

Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2015 – 2016

Introductory Information

Submitted by (Loyola University Chicago)	Gina Miglieri		
Title of Book	<i>Pugs in a Bug</i> by Carolyn Crimi, Illustrated by Stephanie Buscema		
Title of Unit	<i>Pugs in a Bug: A Parade of Questions, Sequences, Setting, and Onset/Rime</i>		
Grade level (interest)	First Grade	Reading Grade level	3 rd grade
Lexile Level	710L	Guided Reading level	K
A. Purpose for Instruction/ Essential Questions	The purpose of this unit is to allow students to delve deeply into one engaging text in order to develop their skills in questioning, sequencing, identifying setting, and identifying matching onsets and rimes.		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. 2. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. 3. CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes.)
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

<ul style="list-style-type: none"> • Students will ask questions about details in a text after looking at an illustration from the text. • Students will use the illustrations from the text to trace the setting of the story. • Students will use the illustrations from the text to describe the events of the story in sequence. • Students will identify words with the same onsets and rimes.

D. Text Sections to Be Read Closely

The whole text of “Pugs in a Bug” will be read with every lesson in the unit.

Text Dependent Questions	<ul style="list-style-type: none"> • How can questioning help us comprehend a text that we read? • How do illustrations enhance a story? • What is setting? • Why is it important to sequence a text? • How can word similarities in onset and rhyme add to a text?
Vocabulary Tier 2 Words	<ul style="list-style-type: none"> • Pug • Bug (used in this context) • Pudgy • Screeching • Panting • Shedding • Scads • Drooling • Grinning • Miles • Skid • Pesky • Hounds • Beagles • Trikes • Pooch • Mutts • Huskies • Shaggy • Sheepdogs • Jeep • Woolly • Greyhounds • Fuss • Bulldogs • Labs • Spaniels • Poodles • Beagles • Whizzing • Weary • Grime
Tier 3 Words	<ul style="list-style-type: none"> • Sequence • Setting • Rime

- Onset
- Rhyme

Bloom's Levels Addressed: (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Remembering | <input type="checkbox"/> Analyzing |
| <input checked="" type="checkbox"/> Understanding | <input type="checkbox"/> Evaluating |
| <input type="checkbox"/> Applying | <input checked="" type="checkbox"/> Creating |

E. Instructional Supports

Research Based Strategies

- Modelling
- Think-Alouds
- Think-Pair-Share
- I do, We do, You Do
- Questioning Strategy

Smartboard Strategies

- Smart Notebook Presentation with 7 different activities for students to complete on the Smart Board
- Will use multiple forms of Smart Board activities such as: dragging labels, writing onto the board, dragging photos in a sequence, tracing the setting of a story by drawing lines, highlighting matching words, and matching words in a memory game.

F. Assessment (Align to Section B)

Formative

- Observation of Smart Board activities
- Conferencing with students
- Student individual work mimicking Smart Board activities
- Writing Activity- Students create a poem using rhyming words. The teacher would provide the skeleton of the poem and the student would add in a word of their choice. This will be scaffolded by providing the students with manipulatives that have word endings that need to be rhymed and a set of onsets that students could match up to find possible rhyming words.

Summative

- Students will be given short story with illustrations. The story will be read out loud. The students will then be asked to narrow in on one illustration and ask three questions, sequence the main events by writing a number next to main events, and determine the setting from a list of options. Students will then be asked to identify if a certain word (written on the page and also read aloud) matches with the onset or rime of another given word.

**Procedure
Day One-
Questioning**

- Students are called to sit on the carpet by the SmartBoard, which has projected the first illustration in the story. The teacher then explains that they will be reading a new story and that this illustration is taken right out of the book. The teacher needs the students to help her label all of the things in the illustration so they can become familiar with the story before they read it.
- Students are called up individually to label the items in the illustration. Presumably, the students will have trouble labelling the pug and the bug. This will give the teacher the opportunity to explicitly show the class what a pug is and what a bug is.
- The teacher will then ask the students to think of any questions that they have about the story based on what they see in the illustration. She will then model questioning saying something like “I see a dog driving a car. I wonder if all dogs there can drive cars or if he will get in trouble?” “I see the pug is driving, but where is he going?”
- Students will then think-pair-share to come up with questions they have about the text. They will raise their hands and the teacher will write these down on the SmartBoard. They will group the questions according to similarity.
- The teacher then reads the story to the students as they try to answer questions that they have.

**Smartboard
pages:**

Smart Notebook Pages 1-2

**Procedure
Day Two-
Sequencing**

- Students are called to sit on the carpet. The teacher tells students that today they will be reading the same book, Pugs in a Bug and working to sequence the events in the story.
- The teacher will create an anchor chart that defines the word sequence and gives an example of how to sequence things.
- The teacher will model sequencing by giving the example of brushing their teeth.
- The students will have a chance to think-pair-share about a normal situation that would be silly if they did it out of sequence.
- The teacher will then read the book all the way through. She will ask students to go back to their desks where they have printed out versions of the pages of the book (in a smaller format.) The students will be asked to work with a partner to put the photos in the correct order from the beginning of the book to the end.
- When students have completed that task, they will gather again at the SmartBoard. Students will take turns coming up and dragging the SmartBoard picture to the correct sequence, explaining their decisions.
- After the story has been sequenced, the teacher will ask a couple of students to use the sequenced pictures to tell the story to the class.
- The teacher will explain that sequencing is so important, but the next day they will re-read the story but this time looking for another important thing-setting.

**Smartboard
pages:**

Smart Notebook Page 3

Procedure Day Three- Setting	<ul style="list-style-type: none"> • Explain that Pugs in a Bug will be read again → this time to look for setting. • Discuss what setting means while making an anchor chart. • Allow students to look through the book and identify the two major settings in the story. • Explain the SmartBoard activity to students → The story will be read together and after every page, the class will stop and determine if they are in the city or the country based on the illustrations. A student will then come up to the board and draw a line tracing their journey. • After this, students will go back to their seats and practice identifying setting in any of the books in their book box. If they have trouble identifying the setting, they can ask a friend. Students must be reminded that not all books have setting → Example of a Mo Willems book • Students will be asked to share some settings that they identified in their own stories. • Students will be told that the next day they will be looking at the sounds of the words in the story the following day.
Smartboard pages:	Smart Notebook Page 4

Procedure Day Four- Onset and Rime	<ul style="list-style-type: none"> • Students will be called to the carpet. • The students will be asked to think-share-pair about what is similar in the sounds of the words “boy” and “bat.” • With this, onset will be defined as the beginning sound in each word. (Anchor Chart) • The students will be asked to think-pair-share about what is similar in the sounds of the words “boy” and “toy.” • With this, rime will be defined as the ending sound in each word. (Anchor Chart) • Students will then be asked to come up individually to the SmartBoard and drag any word into a vortex depending on whether it shares an onset or rime with the word “rate.” • After this, students will read the story Pugs in a Bug, paying special attention to words with the same onset and rime. • On certain pages of the story, the teacher will pause reading and have certain students come up to the SmartBoard and highlight words with the same onset or rime. • When the story is finished, students will have a chance to play the matching SmartBoard game in which they match words that rhyme.
Smartboard pages:	Smart Notebook Pages 5-10