



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 176

Book Summary

In *Stars and Stripes*, students will learn about some of the changes to the U.S. flag from 1777 to today. They will also learn about Flag Day, which is celebrated on June 14 each year. Readers are supported by high-frequency words, repetitive phrases, and detailed illustrations. Students will have the opportunity to locate details that support the main idea as well as to connect to prior knowledge as they read this informative book about an important American symbol.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate short vowel /a/ sound
- Identify short vowel a
- Recognize and use adjectives
- Identify and use high-frequency word we

Materials

Green text indicates resources are available on the website.

- Book—*Stars and Stripes* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details, short vowel a, adjectives 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*, *our*, *we*
- Content words:

Story critical: **bold** (adj.), **colonies** (n.), **country** (n.), **Flag Day** (n.), **formed** (v.), **pattern** (n.)

Before Reading

Build Background

- Write the words *Flag Day* on the board and point to the words as you read them aloud to students. Repeat the process and have students say the words aloud.
- Explain that Flag Day is a holiday celebrated on June 14 to honor the U.S. flag, which was accepted in 1777. Ask students what they know about the U.S. flag and what it looks like. Draw a picture on the basis of students' suggestions.

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: **Connect to prior knowledge**

- Explain to students that engaged 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 story will help them understand what they read.
- Model connecting to prior knowledge as you preview the story.
Think-aloud: On the title page, I see a map showing the original thirteen colonies. On the back cover, I see some men with a flag that has thirteen stars and thirteen stripes. I know our original U.S. flag looked like the one on the back cover. I also know our flag looks different today. It has many more stars. I wonder what the story is behind the changes in our U.S. flag.
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- 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 every book has a main idea, or a big topic, that the book is mostly about. Read the title with students and remind them that the title often provides clues about the book's main idea. Ask students to discuss with a partner their suggestions for the main idea of this book, on the basis of the title and cover pictures. Invite volunteers to share their suggestions with the class.
- Discuss student predictions and guide students to a consensus that the main idea of this book will have something to do with the changes to the U.S. flag. Point out that they cannot finalize a main idea for this book until they read more information.
- Read pages 3 through 4 aloud to students. Model identifying the main idea and details.
Think-aloud: After reading these pages, I think the main idea is, Our flag has a story. I know the book will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the book. So far I learned we needed one flag to represent the United States, so we made a flag with thirteen stars and thirteen stripes to represent the thirteen colonies. These are details that support the main idea, Our flag has a story.

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 new flag had thirteen bright stars and thirteen bold stripes.*
- 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 *pattern* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows different arrangements of the stars. When I look at the first part of the word, it starts with the letter Pp. However, the word arrangement starts with the /a/ sound, so this can't be the word. I know when things are arranged in lines or figures in a predictable order it is called a pattern. The word pattern starts with the /p/ sound. The sentence makes sense with this word. The word must be pattern.*

Set the Purpose

- Have students use what they already know about the U.S. flag to understand and remember what 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 (*Our*). 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.
 - Model making connections to prior knowledge.
Think-aloud: *As I read, I learned that each of the thirteen colonies that formed our country had a different flag. I know it was important to our new country to have one flag to represent all of the United States. I learned we decided to make a red, white, and blue flag with thirteen stars and thirteen stripes. I also learned we called our flag the Stars and Stripes. I will continue reading to see what happened to our flag when our country grew.*
 - Invite students to share how they connected with what they already knew as they read.
 - Review the main idea of the story: *Our flag has a story*. Ask students to explain whether *Stars and Stripes* is a detail that supports the main idea of the book and why (yes; the *Stars and Stripes* is a name for our first flag, and this is a part of our flag's story).
 - Introduce and explain the [main-idea-and-details worksheet](#). Write the words *Stars and Stripes* on the board. Have students write the words and draw a picture that represents these words in one of the spaces on the worksheet.
 - **Check for understanding:** Have students read to the end of page 8. 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.)
 - Ask students to think about other details they read that support the main idea, *Our flag has a story*. Have them choose one of the details to record on their worksheet. Encourage them to use sentences, phrases, and drawings. Have students share with the class details they drew and wrote about.
 - Have students read the remainder of the book. Remind them to think about what they know or have experienced with the U.S. flag as they read and to identify important details on each page.
-  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 book helps them understand and remember what they read, and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the last two pages, I thought about Flag Day in my hometown. We fly the flag from all of the light poles on Main Street. It is an amazing sight to drive through town and see all the beautiful red, white, and blue flags flying in the wind. When I see them I remember the story of our flag and our country. I also wonder if there will be more changes to our flag.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students (*Our flag has a story*). 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 many of the changes to the U.S. flag. You learned that the number of stars and stripes changed over the years. Now that you have read and thought about this information, what might cause our flag to change again?

Build Skills

Phonological Awareness: Short vowel /a/ sound

- Say the word *flag* aloud to students, emphasizing the short /a/ sound. Have students say the word aloud and then say the /a/ sound.
- Read page 5 aloud to students. Have students raise their hand when they hear a word that has the short /a/ sound.
- **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: *had, stripes, made, added, song, pattern*.

Phonics: Short vowel a

- Write the word *flag* on the board and say it aloud with students.
- Have students say the short /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 /a/ sound in the word *flag*.
- **Check for understanding:** Write the following words that have the short /a/ sound on the board, leaving out the vowel: *mat, tap, sad*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /a/ sound 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: Adjectives

- Write the following sentence on the board: *The flag had thirteen stars and thirteen bold stripes*. Review or explain that a *noun* is a *person, place or thing*. Have students identify the nouns in the sentence (*flag, stars, and stripes*). Draw a line under *flag, stars, and stripes*.
- Ask students which word describes the stars (*thirteen*). Explain that certain words describe nouns. These words are called *adjectives*. Explain to students that the word *thirteen* is an adjective describing the stars. Circle the word *thirteen*.
- Have volunteers come to the board and circle the words that describe *stripes* (*thirteen* and *bold*).
- Have students suggest an adjective that describes the flag. Add suggestions to the sentence on the board. Have students work with a partner to discuss other adjectives that could describe the stars and stripes. Invite volunteers to share with the class the new adjectives. Record these on the board.



- **Check for understanding:** Have students reread the sentences in the book. Have them circle all the adjectives and underline all the nouns they describe.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word we

- Explain to students that they are going to learn a word they will often see in stories. They should be able to recognize and read this word quickly. Write the word *we* on the board and read the word aloud. Have students read the word aloud with you.

Lesson Plan *(continued)*

Stars and Stripes

- Ask students to write the word *we* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *we* is used to identify the person that is speaking and at least one other person.
- Choose a color you are wearing. Ask all students wearing that color to stand up. Say: *We are all wearing ____*. Have students continue this process of identifying similarities of the group and using the word *we* in oral sentences.



Check for understanding: Have students reread the book and underline every occurrence of the word *we*.

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 one of the flags from the book. Under the picture, have students write sentences telling about the flag and the meaning behind the symbols.

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

Social Studies Connection

Research and provide information to students about the U.S. flag and the “Star Spangled Banner.” Discuss the reasons for changes to the flag and why the song might have been written. Have students look at the flag patterns with 51 stars shown in the book. Have them design other patterns using 51 stars and explain why this might be necessary.

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 connecting to prior knowledge to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate short vowel /a/ sound during discussion
- accurately identify and write the letter symbol that represents the short vowel /a/ sound in text, during discussion, and on a worksheet
- correctly understand and identify adjectives during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word we during discussion and in the text

Comprehension Checks

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