of something. Point out that the author was not trying to convince the reader of anything in this story, and erase the word *persuade* from the board.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you watched students make a flag that stood for their classroom. They chose symbolic images and colors that represented what they liked and what they did. A flag can represent various groups of people. If you were going to create a flag that stood for your family, what symbols would you choose? How do these represent your family?

Build Skills

Phonological Awareness: Initial consonant /p/ sound

- Say the word *party* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound.
- Point out that the word *party* starts with a popping /p/ sound. Have students practice making the /p/ sound, and then have them work in groups to brainstorm a list of words that start with that sound. Invite groups to share their words with the class.
- Say the words *pig* and *dig* aloud. Have students discuss with a partner how these words are different; they may discuss the sounds and the meanings. As a class, define each word. Point out that the only way we can tell these two words apart is by the first sound. The sounds /p/ and /d/ are similar, but as in the word *pig*, the /p/ sound has more of an explosive pop.
- **Check for understanding:** Say the following words one at a time, emphasizing the initial phoneme and have students clap their hands if the word begins with the /p/ sound: *pop*, *period*, *dig*, *pan*, *bat*, *park*, *doll*, and *potty*.

Phonics: Initial consonant Pp

- Write the word *party* 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 *party*.
- 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: *pad, pine, pea, paper, puff, and pup*. Say each word, one at a time, and have students point to the letter *Pp*. Invite volunteers to come to the board and circle the initial *Pp* of each word while the rest of the class traces the letter *Pp* in the air.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Pp worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Draw several images that are related to the story on the board, for example, a flag, music notes, a teacher, a school house, and so on. Have students identify these pictures, and write their names on the board. Remind students that these words are nouns.
- Review or explain to students that a *noun* is a word that names a *person, place, or thing*. Write the words *person, place, and thing* on the board, and draw a quick sketch to illustrate each word.
- Have students turn to page 3 in the story, and read the page together. Have students point to all the words that are nouns (*flag, day, school, party, class*). Call on random students and have them share with the class a noun from the page, and have other students give a thumbs-up signal if they agree that the word is a noun.
- Write several simple sentences on the board. Have students work with a partner to locate all the nouns in each sentence. Invite volunteers to come to the board and circle the nouns.



Check for understanding: Have students work with a partner to find and underline all the nouns in the book.

- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Write the words *season* and *flag* on the board. Review with students how to arrange words in alphabetical order. Remind students to check the first letter of the word and compare it to the order of the letters in the alphabet. Circle the first letters of the words *flag* and *season*. Ask students to point to the word that comes first in alphabetical order. Remind students that since the letter *f* comes before *s* in the alphabet, the word *flag* comes before *season* in a list of alphabetical words.
- Write the word *flag* above the word *season* on the board, leaving plenty of room between the two words.
- Write the word *initials* on the board. Have students work with a partner to determine where the word belongs in the list. Remind them that they need to compare the word to both *flag* and *season*. Have partners write a list of the three words on a separate sheet of paper.
- Write the vocabulary words *party* and *symbol* on the board. Have students work with their partner to add these two words to their list. Write the correctly alphabetized list on the board and have students check their work.
- **Check for understanding:** Write a list of eight words on the board and use at least two words that start with the same letter. Have students work with a partner to arrange the words in alphabetical order. After all partners are finished, write the words in alphabetical order on the board by having students call out each word in the proper order.

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 retell the story to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Ask students to imagine that the classroom from the story is involved in another project, such as planting a garden for the school or making a presentation on President's Day. Have students write a paragraph that shows the classroom working on their project. Have students describe the characters, show the action (working on the project), explain why their work is important, and provide a conclusion. Have students illustrate their paragraph.

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

Social Studies Connection

Show students flags from other countries and discuss the reasons for the symbols included on each flag. Pass out a worksheet of the flags discussed, in black and white. Have students identify the country for each flag and color them in using the right colors. Discuss with students what symbols best represents their class. Record a list of the symbols on the board. Have each student draw a flag for the class on a separate sheet of paper and have students vote for their top choice. Have students work in groups to make a large version of their class flag.

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 retelling to understand text during discussion
- accurately determine author's purpose during discussion and on a worksheet
- consistently discriminate initial consonant /p/ sound during discussion
- correctly write the letter symbol that represents the /p/ sound during discussion and on a worksheet
- correctly use nouns during discussion and on a worksheet
- accurately arrange words in alphabetical order during discussion

Comprehension Checks

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