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FOR CLASSROOM USE ONLY

Educator Guide: Back-to-School Edition

Preschool-Grade 2

A six week lesson plan guide to book recommendations, Read Alouds, activities and more.





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Preschool-Grade 2

A six week lesson plan guide to book recommendations, Read Alouds, activities and more.

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PEBBLE AND POND EDUCATIONAL SERVICES

This guide was created to provide **educators** with picture book recommendations, read aloud lessons and activities to start the year! The intentional/repeated read aloud lessons and extension activities focus on beginning **to build class community, emotional literacy (vocabulary), and social emotional learning strategies**. This guide provides educators with lesson plans and invitations that can cover the first six weeks of school! Each read aloud could **be repeated up to three times** over a period of **one week**. We recommend introducing the story to the large group and then repeating the intentional/interactive read aloud with smaller groups throughout the week. However, as the educator/team, use your own discretion when implementing these recommendations and learning opportunities. You know your classroom best!

Read alouds are an important part of literacy, providing children with the opportunity to discuss using higher order thinking with their educators before, during, and after reading. Read alouds provide context for introducing tier two and tier three vocabulary in a way that is meaningful for young children. After reading a text more than once, extension learning activities support comprehension, vocabulary building, oral language skills and more. Each read aloud lesson contains a picture book recommendation, lesson plan, follow up, and possible extension ideas.

Educators you can select which picture book and lesson to begin with. We have organized the lessons to demonstrate one possible timeline.

Want more book recommendations? Look out for our lily pad stamp on all P&P recommended reads on our site and socials.



Understanding the Three Tiers of Vocabulary:

Educator Information

Adapted from Alberta Board of Education

Tier 1

- baby
 - house
 - run
- These words are more basic and they make up the majority of words we use in conversation.
 - These words rarely need to be taught to native English language speakers because they are familiar to most students. Multi-language learners/ELL may benefit from explicit instruction.

Tier 2

- fortunate
 - maintain
 - analyze
 - absurd
- These words are commonly used in quality children's literature or across domains in academic texts.
 - These words are more sophisticated than tier 1 words and most likely students will be unaware of the meaning of tier 2 words.
 - Focusing intentional instruction on tier 2 words will improve students' overall language knowledge and reading comprehension.

Tier 3

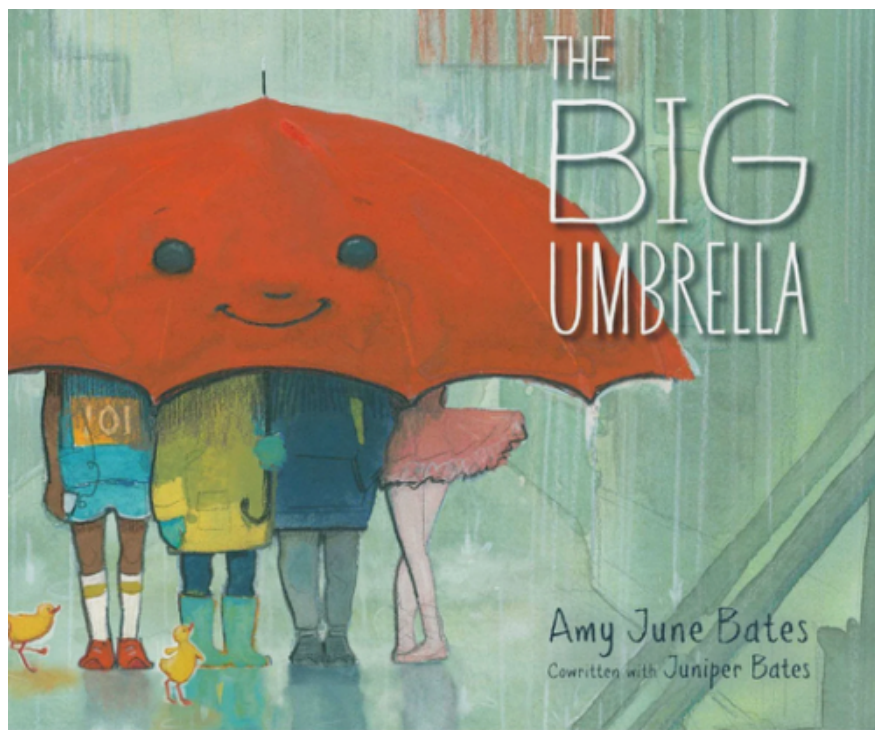
- isotope
 - lathe
 - peninsula
- These are specific to technical or academic content areas/subjects and are less frequent than tier 1 or tier 2.
 - Instruction of tier 3 words will be based on the grade level curriculum for that particular topic/subject area.

*Vocabulary Cards are visual images created with free clipart/photos/drawings to represent the definition of each word. Templates are available at the end of this guide. (*Strive for Five, P.80-81*)



INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Community
Lesson Plan #1



THE BIG UMBRELLA

Amy June Bates



The Big Umbrella, Amy June Bates



THEME

Building Community

VOCABULARY BOX

rain, cloud, umbrella, puddle, boots, coat, water, shelter, storm

Before 1st Reading:

Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Introduce the boy and his umbrella, the main character of this story. Bring attention to both the main character when looking at the cover and what might be happening in that moment. In this story a boy and his umbrella go out into the community. As they walk it begins to rain and the boy shares his umbrella with those who need it. Discuss the meaning of belonging/welcoming, review how as a class community we want to include everyone. **Building Vocabulary:** Introduce the following vocabulary such as rain, cloud, umbrella, puddle, boots, coat, water, shelter, storm; using visuals, gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary, this is an opportunity to understand what children already know and what direction the next read aloud lesson may go. September is a time of learning with and about the children in our spaces.

During 1st Reading:

Read the story pausing to share thinking about the story *out loud*. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. Pause when you first meet the character and say "This is the main character..." Share your thoughts about what is happening, in this reading educator does most of the talking. With each reading go in to more detail.

After 1st Reading:

(Educator may wish to lead this through a think aloud session)

What is the main message of this book? What does the author want you to think about? What was the big idea? Document ideas on chart paper or video record this debrief (which can be viewed again at a later date). The goal is to create strategies and ideas for building a positive class community.

Before 2nd/3rd Reading:

Review Vocabulary. Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. Consider using some of the words in sentences and invite children to help you create these. Invite children to share what they remember from the 1st reading, retell what the story is about including important ideas the author wanted them to remember? In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd/3rd Reading:

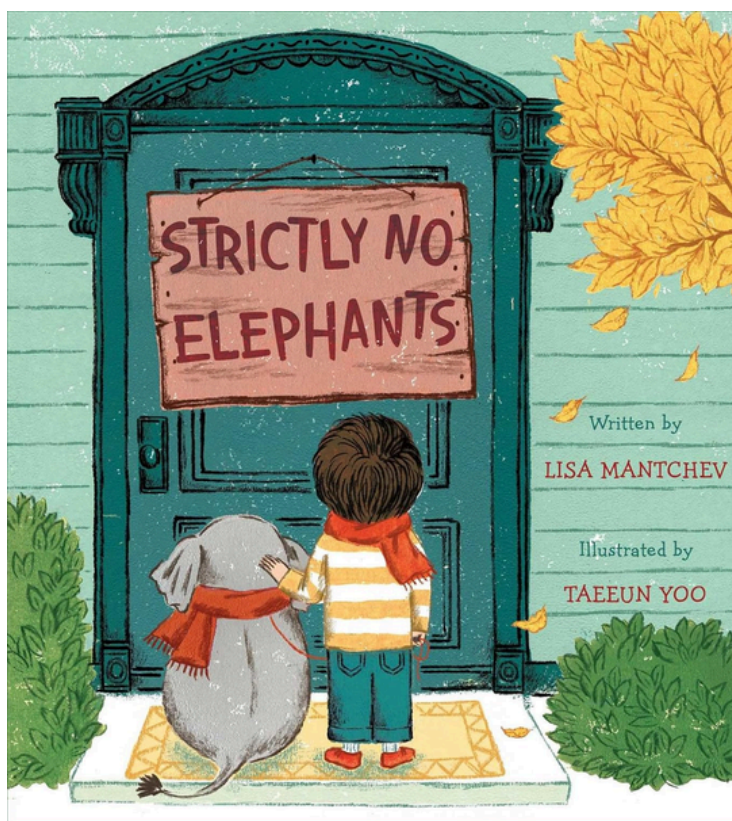
Stop at certain predetermined pages of the story, have students talk about what they notice, what is happening in this part of the story. Use sentence stems and sentence starters as needed/as appropriate. Encourage students to include new vocabulary words. On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk. (Some prompts to initiate discussion "I see..."; "I notice the character...")

After 2nd/3rd Reading:

Share the chart paper or video that was created in the first reading, what could we add to help everyone feel welcome. Draw and cut out a large umbrella, invite children to add a picture of themselves with their names under the umbrella. Add photos or drawings also of the different ways we make everyone feel they belong. Encourage use of new vocabulary words throughout the day.

INTENTIONAL, REPEATED & INTERACTIVE

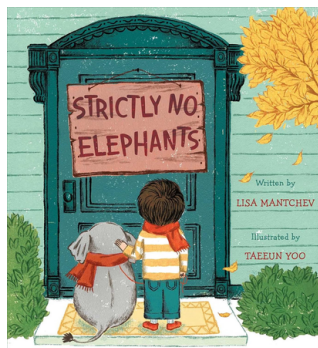
Building Emotional Literacy and Community
Lesson Plan #2



STRICTLY NO ELEPHANTS

Lisa Mantchev

Strictly No Elephants, Lisa Mantchev



THEME

Building Community, Emotional Literacy

VOCABULARY BOX

strictly, trouble, tiny, thoughtful, coax, brave, scary, sadness, disappointed, frustrated, either, tense, welcome, belonging

LESSONS FOR CSPAR*

Character / Setting / Problem / Action / Resolution

We leave it up to you to decide if the main focus will be vocabulary and secondary focus CSPAR or vice versa. We share our complete lesson here.

Before Reading (Theme: Building Community/Emotional Literacy)

Introduce the story, discuss the cover, the title. As this is the first reading, educator shares what the story is about. During the first reading, although students will participate, educator does most of the talking/thinking out loud. Although the focus will be on introducing CSPAR and vocabulary, this text will support the continued discussions around the theme of **building community**.

Introduce CSPAR:

Characters: Start with the front cover of the book, read the title and then point to the picture/illustration. This story is about a little boy and his pet elephant. Use the CSPAR terminology as you share.

Setting: This story takes place in the community (outside in the park).

Problem: The boy takes his elephant to a pet day with friends, but when he arrives there is a sign stating no elephants allowed!

Action: The boy and his elephant go back home when he has an idea after meeting other people who could not join the party either.

Resolution: At the end of the book, the problem is resolved. We have to read to find out what happens.

Vocabulary Building:

Introduce the vocabulary using visuals (*vocabulary cards), gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. Consider ELLs how can you support their learning and understanding with vocabulary. You may wish to introduce all the words at the first reading, however you know your children best as to what will work. Supporting background knowledge, discussing title and cover of the book as you share a summary of the story. Again you know your children and their experiences with the topic or ideas. Support further with photos, drawings, etc as you continue to build background knowledge. Make words sparkle by emphasizing the words in different contexts where appropriate.

During 1st Reading

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. Pause when you first meet the character and say "This is the main character..." Then do the same for the setting and problem etc. With each reading go in to more detail. In this reading educator does most of the talking.

After 1st Reading:

Select a two page spread, invite children to discuss or retell what is happening. You can use the CSPAR retelling mat as a way to introduce the ideas and retell the story. Have the

Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).

Before Second Reading Focus On:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, (CSPAR) what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd/ 3rd ReadingL

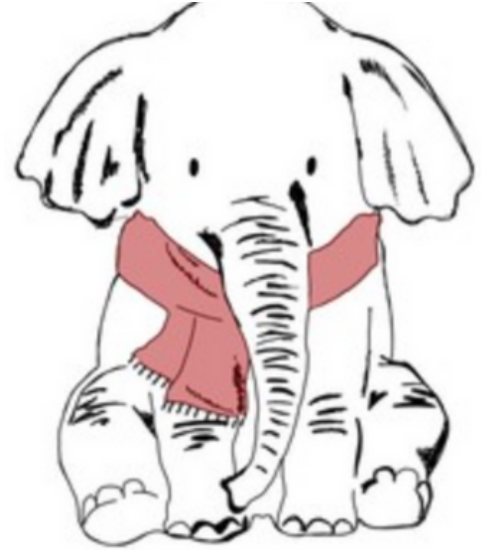
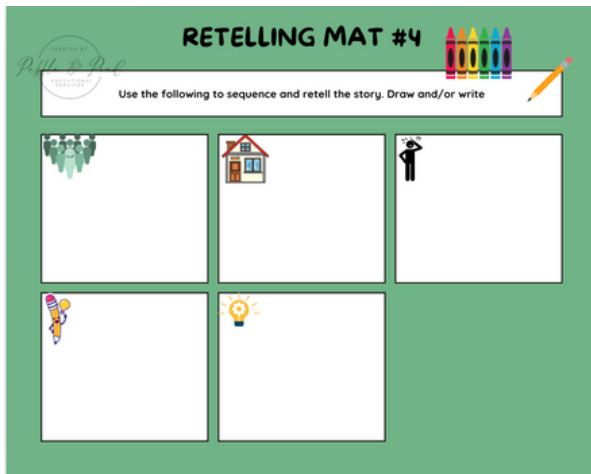
Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words you think may need more discussion and share your understanding of the words in context. In this reading educator invites children to do most of the talking with some adult prompting and guidance. Use CSPAR to share out loud thoughts about what is happening with the character, use two page spreads when possible. Ask questions, invite children to respond. Provide opportunities for children to partner talk or share thinking in pairs.

After Reading/Follow Up:

Retelling of the story using character puppets either from the story, mixed, or invite children to select characters from a free clipart site to download. Educator can download free images of different animals or ones the children choose. This activity is to encourage and focus on empathy. The idea of stepping into someone else's shoes is impactful especially during role play

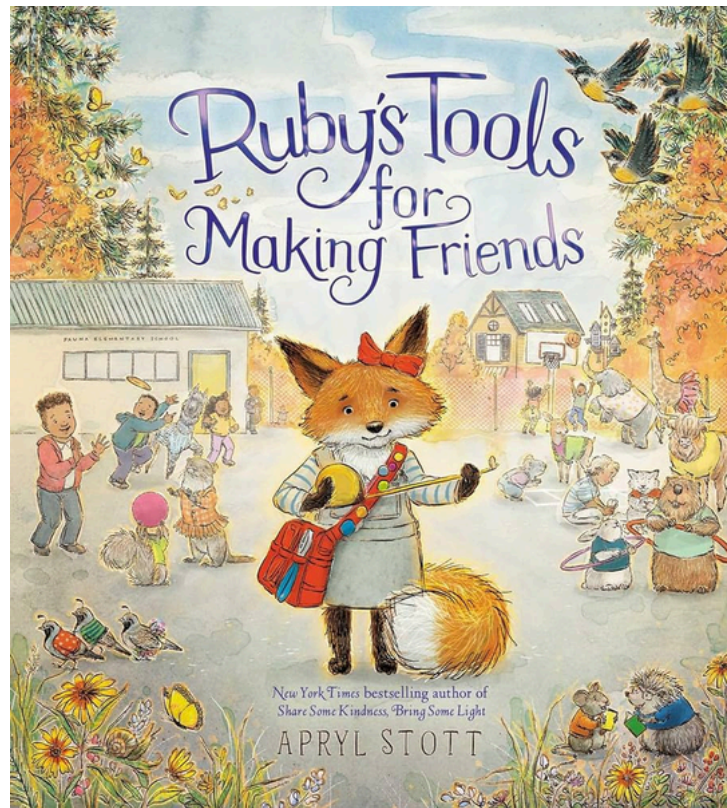
See sample ideas on the next page.

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access template ↓



INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Emotional
Regulation Lesson Plan #3

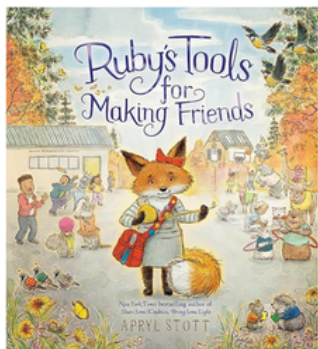


RUBY'S TOOLS FOR MAKING FRIENDS

Apryl Scott



Ruby's Tools For Making Friends, Apryl Scott



THEME

Friendship, Emotional Literacy, SEL Strategies

VOCABULARY BOX

overwhelmed, pliers, measuring tape, safety goggles, nervous, shy/timid, excited, frustrated

Before First Reading Focus On:

Vocabulary Building: Introduce the vocabulary using visuals (*vocabulary cards), gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. Consider ELLs how can you support their learning and understanding with vocabulary. You may wish to introduce all the words at the first reading, however you know your children best as to what will work. Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Again you know your children and their experiences with the topic or ideas. Support further with photos, drawings, etc as you continue to build background knowledge. Make words **sparkle** by emphasizing the words in different contexts where appropriate.

*Vocabulary Cards are visual images created with free clipart/photos/drawings to represent the definition of each word. **A set of emotional literacy Vocab is provided on the website.**

During Reading

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. In this reading educator does most of the talking.

After Reading:

What were you thinking when we saw/heard...share a page in the book.

What would you do?

I'd like to ask the author....

Before Second Reading Focus On:

Reviewing Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd Reading:

As the focus is on vocabulary:

Stop at certain predetermined pages of the story, have students talk to their partner about the story. Use sentence stems and sentence starters as needed/as appropriate. Encourage students to include the new vocabulary words. On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk.

After Reading:

Select a two page spread, invite children to discuss or retell what is happening. The retell can be in the form of drawings on large chart paper or using props. Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).

See the next page for follow up and extension activities.

Follow Up and Extension Activities for Read Aloud: Ruby's Tools for Making Friends

Follow Up: Beginning to Create Strategy Wall

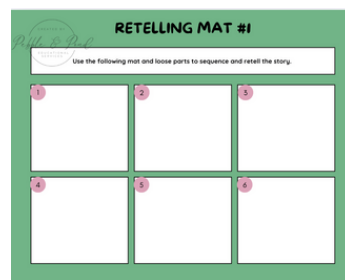
After the 1st or 2nd Reading Activity: **What do you do with a feeling?**

Educator models: Some water spills on the carpet: "Oh dear! I am so frustrated. I need to take some deep breaths to calm down. Educator gets comfortable sitting down on the carpet/floor/chair. With their back straight, head and shoulders relaxed and eyes closed. The educator places hand on their stomach. Educator breathes deeply through the nose filling the belly, pointing out that their hand moves as they breathe. Breathe in and out slowly counting to 10 each time. Invite the children to do the same thing a few times. Then post a picture of a group of students using this calming strategy as part of the strategy wall. **Review the strategy throughout the day and week** to help it become a habit of mind. Let children know that when they are upset, frustrated or overwhelmed this breathing strategy can help!

Extension Activities:

- Retelling using loose parts and **Retelling Mat #1**

Click here for the template



- Writing prompts: **My favourite part of the story** was...because...

Option One

Name _____

Title of Story/Book _____

Draw your favourite part of the story and share why you picked it!

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Pebble & Pond
EDUCATIONAL RESOURCES

Transcribed by: _____ Date: _____

My favourite part of the story was _____

Select the appropriate template:

Click here for the templates



Option Two

Name _____

Title of Story/Book _____

Draw your favourite part of the story and share why you picked it!

CREATED BY
Pebble & Pond
EDUCATIONAL RESOURCES

My favourite part of the story was _____

INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Emotional Regulation Lesson Plan #4



NEW

Niña Mata



new, *Niña Mata*



THEME

Newcomer, Friendship, Community, Welcoming

VOCABULARY BOX

exciting, nervous, scared, shy, lonely

Before First Reading Focus On:

Vocabulary Building: Introduce the vocabulary using visuals (*vocabulary cards), gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. With certain stories such as this one, you can insert relevant vocabulary. Even if the words are not in the text, using the pictures you can provide context for words such as lonely or shy. Consider ELLs how can you support their learning and understanding with vocabulary. You may wish to introduce all the words at the first reading, however you know your children best as to what will work. Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Support further with photos, drawings, etc as you continue to build background knowledge. Make words **sparkle** by emphasizing the words in different contexts where appropriate.

*Vocabulary Cards are visual images created with free clipart/photos/drawings to represent the definition of each word. **A set of emotional literacy Vocab is provided on the website.**

During Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at a predetermined page and insert vocabulary words, giving context to these words that were introduced. As in previous lessons, educator is leading this reading.

After Reading:

How was the young girl feeling at the beginning of the story? What happened at this point in the story...share a two page spread to encourage dialogue.

Before Second Reading Focus On:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. If you have inserted important terms, then review these with the children using the pictures to support. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about. At this point you can briefly introduce the idea of CSPAR. See lesson # for explanation. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd Reading:

As the focus is on **vocabulary:**

Stop at certain predetermined pages of the story, have students talk to their partner about the story. Use sentence stems and sentence starters as needed/as appropriate. Encourage students to include the new vocabulary words. On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk.

After Reading:

Select a two page spread, invite children to discuss or retell what is happening. The retell can be in the form of drawings on large chart paper or using props. Encourage use of new vocabulary words during the retell and through out the day (making words sparkle)

Follow Up and Extension Activities for Read Aloud: New

Follow Up: Continuing to Build Strategy Wall

After the 1st or 2nd reading Activity: **Emotion Charades (adapted from SMHO)**

Educator(s) working with either a large group or small group. Place emotion cards in a container. Select one of the emotion cards and invite a child to act out the emotion. Educator may wish to demonstrate to provide example of what charades looks like/sounds like. Then ask children to share some strategies to help with the emotion selected. Refer to the strategy wall if appropriate.

Extension Activities:

- Retelling using **Retelling Mat #2**
(children are invited to draw/write.

Click here for the template



- Writing prompts: **My strategy is...because...**

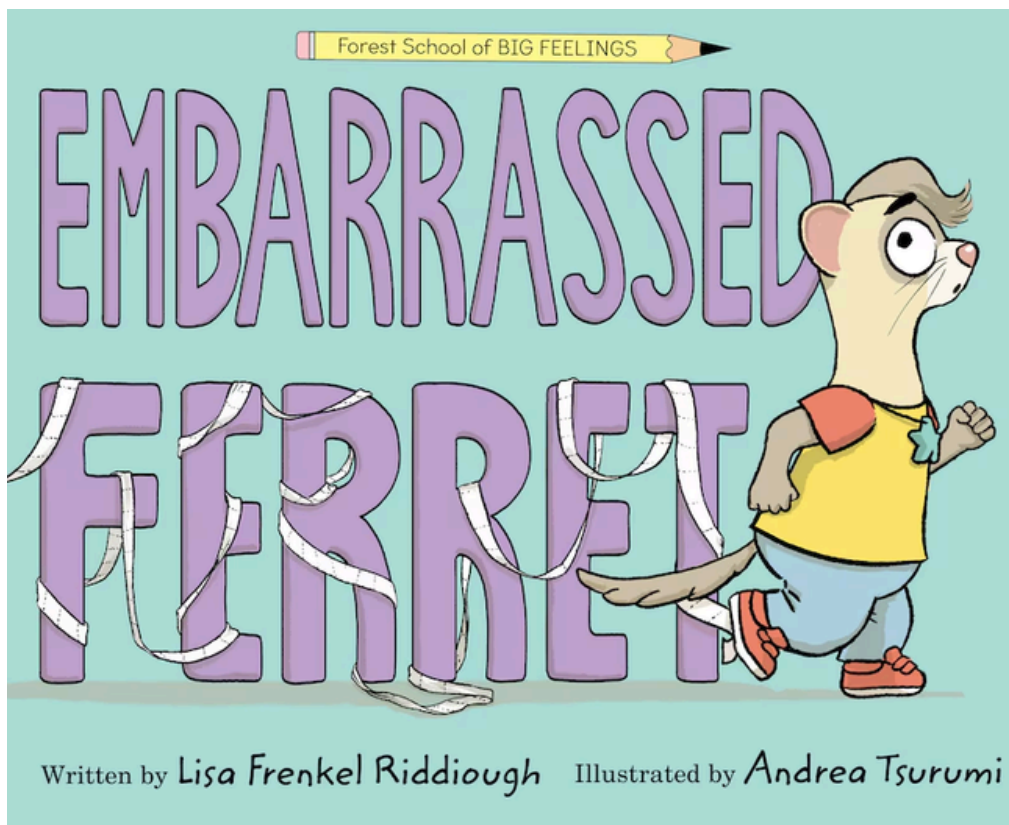
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INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Emotional Regulation Lesson Plan #5

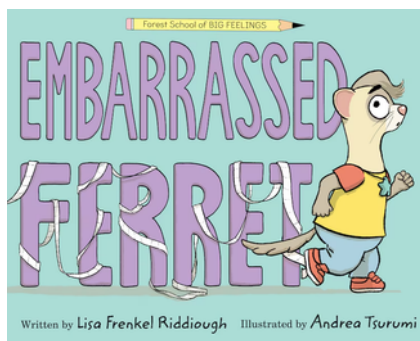


EMBARRASSED FERRET

Lisa Frenkel Riddiough



Embarrassed Ferret, *Lisa Frenkel Riddiough*



THEMES:

Emotional Literacy, SEL, Community

VOCABULARY BOX

slip ups, slam, embarrassed, overwhelmed, shy, disappointed, spill

Before First Reading Focus On:

Vocabulary Building: Introduce the vocabulary using visuals (*vocabulary cards), gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. Consider ELLs how can you support their learning and understanding with vocabulary. You may wish to introduce all the words at the first reading, however you know your children best as to what will work. Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Again you know your children and their experiences with the topic or ideas. Support further with photos, drawings, etc as you continue to build background knowledge. Make words **sparkle** by emphasizing the words in different contexts where appropriate. You can also discuss CSPAR, using terminology.

**Vocabulary Cards are visual images created with free clipart/photos/drawings to represent the definition of each word*

During Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. In this reading educator does most of the talking.

After Reading:

What were you thinking when we saw/heard...? Share a page in the book.

What would you do? I'd like to ask the author....

Before *Second* Reading Focus on:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. If you have inserted important terms, then review these with the children using the pictures to support. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about. At this point you can ***re-introduce the idea of CSPAR***. See lesson #2 for explanation. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd Reading

As the focus is on vocabulary:

Stop at certain predetermined pages of the story, have students talk to their partner about the story. Use sentence stems and sentence starters as needed/as appropriate. Encourage students to include the new vocabulary words. On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk.

After Reading:

Select a two page spread, invite children to discuss or retell what is happening. You can use the CSPAR retelling mat as a way to introduce the ideas and retell the story. Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).

Follow Up and Extension Activities After Read Aloud: Embarrassed Ferret

After the 1st or 2nd Reading Activity: Emotion Detective

Emotion Detective: Using visuals to support Educator team/educator models how we can be emotion detectives. This is a start to understanding our own emotions and recognizing signs in others. Using photos we discuss what we see, noticing what our eyebrows, nose and mouth are doing when we feel various emotions? Do we close our eyes, etc.

Use a **mirror** to help students to see themselves making the different emotions. Next we share the strategy that supports us when we feel the emotion of embarrassment for example. See [Padlet](#).

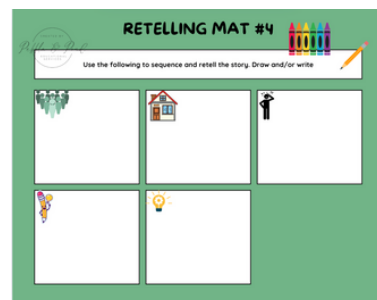
Continue to create either a **personal toolkit** or **classroom strategy wall** to support emotions/SEL. Take photos of the different strategies that children share and post in the classroom or create a book of strategies for either the class or individual use.

Writing Prompt:

I am embarrassed when/ I was embarrassed when...

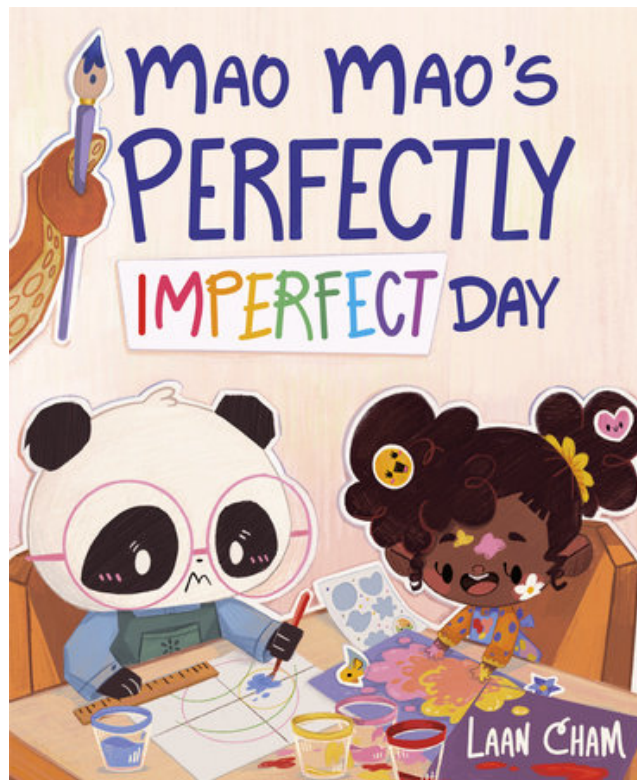
Review CSPAR using this retelling mat children can use loose parts, pictures, or draw.

Click here for the template



INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Emotional
Regulation Lesson Plan #6



MAO MAO'S PERFECTLY IMPERFECT DAY

Laan Cham

Mao Mao's Perfectly Imperfect Day, Laan Cham



THEME

Emotions, SEL, Community

VOCABULARY BOX

strives, messy, clumsy, noisy, approach, embarrassed

LESSONS FOR CASPAR*

Character / Setting / Problem / Action / Resolution

Before Reading:

Introduce the story, discuss the cover, the title. As this is the first reading, educator shares what the story is about. During the first reading, although students will participate, educator does most of the talking/thinking out loud. Although the focus will be on CSPAR, educators can also continue to work on emotional literacy/building SEL vocabulary.

Introduce CSPAR:

This is an introduction to the elements of the story, over the next readings educator and children go into more depth with CSPAR.

Characters: Start with the front cover of the book, read the title and then point to the picture/illustration. This is Mao Mao he is the main character in the story, Mao Mao's Perfectly Imperfect Day. He is sitting with a new student called Olivia. Mao Mao is very organized and wants everything to be perfect. But things don't always go as planned.

Setting: This story takes place in his school.

Problem: Talk about the problem that is going to happen. Mao Mao wants everything to go perfectly, all his things are lined up neatly, but Olivia has other ideas. Mao Mao wants to help Olivia have a perfect day, but things go wrong very quickly.

Action: As Mao watches Olivia, he gets angry and reacts.

Resolution: At the end of the book, the problem is resolved. What did Mao Mao do? or What actions did he take? We have to read to find out!

During 1st Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. Pause when you first meet the character and say "This is the main character..." Then do the same for the setting and problem etc. With each reading go in to more detail. In this reading educator does most of the talking.

After 1st Reading:

Select a two page spread, invite children to discuss or retell what is happening. You can use the CSPAR retelling mat as a way to introduce the ideas and retell the story. Have the

Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).

Before Second Reading Focus on:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you share. Invite children to share what the problem was in the story and how it was resolved. Use a two page spread to discuss emotions, what do they notice, etc. Invite children to share what they remember from the 1st reading, retell what the story is about including main characters (CSPAR), setting, what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd/3rd Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, ***stop at some of the vocabulary words you think may need more discussion and share your understanding of the words in context.*** In this reading educator invites children to do most of the talking with some adult prompting and guidance. Use **CSPAR** to share out loud thoughts about what is happening with the character, use two page spreads when possible. Ask questions, invite children to respond. Provide opportunities for children to partner talk or share thinking in pairs.

After Reading:

What were you thinking when we saw/heard...share a page in the book.

What would you do?

I'd like to ask the author....

What did you notice about the pictures...demonstrate for example using one of the pages where the colours have changed with the mood of the story.

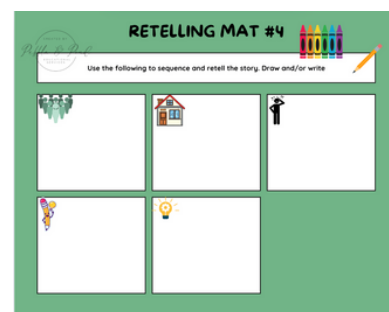
See the next page for follow up and extension activities.

Follow Up and Extension Activities After Read Aloud: Mao Mao's Perfectly Imperfect Day

Follow Up:

Acting out the story using CSPAR to support understanding and the text.

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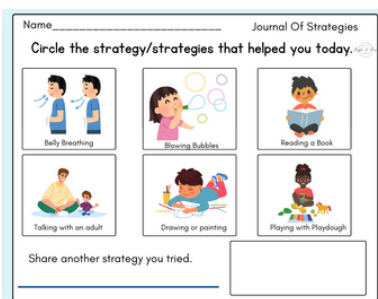


After the 1st or 2nd reading Activity:

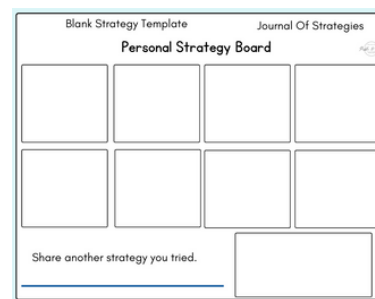
Snowstorm of Emotions:

Continue to create **classroom strategy wall** to support emotions/SEL. Take photos of the different strategies that children share and post in the classroom.

Strategy Journal: Introduce the personal strategy journal OR educator creates a class journal. This can be shared with families. We invite you to consider the needs of the children, some may require a more personal journal while others work well with using the strategy wall.

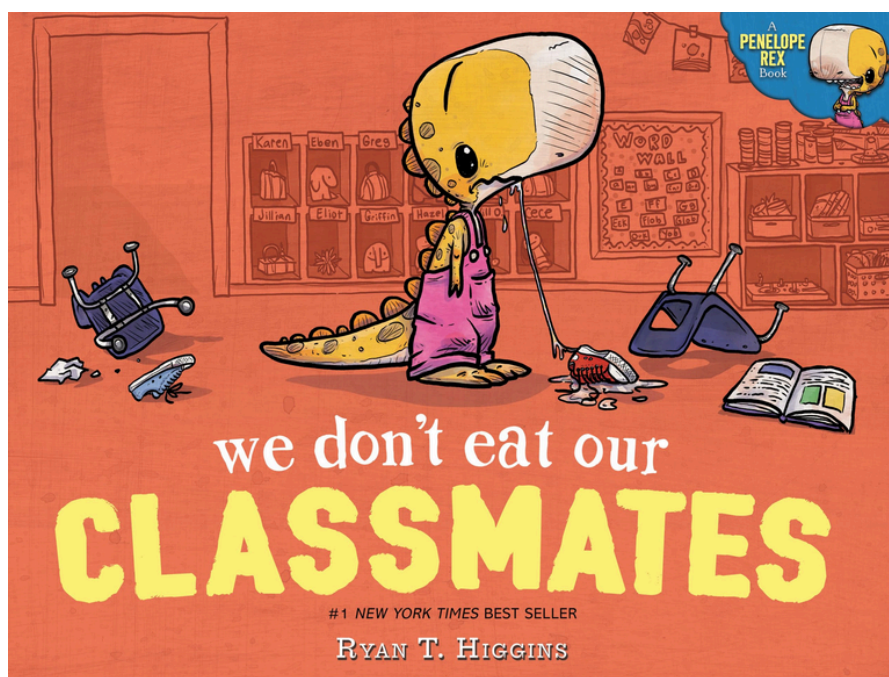


Click here for the
templates



INTENTIONAL, REPEATED & INTERACTIVE

Building Emotional Literacy and Emotional Regulation Lesson Plan #7

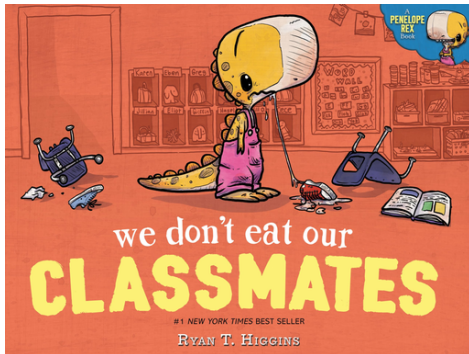


WE DON'T EAT OUR CLASSMATES

Ryan T. Higgins



We Don't Eat Our Classmates, Ryan T. Higgins



THEME

Emotional Literacy, SEL, Community

VOCABULARY BOX

ones, nervous, delicious, lonely

LESSONS FOR CSPAR*

Character / Setting / Problem / Action / Resolution

Before Reading:

Introduce the story, discuss the cover, the title. As this is the first reading, educator shares what the story is about. During the first reading, although students will participate, educator does most of the talking/thinking out loud. Although the focus will be on CSPAR, educators can also continue to work on emotional literacy/building SEL vocabulary.

Introduce CSPAR:

Characters: Start with the front cover of the book, read the title and then point to the picture/illustration. This is Penelope Rex she is the main character in the story, We Don't Eat Our Classmates. Penelope is starting school and is nervous about what will happen. She tries very hard not to eat her classmates!

Setting: This story takes place in school and her home

Problem: Talk about the problem that is going to happen. Penelope is so nervous about her first day that she ends up eating her classmates, and doesn't make any friends.

Action: Penelope tries not to eat her classmates, but it doesn't work, but when the class goldfish bites her...she realizes that it hurts!

Resolution: At the end of the book, the problem is resolved. We have to read to find out if Penelope stops eating her classmates.

This is an introduction to the elements of the story, over the next readings educator and children go into more depth with CSPAR.

During 1st Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. Pause when you first meet the character and say “This is the main character...” Then do the same for the setting and problem etc. With each reading go in to more detail. In this reading educator does most of the talking.

After 1st Reading:

Select a two page spread, invite children to discuss or retell what is happening. You can use the CSPAR retelling mat as a way to introduce the ideas and retell the story. Have the

Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).

Before Second Reading Focus On:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, (CSPAR) what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During 2nd/ 3rd Reading:

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words you think may need more discussion and share your understanding of the words in context. In this reading educator invites children to do most of the talking with some adult prompting and guidance. Use **CSPAR** to share out loud thoughts about what is happening with the character, use two page spreads when possible. Ask questions, invite children to respond. Provide opportunities for children to partner talk or share thinking in pairs.

Follow Up and Extension Activities After Read Aloud: We Don't Eat Our Classmates

Follow-up and Extension Activities:

Consider asking students to think about ...***Penelope looks at Walter whenever she thinks of eating her classmates and she remembers how she felt when he bit her finger.*** If you were thinking of doing something that you knew was against the rules, what would you do to stop? What strategies could you use? How would you stop yourself?

Invite students to retell the story through props, story rocks, or as an opportunity for students to role-play at the drama centre.

In partners, students are invited to review the emotions how they look like when...using images to act out the emotion or facial expression (or using a mirror)

Writing Activity

Click here for the template



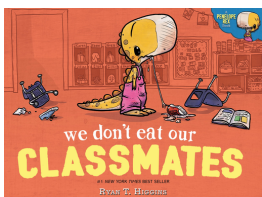
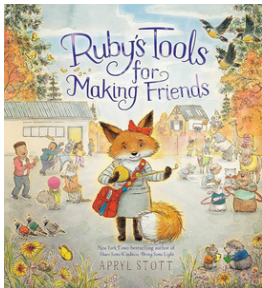
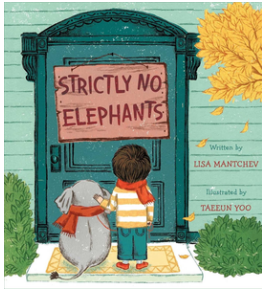
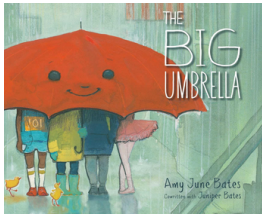
Name _____	pebble & pond	Option One
Title of Story/Book _____		
Draw your favourite part of the story and share why you picked it!		
Transcribed by: _____ Date: _____ My favourite part of the story was _____ _____ _____		



www.pebbleandpond.ca

CURRICULUM CONNECTIONS, RESOURCE LIST, AND PRINTABLE VOCAB TEMPLATE





CONCEPTUAL UNDERSTANDING (K, 2016)

People develop skills to help negotiate social relationships in a variety of contexts. • My words and actions can affect others. • People can have differing points of view. • I am responsible for my choices and actions.

2. SOCIAL INTERACTION & COMMUNITY, Language Program (GR. 1-2)

By engaging in meaningful discussions and collaborative activities, students develop a sense of belonging within their classroom and the wider community.

4. CONNECTING WITH TEXTS & THE WORLD, Language Program (GR 1-2)

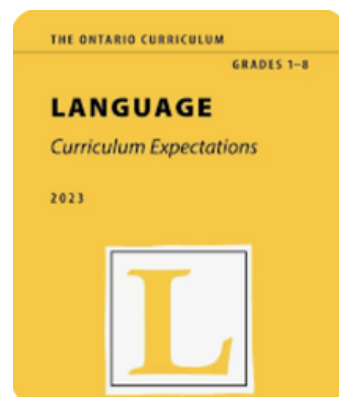
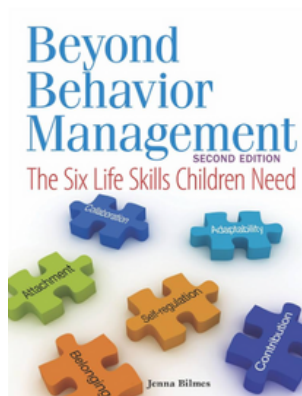
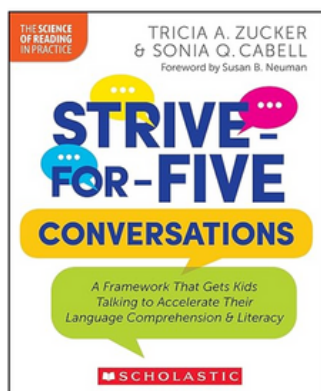
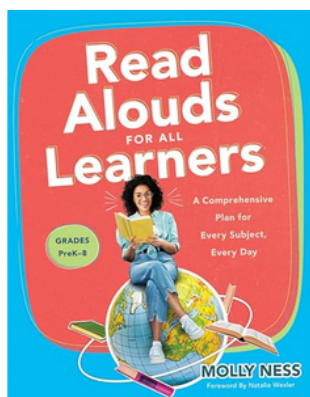
By engaging with diverse texts and perspectives, students develop a deeper understanding of themselves and their place in the world.

5. DEVELOPING LANGUAGE SKILLS FOR BELONGING, Language Programming (GR. 1-2)

Students learn to use language to express their ideas, participate in discussions, and build relationships. By developing strong language skills, students are better equipped to engage with their communities, pursue their goals, and contribute to society.

RESOURCES

BOOKS & CURRICULUM



WEBSITES



<https://www.hanen.org/home>



<https://smho-smso.ca>

VOCABULARY ACTIVITY CARDS

HOW TO SHEET

How To Use Vocabulary Cards?

Vocabulary cards can be used to introduce, review or practise. Cards can be created using free images/clipart. Or invite students to create their own cards by drawing the word. A copy for the educator and student copy is provided below.*

- Say the word
- define and explain the word
- act out the word or use it in a sentence
- revisit and reteach the word

Example Cards:



Find blank printable cards on the next page.

VOCABULARY ACTIVITY CARDS

