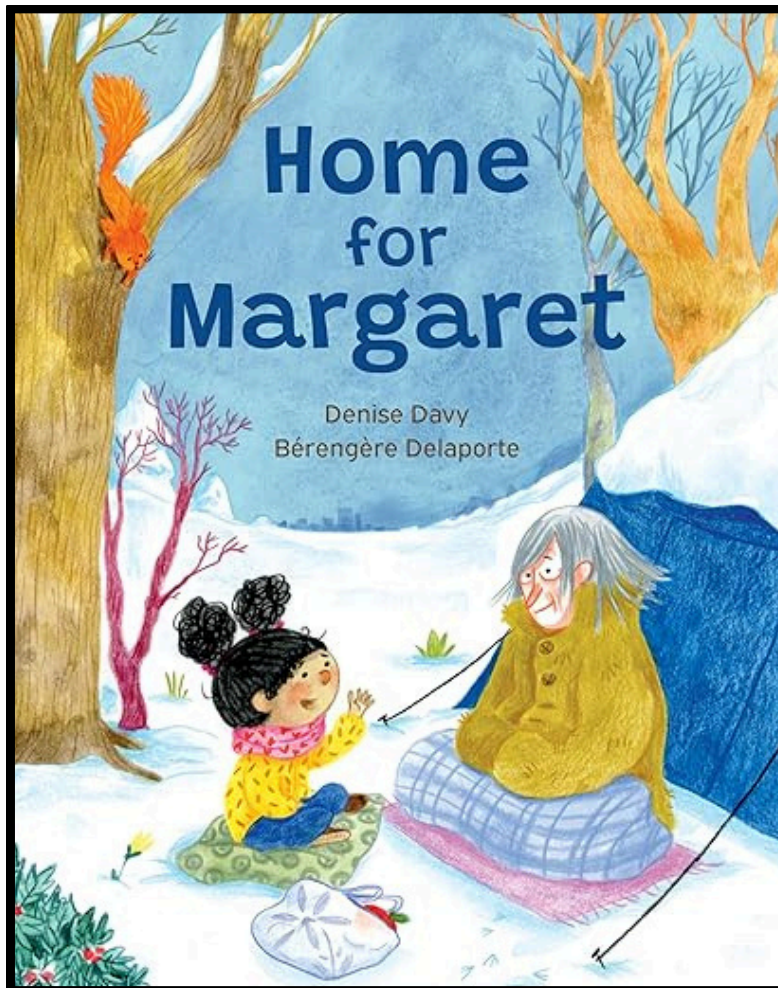


FOR CLASSROOM USE ONLY

A Home for Margaret



Preschool-Grade 2

Read Aloud Lesson Plan

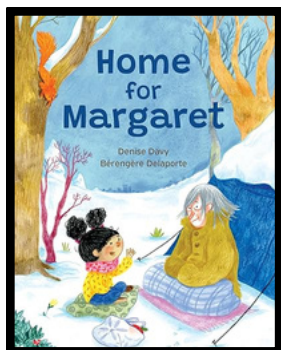
This guide was created to provide **educators** with a read aloud lesson plan for the book ***A Home for Margaret***. The intentional/repeated read aloud lesson themes are empathy, well-being, respect, and activism. This guide provides educators with the read aloud lesson and access to activities. This read aloud could **be repeated up to three times** over a period of **one week or two**. We recommend **introducing this particular story to the small group** first and repeating the intentional/interactive read aloud with these smaller groups throughout the week. This will allow for support of comprehension, monitoring for understanding, but also in addressing questions or concerns the children may have. Then after at least two readings sharing the story with the large group for further discussions and perhaps next steps. You can also choose to work with only a select group of students perhaps for the literacy skill the children are working on or because of interest by the children. 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, consider extension learning activities to 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.

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



Home for Margaret



THEMES

empathy, well-being, respect, kindness, and activism

Before 1st Reading:

Supporting **background knowledge**, discussing title and cover, take some time to look through the book with children. In small groups there is more opportunity to ease into the topic and have gentle conversations. You can also monitor more closely how the children react to the book, topic and their understanding of the text. Once you have had an opportunity to do a picture walk, provide a summary of the story. Introduce the main character (protagonist) and what might be the problem in the story. At this time you may wish to introduce new vocabulary from the story. You can use pages of the book as you discuss the summary. (optional)

Building Vocabulary: Introduce the following vocabulary: *homeless, shelter, kindness, empathy, respect*, and other words you feel will help children to better understand the story. Use 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 need to go.

During 1st Reading:

Reread the title of the story and ask the children to share (they can also do this in a partner talk activity) *what is a home? What do you like about your home? what does it mean "home is where the heart is"? (Explain this expression with another picture book reference or visuals)

*Document the responses on chart paper or digitally.

During 1st Reading

If looking at **predicting** you can read the first few pages and invite the children to predict what they think will happen. Document those predictions to review later and then read on. Or you invite the children to write/create the next part of the story before reading on.

Read the story pausing to share as you 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.

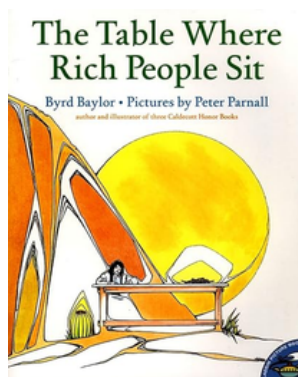
After 1st Reading

Using **I wonder** questions as a way to check for understanding and questions. What are you wondering about?

Model: I wonder why Margaret doesn't feel safe in the shelter.

Discuss the theme or main ideas of the story. What is the author's message? What is the author trying to tell us?

If you have read other books such as *The Last Stop At Market Street* or *The Table Where Rich People Sit*, make connections and discuss what themes might be in all or some of these books. (Gr. 1/Year 2 K)



Before 2nd/3rd Reading:

In these sessions we are inviting the children to do more of the talking, we are guiding and prompting rather than telling. Look through the book, stopping at a predetermined 2 page spread such as pages 7-8, ask children to share their thinking or ask questions. 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? When working on repeated interactive read alouds small groups work best.

Review Vocabulary: 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.

During 2nd/3rd Reading:

Stop at 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...")

Use **CSPAR** to discuss the elements of the story. Discussing whether or not there is a resolution at the end of the book. See template included in kit.

After 2nd/3rd Reading:

How do Emma and her mom show empathy for Margaret? (*Note if children are unsure of the definition or meaning of empathy, review this before asking these types of questions).

What are some things we can do as a class community to help those in need?

Brainstorm and document.

Select one action that is appropriate and invite children to act on it. (see extension activities on the next page.)

Extension Activities:

Invite the children to write a letter to their families asking for donations of winter hats, scarves, and mittens. Decide where to donate these items. Letter template included at the end of this kit.

Create a poster or mural with messages of kindness/respect. Templates included in this kit.

Retell the story, using character templates and **CSPAR. Including discussion on whether there is a resolution at the end of the story.**

Character

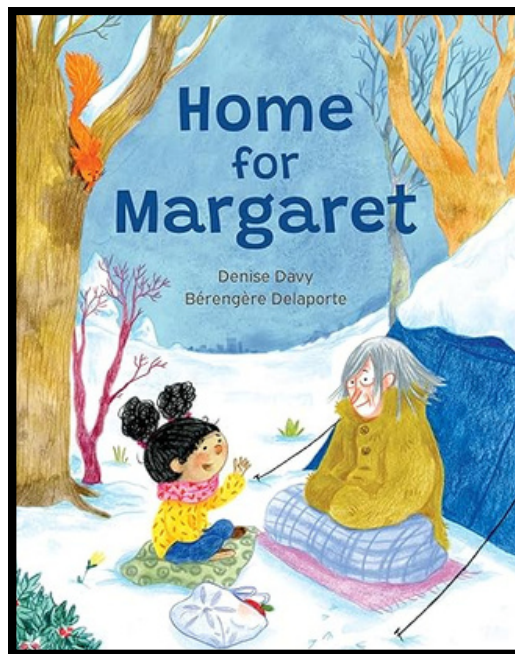
Setting

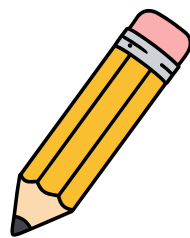
Problem

Action

Resolution

Templates





Dear _____

Sincerely,





Dear _____

Sincerely,

Transcribed by:





RESPECT



Respect is

Written by

or transcribed by

KINDNESS



Kindness

Written by

or transcribed by



Use the following to sequence and retell the story. Draw and/or write



character(s)



setting(s)



problem



action



resolution

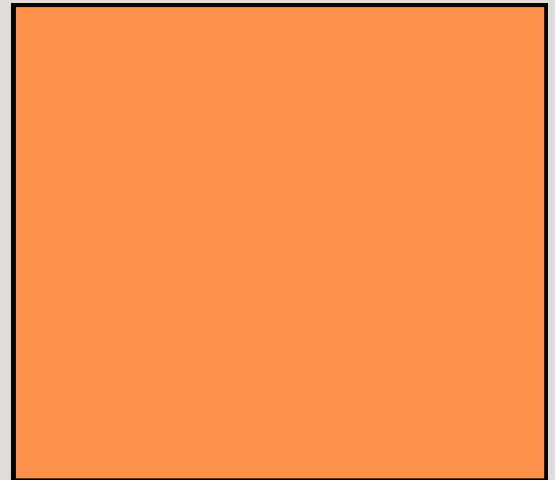
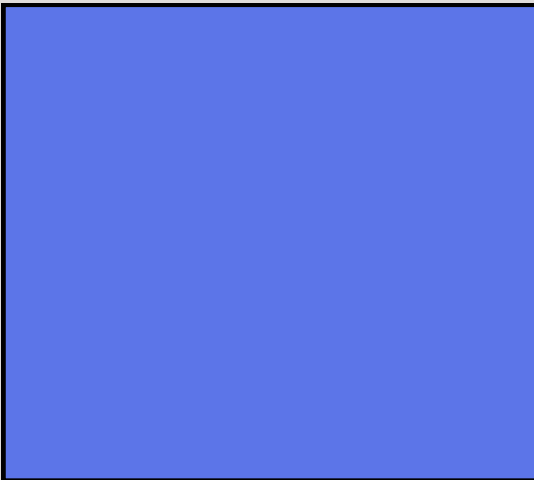


Use the following to sequence and retell the story. Draw and/or write



RETELLING MAT 3

Use the colour squares to help retell the story. Place character cards or loose part on the coloured square in order of the story. Each colour represents an element of the story.

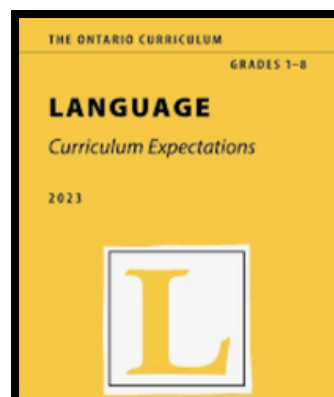
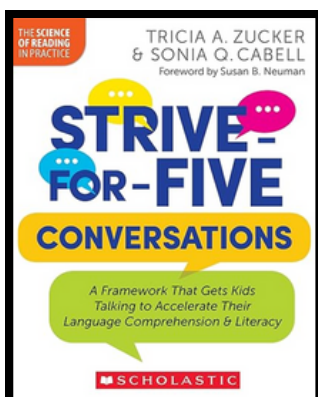
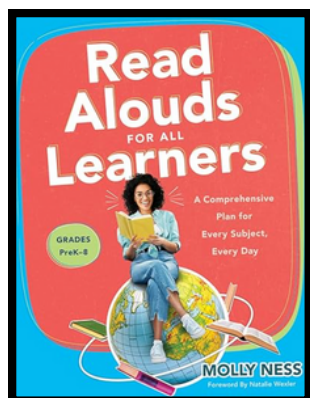


Character Templates



RESOURCES

BOOKS & CURRICULUM



WEBSITES

