

Teaching Cloverleaf Books™ Off to School

cloverleaf books™

Interest levels: Grades K-2

Reading levels: Grades 1-2

Titles in this series:

Michael Makes Friends at School

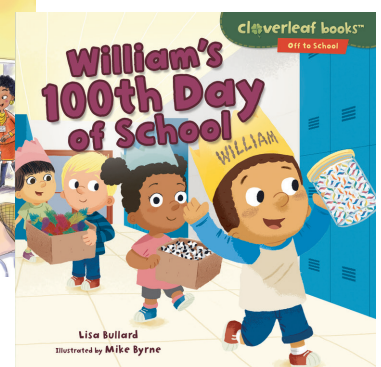
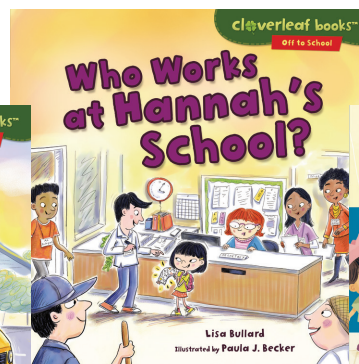
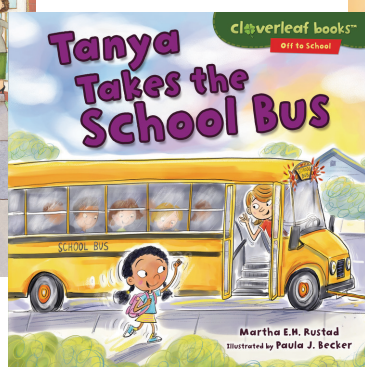
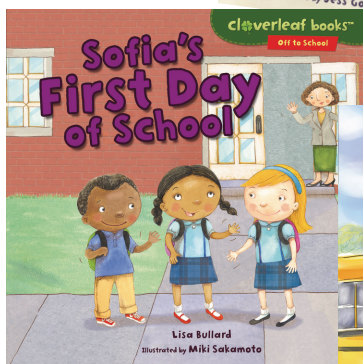
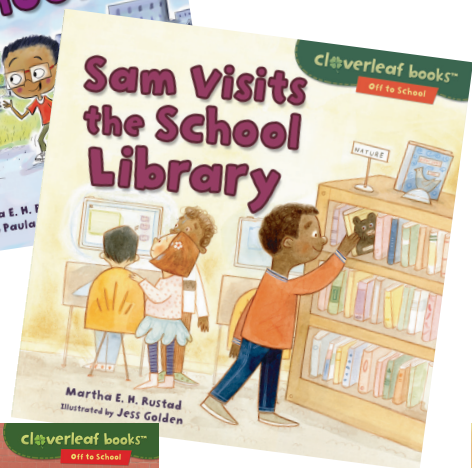
Sam Visits the School Library

Sofia's First Day of School

Tanya Takes the School Bus

Who Works at Hannah's School?

William's 100th Day of School



Reading Standards

Common Core State Standards

CCSS.ELA-Literacy.RI.2.1: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-Literacy.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings,

glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LERNER  SOURCE™

 Lerner DIGITAL™

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 Lerner Classroom™
ISBN 978-1-5124-0001-3

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *Michael Makes Friends at School* Activity handout (optional)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.2.1:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RI.2.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Targeted Reading Strategy:

Summarizing information from the text.

Academic vocabulary: decide, friend, friendship, include, nervous, recess, tomorrow, respect, listen

High-frequency words: can't, wait, teacher, another, always, could, both, want, where, everyone

Before Reading

Build Background Knowledge

- Ask students if they have ever moved before or ever had to go to a new school. Ask them what it felt like to have to make new friends. Was it hard, easy, scary? Have them look at the cover and tell about what they think is happening.
- Explain that it is not always easy to make new friends and it can feel scary. Sometimes people get nervous meeting new people or going to a new place.
- Show students the front cover of the book and read the title. Have them think about why the author might have written this book.
- Review the title page, table of contents, picture glossary, and index. Talk about the information (title of book, author's name, vocabulary words, and definitions).
- During the book walk introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out a word we don't know. We need to read before and after it, and sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Tell students that today they are reading about meeting new friends. They will learn new information and will be able to connect what they already know to expand their knowledge. They should use the pictures to help them understand what the author is telling them about this topic.

- Explain that one way to understand and remember information in a book is to write a summary or a short overview of the most important information. A summary includes the main idea and one or two details that support it.
- Have the students think about the 'who, what, when, where, why, and how' questions they may ask as they read. These are the questions they should be thinking about while they take a book walk.

Think-aloud: *As I read this book, I will think about the main idea of each section. The heading gives me an idea about what the main idea might be. Then I will think about a couple of details that support the main idea. I will stop after each section to organize these thoughts in my mind so that I can put it into a few sentences. A summary needs to include the main idea and one or two supporting details. Remember to think about the who, what, when, where, why, and how questions.*

- Read the first section out loud to the students entitled "First Day," and summarize this section with the students together as a class. Identify the main idea and two supporting details, and then put these ideas into a few short sentences to tell a brief summary or overview of what the section is about. Have them think about the question words to help write their summary. Write the summary on the board or on chart paper for the class to see.

During Reading

Check for Understanding

- Guide reading by asking students to read pages 4-7 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
 - Model targeted skill: Summarizing.

Think-aloud: *I have been learning a lot of new information about what it means to be a good friend. It explains that a friend is someone that you want to be with and that friends care for each other. Did you notice how I stated what a friend is in my own way? This is called retelling or summarizing information. I am using what I am learning and thinking about it as I put the information in my own words.*

- Have students finish reading the rest of the book. Remind them to continue looking for new information and thinking about the question words. Have them use the pictures and other text features to help them summarize the main idea and supporting details of each section. Have students think about how they will retell this in their own words.
 - They may want to write some notes down on some sticky pages to help them remember.
- Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- What is some new information that was learned about making friends and being a good friend? Did the pictures help to learn some more details about this?
- Create a list of ideas or create a topic web with the students about what they learned from reading the book. These ideas will help them later when they do the written assignment for summarizing text. Tell them they are going to talk to a partner and tell their partner what they have learned. Then the partner will summarize what he/she has said. Each person will get a turn to do both parts. Each person will use the book and the idea web to help them.

Think-aloud: *I continue thinking about the new information I learned about making friends. I use this information to think about the question words we discussed earlier and then think about the main ideas of each section. I stopped after each section and thought about what the author was trying to get across as the most important piece of information for that section, which is the main idea. Then I thought about the information that supported the main idea, which are the supporting details. I organize these thoughts in my mind and put these into a few sentences in my own words.*

- Tell students they will be working with a partner to retell what they learned about making new friends. Then the partner will have to summarize what he/she heard and write it down on the handout provided. This is a great way to practice summarization because it forces both parties to pay attention to the task at hand.

Word Work

- Segment Phonemes Activity:
 - Say the word *wait*, stretching each of the sounds in the word. Explain to students that there are three sounds in the word *wait*. Say the word again, really emphasizing, /w/-/a/-/t/, so that the students can hear each of the three sounds.
- Then stretch out some more words, such as both (/b/-/o/-/th/), and explain that this word has three sounds even though there are four letters in the word. Do this a couple more times with different words. Then write the academic vocabulary and/or high-frequency words on the board or on chart paper. Have the students stretch the words out and tell how many sounds are in each word.
- Give them sound boxes on a sheet of paper and have them write each sound in the box and the number of sounds per word.

Extension Activity

- Make an acrostic poem about another person in the class.
- For example, pair up students and have each student write their partner's name vertically on their paper.
- Have them use each of the letters in that person's name to write great qualities about that person and what makes them a good friend.
- For example:
 - Smart and talented
 - Always there to listen and a great sharer
 - Really caring
 - A beautiful person all around

Teaching Cloverleaf Books™ — Off to School

Sam Visits the School Library

cloverleaf books™

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- *Sam Visits the School Library* Activity handout (optional)
- sticky notes (optional)

Reading Standards

CCSS.ELA-Literacy.RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Targeted Reading Strategy:

Using text features to find information in a nonfiction book.

Academic vocabulary: audiobook, e-book, fiction, graphic novel, librarian, library media specialist, media center, nonfiction, research, borrow, computers, series, mystery, website

High-frequency words: some, back, last, our, return, any, our, about, use, signs, wants, now, find

Before Reading

Build Background Knowledge

- Introduce the book, *Sam Visits the School Library*, and ask the students what they know about going to the school library. Ask them what new information they think they will learn about the library.
- Review the title page, table of contents, picture glossary, and index. Talk about the information (title of book, author's name, vocabulary words, and definitions). Explain that these are all called text features and are important parts of nonfiction books because they give specific information to the reader to help them better understand the text.
- During the book walk introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out a word we don't know. We need to read before and after it, and sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Tell students that nonfiction books give important information. Nonfiction books are organized with text features so information can be found easily and quickly.

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Think-aloud: *I know nonfiction books have specific features that help me as I am reading. For example, the title tells me what the book will be about, but the table of contents gives me more information such as main topics that will be discussed in the book. I can read the headings from the table of contents so that I know what each section or chapter will be about.*

- Can anyone tell me other text features that nonfiction books have? Review other text features including: title page, headings, bold or highlighted text, glossary, captions, and index.
- Tell students that as they read, they will need to be on the lookout for text features that can help them better understand the information the author wanted to tell the reader.

During Reading

Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
 - Model targeted skill: Identifying text features.

Think-aloud: *I placed a sticky note at the top of page 11. Let's turn to that page. Do you see the text box at the bottom of the page? This is called a caption and it can give additional information or ask a question as it does here to get the reader thinking about the topic. It is helpful to read captions and any other information given on a page.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read.

After Reading

Response to Text

- Did you discover any new information about going to the school library? Let students discuss orally what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

Think-aloud: *I learned that there are multiple ways to borrow books from a library and to read books. There are traditional books that come in all genres, and then there are e-books that can be read using an electronic device. You can also read with headphones when listening to audiobooks where a narrator reads to you. That is really interesting—I did not know that. I also learned how important it is to take care of the books we borrow from the library so that others can borrow them when we return them. I read about this on page 21 in the text box. I know the captions and other text features in a book are important because they give me other useful information.*

- Ask students to identify other information they learned by using the text features. Accept all reasonable answers.
- Students will use the text feature handout to see how much they learned.

Word Work

- Phonetic Boggle Board Game:
 - Have students make as many words as they can using the chart on the Boggle handout. The letters can be adjoining in any way as long as they all connect with no separations. They could be connected in a box or with two letters vertically and two horizontally. Words must be at least three letters long. There is an example below— you can use this board or create another one. Have students record their words on another sheet of paper.

| | | | | |
|---|---|---|---|---|
| A | N | I | V | A |
| U | S | Y | E | H |
| F | E | E | N | T |
| R | W | H | R | A |
| O | M | Y | N | W |

- Example words to make:
 - > use, have, hen
- See attached paper.

Extension Activity

- Create a classroom library.
- Have students develop a system for your classroom library that works for you. Have students think about genres, levels, series, etc. and decide how to put books together in an organized manner.
- Then have students create classroom library cards to put in front of the basket when they borrow a classroom book. This will help the teacher keep track of classroom books as well. If you can, laminate the cards for the students.
- Have a weekly rotation schedule of a student being the librarian to monitor the library. That student will make sure books are put back properly, that books are being treated properly, that the library area is kept neatly, that people in the library are working and reading quietly, etc.

Name: _____

Sam Visits the School Library Activity

Use the text features for a scavenger hunt.

| Text Feature clue . . . | Answer |
|---|----------------|
| What is the title? Where can you find this? | _____ _____ |
| Turn to page 5. What is the feature called used to tell that school libraries are also called media centers? | _____ _____ |
| What page can you find info about checking out books? What is the heading on this page? | _____ _____ |
| On page 11, there is a text box; tell what information it gives that is important to know. | _____ _____ |
| What does the heading on page 4 say? | _____ _____ |
| Where can I find the meaning of the word librarian? What is the definition or meaning? | _____ _____ |
| What pages can I find information about picking what to read? What did you use to find this information? | _____ _____ |

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *Sofia's First Day of School* Activity handout (optional)
- sticky notes (optional)

Lesson Standards

- **CCSS.ELA-Literacy.RI.2.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Targeted Reading Strategy:

Connect to prior knowledge.

Academic vocabulary: excited, media center, nervous, pencil sharpener, welcome, first, recess, lunchroom, picture, breakfast, pancakes, hungry

High-frequency words: school, big, first, maybe, some, very, little, walk, takes, helps, open, next

Before Reading

Build Background Knowledge

- Ask students if they remember the feeling they had on their first day of school. Ask them if they felt happy, scared, worried, excited, nervous, etc.
- Introduce the book, *Sofia's First Day of School*, and preview it. Show students the front cover of the book and read the title. Have students discuss what they see on the cover.
- Encourage students to discuss what type of book it is (genre, text type, fiction or nonfiction, and etc.) and what it might be about.
- Review the title page, table of contents, picture glossary, and index. Talk about the information (title of book, author's name, vocabulary words, and definitions).
- During the book walk introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out a word we don't know. We need to read before and after it, and sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Have students take another look at the cover of the book. Model making a connection to prior knowledge.
 - Remind students to think about what they already know about the first day of school as they look at the cover.

Think-aloud: *The picture on the cover reminds me of my first day of school. I always have mixed emotions on that day because I get excited to see my friends again, but I also feel nervous to meet my new teacher, to go into a new classroom, and to meet new friends. How do you feel on the first day of school? Do you have more than one emotion? I know that sometimes I feel sad to say good-bye to my mom and dad and to the summer because I always have so much fun over the summer with my friends and family.*

- Have students turn to the table of contents and use it to make connections to prior knowledge. Have them find the first heading in the table of contents. Read it out loud. Ask the students what it makes them think of.
 - Then have them read the rest of the headings with a partner and quickly discuss what they think they will be about while also using them to make connections to prior knowledge.
 - Explain to students that good readers make connections between what they already know and new information as they read a book.
 - Remind students that as they read, they should think about their experience with the main topic (the first day of school) to make connections to the new information in the book.

During Reading

Check for Understanding

- Guide reading by asking students to read through page 15 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
- Model targeted skill: Connect prior knowledge.

Think-aloud: *When I read about how Sofia started her morning and got ready for her first day of school, it reminded me of my first day. On the bus, I like talking to my friends; it helps me not feel so nervous. When we arrive at school, the teachers and volunteers always help the students find their classrooms and welcome everyone back to school. This makes all the students feel better about the first day of school.*

- Have students finish reading the book. Remind them to continue making connections with what they already know about the first day of school and how they felt. .
 - Remind students to take what they know and apply it to the new information that they learn from the book as they read.
 - You may want the students to write details they have learned about the all the things that students feel on the first day and what they learn on sticky notes as they read. This will help them remember and better understand the text.

After Reading

Response to Text

- Have students share some of the things they learned about Sofia's first day of school. Have them share the connections they made between prior knowledge and the text. They can use the notes they took from their reading as evidence.

Think-aloud: *I used prior knowledge from my experiences on the first day of school to connect with Sofia's first day of school and how she felt and what she did. I thought about my feelings and about seeing my friends again after the summer. I know that I feel nervous, but I always feel excited too. I made many connections with the experiences Sofia was having on her first day.*

- Discuss how making connections between what they are reading and what they already know keeps them involved in the reading process and helps them understand and remember what they have read.

Word Work

- Compound Words Activity:
- The word *firefly* is a compound word. A compound word is a word that is made up of two small words. When the new small words are put together, they make a totally new word. For example, the word *firefly* is made up of *fire* + *fly*.
 - Have students look through the book and through the academic vocabulary words to find compound word examples. Then have them list other words they can think of that are compound words.

Extension Activity

- Bring in a picture from the first day of school.
- Have students write about how they felt, what the day was like, what they did, etc.
- Then have them make a frame using paper, craft sticks, sequins, foam, or any other decorative craft materials that the students want to use.
- Have students share and hang up in the classroom

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *Tanya Takes the School Bus* handout (optional)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.R1.2.1:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.R1.2.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.R1.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.R1.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to clarify a text.

Targeted Reading Strategy:

Main idea and details.

Academic vocabulary: aisle, bus stop, curb, lift door, traffic, neighborhood, tomorrow, quietly, aboard, safety

High-frequency words: school, this, took, bus, met, cannot, miss, away, from, that, comes, back, when, must

Before Reading

Build Background Knowledge

- Introduce the book, *Tanya Takes the School Bus*, by showing students the cover and reading the title. Ask them how they get to school. What information do they think will be in this book? Ask them if they walk, ride a bus, or take a car to school.
- Take a book walk and review the table of contents, glossary, and index. Point out the headings of each section and have students look at the pictures to make predictions.
- During the book walk introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out a word we don't know. We need to read before and after it, and sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy.

Skill Introduction

- Tell students that they will be determining what the main idea of *Tanya Takes the School Bus* is and identifying key details to support the main idea.
- Explain that the main idea of the book is what the book is mostly about. Supporting details gives additional information about the topic.

Think-aloud: *The title helps me understand that we will be reading about a girl named Tanya taking the bus to school. I see a picture of Tanya waving to the bus driver as she is getting on or off the bus. I see other students on the school bus too. I know the bus is stopped because it has its red lights on and the crossing safety bar is out so that the bus driver can see students as they cross the street. I think that the main idea will be about Tanya taking the bus to and from school and the information about what happens during that time will be the supporting details. Informational books help give us clues about supporting details by breaking the book into chapters or sections and giving each chapter or section a heading. The heading lets us know what you will learn about. Can you give me some examples of what details we may learn from this book? (For example: going back to school, being at the bus stop, being on the bus, going home on the bus.)*

During Reading

Check for Understanding

- Guide students as they read by asking them to and stop on page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so everyone can read at their own pace.
- Model targeted skill: Main idea and supporting details.

Think-aloud: *I see that the heading of the last chapter you read is called "The Bus Stop." One supporting detail you could identify about this section is on page 10. The students wait for the bus to stop and the lights flash red. (Then ask the students to identify other supporting details.)*

- Have students continue reading to the end of the book. Remind them as they read to remember to continue finding the main topic of the chapter or section and then find the supporting details for each.
- Remind them to use what they already know to help them understand what they read about as this will help find supporting details.
- Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

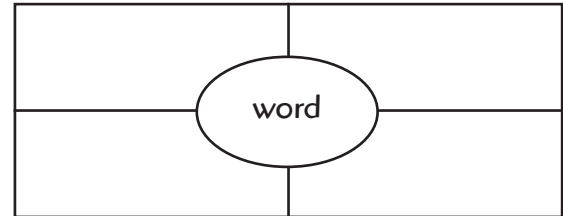
Response to Text

- Ask students if they discovered any new information about the riding the bus to school. Let students discuss orally what they learned.
- Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

Think-aloud: *Since we have been discussing main idea and supporting details, I see there are important features in a nonfiction book that help me understand how to find supporting details. For example, bolded headings help me pick out main ideas and/or key details. Can someone share another way to identify a supporting detail when I am reading an informational book? This book has characters and a story line. That is, it is written in story form. The characters tell the story but there are still text features that provide more information like in the other nonfiction books we have read. Accept all reasonable answers. This book is written a little differently to make the reading interesting, but it still provides factual information. The author wrote it using characters students can relate to. Guide students if they need additional examples or help.*

Word Work

- Academic Four Square Activity:
 - Have each student use four words from the academic vocabulary list to complete four different four squares. Students can draw the four square on a piece of paper or you can create a four square template and photocopy for the students.
 - Each section of the index card is used for something else:
 - > Top left section = your definition
 - > Bottom left = picture
 - > Top right = real definition
 - > Bottom right = sentence using word



Extension Activity

- Have students draw a picture of how they get to school (car, bike, walk, bus, etc.).
- Create a bar graph on chart paper or bulletin board paper large enough for the whole class to use.
- Have students give the graph a title; for example, "How We Get to School."
- Then have students label the chart with each type of transportation and the number of students that take that type of transportation to school.
- Have students glue their picture to the graph in the correct place on the graph.
- Generate questions such as: How many students take the bus to school? How many more students take the bus than walk? How many students take the car and walk to school?

Name: _____

Tanya Takes the School Bus Activity

Tell the main idea of each chapter and give at least two supporting details.

| | |
|---------------------------------------|------------------------|
| Main Idea: Back to School | 1. 2. 3. |
| Main Idea: The Bus Stop | 1. 2. 3. |
| Main Idea: On The Bus | 1. 2. 3. |
| Main Idea: A Safe Ride Home | 1. 2. 3. |

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *Who Works at Hannah's School?* Activity handout (optional)
- sticky notes (optional)
- index cards

Reading Standards

- **CCSS.ELA-Literacy.R1.2.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.R1.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-Literacy.R1.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Targeted Reading Strategy:

Finding connections between the people and the ideas.

Academic vocabulary: cast, crossing guard, custodian, librarian, paraprofessional, principal, secretary, signature, volunteer, signatures, special education

High-frequency words: home, them, taking, with, school, didn't, work, word, nice, even

Before Reading

Build Background Knowledge

- Ask students if they know the people that work in their school and their jobs or positions. For example, there are teachers, a principal, counselor, etc. What are the differences in those positions? What does each person do to help the students in the school? Allow students to tell what they think these types of positions are and let them think about the names of these positions. Make a list on chart paper with their answers.
- Review the title page, table of contents, picture glossary, and index. Talk about the information (title of book, author's name, vocabulary words, and definitions). Ask students why these are important in reading a nonfiction book.
- During the book walk point to the word *Works* on the cover in the title. Remind students of the Bossy R rule, which is that if the vowel is followed by an /r/, the /r/ controls the vowel sound. So instead of making a short or long /o/ it makes the /or/ like in *store*. Knowing this rule will help students read many words. More examples: /ar/ makes the sound like in *car*; /ir/ like in *bird*; and /ur/ like in *church*.

Skill Introduction

- Tell students that as they read, they will be thinking about connections between the people in the book. Tell them to notice that all the people have something in common although they may not know each other.
- Explain to the students that as they read, their job is to pay close attention to the text and to the illustrations.

Think-aloud: *As I read, I always pay attention to the text and to the illustrations to make connections between the people, events, or ideas the author introduces. I know that the words help me understand information the author is teaching me. I also know the illustrations help me visualize or paint a picture in my mind about what those words mean.*

During Reading

Check for Understanding

- Guide reading by asking students to read through page 11 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
- Model targeted skill: Finding connections between the people and the ideas.

Think-aloud: *You have been reading and using both the words and the pictures to help better understand the connections between the people in the book and the ideas the author wants us to learn about. I have learned that the people in this book all are connected in some way. I can see from the illustrations that lots of different people work and go to school from the community and help each other in some way. I also notice that there are many ways people help each other. It doesn't matter if you are an adult or a child—just being a good friend can make someone feel better. I made this connection using the author's words and from looking at the pictures. The people in the town live near each other, work together, and are friendly to one another.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them make other connections.
- Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- Tell me something you learned from this book. What are some connections you have made? Use evidence from the words and illustrations. Then write some of these connections down on the handout that goes with the book.

Think-aloud: *As I read informational text, it is important to use the words and illustrations to describe the connections between people, events, and ideas. For example, the character said some classroom volunteers from the community that come and help are sometimes parents and grandparents. They help the teachers and students just like the people that work in the schools. It is important that the community works together so that everyone feels support and gets help. The illustrations show people smiling and laughing so that supports my connections.*

- Have students fill out the connection reproducible to show understanding of the concept.

Word Work

- The Bossy R Rule Activity:
- Look in the book and find as many words as you can with the Bossy R. Make a list of the words and put them in the appropriate column as shown below. If you cannot find words in the book for each column, think of other Bossy R words that you know. You can look around the classroom or use words that you already know. Make sure you have at least five words in each column.

Students can create a chart on paper.

| ar | or | ir | ur |
|-----|-------|------|-----|
| car | store | bird | fur |
| | | | |
| | | | |
| | | | |
| | | | |

Teaching Cloverleaf Books™ — Off to School Who Works at Hannah's School?

cloverleaf books™

Extension Activity

- Tell students they'll be interviewing someone in your school.
- Create interview questions with the students.
- Have them ask teachers, volunteers, paraprofessionals, lunchroom staff, special area staff, etc. to interview with them on what it is they love about their jobs.
- Have them explain their connection with the community and why it is important.

LERNER  SOURCE™

Name: _____

Who Works at Hannah's School? Activity

Answer the questions in each of the boxes below. Use the book to help you and write in complete sentences.

| | |
|--|--|
| <p>My Name: _____ Book Title: _____ What is the CONNECTION between the people in the text?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>My Name: _____ Book Title: _____ What is the CONNECTION between the events in the text?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>My Name: _____ Book Title: _____ What information do you get from the PICTURES instead of the words in this text?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>My Name: _____ Book Title: _____ What is something new that you learned from reading this book?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Reading levels: Grades 1-2

Subject: Social Studies

Materials

- a book for each student
- chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- *William's 100th Day of School* Activity handout (optional)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA.Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA.Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Targeted Reading Strategy:

Visualize to understand text.

Academic vocabulary: celebration, holidays, weekends, calendar, tomorrow, smarter, surprised, favorite, exercises, compare, equals

High-frequency words: first, school, wrote, just, than, skip, more, times, which, back, our, small, kind, ways

Before Reading

Build Background Knowledge

- Hold up five craft sticks and then show students five jelly beans or other small objects. Ask which looks like more and why. Then put cotton balls in two different jars. Have one jar with 20 cotton balls and the other with 100. Have the students make guesses on how many are in each jar. Then ask the students how they came up with their guess. Take notice if students guessed that the jar with only 20 had less in it and ask why students guessed a smaller number. Write down some of their reasonings for making educated guesses. How did they know to make guesses using a smaller number when they did not count the actual number of cotton balls?
- Explain to the students that visualizing is a technique to use in reading, math, drawing, and other everyday situations. Visualizing can help make meaning during reading because it helps make connections to what we know and what we're learning.
- Have students actually count the cotton balls in each jar. Before counting, ask them some ways to group the cotton balls to help with counting (10's, 5's, 2's). Ask students if they visualized the cotton balls in groups before making guesses as to how many were in each jar. Many times, when asked to estimate or make educated guesses, people visualize or make a mental picture of the objects before guessing. This helps them make a better, more accurate guess rather than come up with a random number.
- Hold the book up and ask students if they know what the front of the book is called (front cover) and then have them point to the back cover. Ask the students if they can tell you what the large words on the front cover of the book are (the title). Then introduce the book, *William's 100th Day of School*, by showing the students the cover and reading the title and looking at the picture. Ask students if they know what we call the person who writes the words in a book (the author). Explain that sometimes a book can have the same author and illustrator (person who takes or draws the pictures) like in this book. Read the name of the author/illustrator. Explain that every book has an author and an illustrator and that it is very important to know who writes the words and who takes the photos or draws the pictures.
- Show students the title page. Discuss important information on the page: the title of the book, author's name, etc.
- Preview the table of contents. Read the section titles together. Ask the students what they think each section will be about after reading each of their titles. Explain that this is an important text feature found in nonfiction books. It tells the reader where they can find important information about different topics in the book.

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- Take a book walk with the students. Have students find the picture glossary and the index with you and explain that these are also important text features that can be found in nonfiction books. Show how the table of contents can help you find them.
- During the book walk introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out a word we don't know. We need to read before and after it, and sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Explain to students that when readers are engaged in the book, they make pictures in their minds. This is called visualizing. Discuss that the photos in a book can also provide important information to add to the visualizations that the reader makes.
- Then explain how visualizing helps readers better understand the author's points because it allows them to get inside the author's head and make connections with the text. It also puts them in the place, the setting, or takes them to imaginary lands and connects them to the characters' feelings, etc., depending on what genre they are reading.
 - Read pages 4-7 out loud to the class and have the students close their eyes while doing so and ask them to visualize. When finished, give them time to share and discuss what they pictured in their minds (months in school, fun activities, groups of 100, etc.).

Think-aloud: *I just read a few pages about getting ready for the 100th day of school celebration. We have been reading lots of books about this day in school already and have been talking about the number 100. We have been practicing counting to 100 and have been talking about making ten groups of ten to help you count. When I read about the 100th day of school, I used my prior knowledge of our 100th day celebration and visualized ways we celebrate and practice counting to 100. Remember how we used counting bears and made groups of ten to count to 100? What about when we carved our pumpkin this year in the fall? First we estimated how many seeds would be in the pumpkin and then we each took handfuls of seeds on our desks. As we counted, we put them in groups of ten to help us count all of the seeds. Every time we made ten groups of ten, we knew we had 100 seeds. This helped us come to the grand total of 1359 seeds from our pumpkin. Do you remember doing that? Those were good clues for me and they helped me make a great mental picture. Did anyone else think about those things? Did you see how making visualizations help to better understand the meaning of the text? I visualized these images to help me make connections with the text.*

- Tell students that as they read, their job is to stop after each page and close their eyes to visualize what the author has just explained. Have them make a mental picture of the text to better understand the meaning.

During Reading

Check for Understanding

- Guide students as they read by asking them to read and stop on page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so everyone can read at their own pace.
- Remind them to stop at several points during reading to visualize as they read. Model how to create images in their minds. You may want to make a list of ideas on the board that they can think about.

- Model targeted skill: Visualizing to understand.

Think-aloud: *As I read, I pause often and close my eyes while I make a mental picture of the author's words. This is called visualizing. It helps me understand what I am reading and connect the text with pictures in my mind. I use prior knowledge to help me do this and I also use the pictures from the book.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help understand what they read. Have them think about each section title and the details to follow.
- Have students place a sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- Have student's share some of the visualizations they came up with as they finish the book. Have them work in small groups and tell each other how visualizing helped them better understand the text.

Think-aloud: *As I read, I use the text and illustrations to create mental pictures. This is a key tool to help me understand what I am reading and become a better reader. For example, chapter three tells us all about how the students spent the day involved in 100 day activities. I was able to connect my prior knowledge about what I know about this topic because of all the activities we do in our classroom and I was able to make mental pictures in my mind. This helped me better understand the text.*

Word Work

- Put the high-frequency words and/or academic vocabulary words in alphabetical order.
 - Have students use lined paper or dry-erase boards.
- Explain to students that if more than one word begins with the same letter, they will need to look at the second letter. The letter that is closest to the beginning of the alphabet is the letter that will go next in alphabetical order.
- Explain the purpose of alphabetical order—why do we need it? Have students generate a list of times when it is useful to use ABC order.

Extension Activity

- Have students decide on a 100 day celebration activity.
- They need to create a poster, collage, list of words, crown, or another activity that displays the number 100 in an interesting way.
- Students need to be creative and need to show how they counted their objects.
- Students should share their idea with class.

Name: _____

William's 100th Day of School Activity

Draw a picture to show a part in the book where you stopped to visualize in order to help you understand what you just read.

Write at least three complete sentences to explain your drawing and the scene it represents from the book.

Draw ten groups of something to show the number 100. Drawing pictures to show a number is a form of visualizing. Then write the number sentence to show your visualizations.