

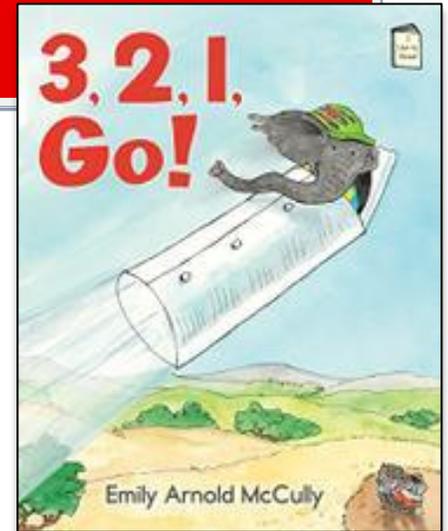
# LESSON PLAN

## 3, 2, 1, GO!

An I Like to Read® Book, Level G

written and illustrated by Emily Arnold McCully

*With hard work, creativity, and perseverance, Min will not give up until she is part of the action. This STEAM-appropriate title will leave students exploring, wondering, and discovering.*



HC: 9780823432882/PB: 9780823433148  
Ages 4–8 • E-book available

**Learning Objectives:** Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, problem and solution, read common high-frequency words by sight, and identify contractions using will, not, and us.

**Guided Reading Level:** G

**Grade Level Equivalent:** 1

**Interest Level:** Pre-K–3

### Instructional Standards

**Reading Literature:** RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

**Reading Foundation Skills:** RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

**Writing:** W.K-1.3,6,8

**Speaking and Listening:** SL.K-1.1,2,4,5,6

**Language:** L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6



### BEFORE READING

1. Read the title and discuss the cover illustration. How do the title and cover illustration help us understand what the story will be about?
2. Have students identify who, what, and where.
3. Write “3, 2, 1, Go!” on the board. Discuss why someone would say, “3, 2, 1, Go!”
4. When and why do people count down? Make connections between 3, 2, 1, Go! and the rocket ship.
5. Read the name of the author/illustrator. Discuss each role.
6. Explain to the students that Emily Arnold McCully writes many children’s books. Display some of Emily Arnold McCully’s other titles.
7. Take a picture walk through the book. Have students predict what the book is going to be about.
8. Write the vocabulary words and phrases on the board: **don’t, didn’t, let’s, I’ll, teacher, student, school zone, don’t mind her, rocket scientist, board, count, rolled, step, follow, tube, rope, rock, tree, tied, pulled.**
9. Invite students to identify the contractions (two words shortened using an apostrophe) **don’t, let’s, and I’ll.** Use the words in a sentence and ask students to figure out the missing word.
10. Do + \_\_\_\_\_ = don’t, Let + \_\_\_\_\_ = let’s, I + \_\_\_\_\_ = I’ll, did + \_\_\_\_\_ + didn’t
11. Ask students to identify action words or “verbs,” including past tense: **rolled, tied, pulled.**
12. Read the phrases from the story and interpret the literal meanings.
13. Find all of the “things” or nouns.



14. Ask students to think of different meanings for the word “**board**.” Explain that they will find out how the author uses the word during reading (in context).
15. Read the book to find out the story elements who, what (problem and solution), where, when, and why.

### DURING READING

1. Read the story aloud. Ask students to follow along as you read.
2. Point out the quotation marks. Discuss why authors use quotation marks.
3. Note that the characters’ names are capitalized.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. After reading, discuss the type of the story. Ask students to use evidence from the words and illustrations to explain why this book is fiction. Is it realistic fiction or fantasy?
6. Have the students read the book independently or in pairs.
7. Who is this story mostly about (main characters)?
8. Where does the story take place (setting)?
9. What is happening?
10. What is Min’s problem in the story?
11. Do any of the other characters have a problem? If so, what is the problem?
12. Can you relate to any of the characters?
13. What would you do if your little brother or sister was trying to play with you and your friend?
14. What does the word “**board**” mean in the story?
15. What does Ann mean when she says, “Don’t mind her”?
16. Discuss the relationships between the characters in the story.
17. How do the illustrations help you understand what is happening?

### AFTER READING

1. Retell the story in your own words.
2. How does the author use math in the story?
3. Describe the characters Min, Ann, and Bess.
4. Go back to the book. Read the parts of the story where different characters are speaking. Read in different voices for each character.
5. How does the story change from the beginning to the end of the book?
6. Did you learn a lesson from the story? Write and share.
7. Invite students to share personal examples of which character(s) they relate to in the story based on personal experiences.
8. How do the characters demonstrate that they can work out problems?
9. Explain how Min is innovative.

### Word Work:

Fill in the blanks using contractions from the story: **let’s, don’t, I’ll, didn’t**.

- \_\_\_\_\_ play school.
- “\_\_\_\_\_ build a rocket,” said Min.
- “\_\_\_\_\_ step over the line,” said Ann
- “I \_\_\_\_\_ step over the line,” said Min.

Write a friendly letter to Min telling her why you thought she was smart, creative, and determined.

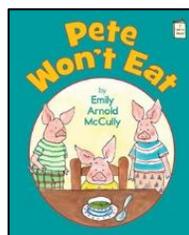
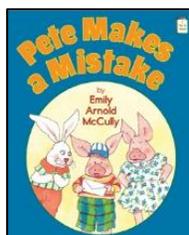
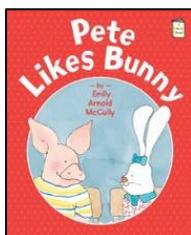
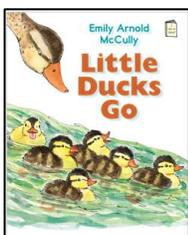
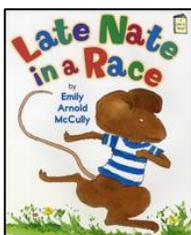


**STEAM**

1. Write directions on how to fly a rocket based on Min in the story. Draw pictures for each step.
2. Using household materials, plan, design, and create something that can fly.
3. Research, explain, and give examples of simple pulleys and levers and how they are used in pushing and pulling (force). Why are pulleys and levers important?
4. In small groups, investigate and use different types of simple machines. Find a real-world example for each.
  - lever
  - inclined plane
  - wheel and axle
  - wedge
  - pulley
  - screw

**Read other books written by Emily Arnold McCully!**

Compare and contrast the setting, plot, and character development from the stories.



*Guide written by Marla Conn, reading/literacy specialist and educational consultant  
1.18*

