

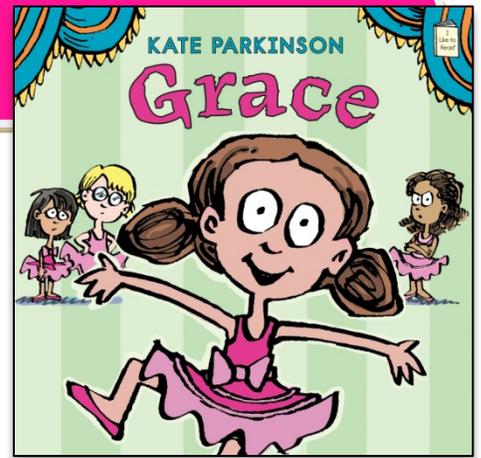
LESSON PLAN

GRACE

An I Like to Read® Book, Level E

written and illustrated by Kate Parkinson

Read about Grace and learn that we are all good at something!



HC: 9780823432073 / PB: 9780823433179
Ages 4–8 • E-book available

Guided Reading Level: E

Grade Level Equivalent: Grade 1

Interest Level: Pre-K–3

Instructional Standards

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

Reading Foundation Skills: RF.K-1.1,2,3,4

Writing: W.K-1.1,2,3,5,6,7,8

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

Language: K-1.1,2,4,5,6



I Like to Read®

Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story including problem and solution, read common high-frequency words by sight.

BEFORE READING

1. Read the title and discuss the cover illustration. What do the title and cover illustration tell us about the book we are going to read?
2. Write “**Grace**” on the board. Who is Grace?
3. Discuss: The title tells us the main idea of the story or what the story will be mostly about.
4. Discuss: The “main character” in a story. Who do you think the main character will be in this book? Explain.
5. What do you know about Grace from the cover illustration? What do you want to know more about? Create a chart.
6. Call attention to the facial expressions and body language of the characters on the cover and discuss.
7. Read the name of the author/illustrator. Discuss each role.
8. Take a picture walk through the book.
9. Have students predict what the book is going to be about.
10. Write the vocabulary words on the board: **Grace, dance, tried, girls, picture(s), better, idea, great, felt, made, making, loved, kept.**
11. Invite students to identify the beginning sound for each word including blends: **gr, tr.**
12. Read the new vocabulary words and find the verbs or action words (**dance, tried, felt, made, loved, kept**).
13. Discuss the present and past tense of verbs.
Ex: I can **hide** in the tree. I **hid** in the tree.
14. Using the verbs from the story, think of sentences using the past and present tense of the words. Chart the words **dance-danced, feel-felt, make-made, love-loved, keep-kept, try-tried.**
15. Discuss the text type of the story. Ask students to use evidence from the illustration to explain why this book is fiction.
16. Read *Grace* to find out the problem and solution from the story.



DURING READING

1. Read the story aloud. Ask students to follow along as you read.
2. Point out the quotation marks. Tell children this means someone is talking in the story and that each sentence begins with a capital letter and ends with a period.
3. Find repeated words and phrases.
4. Ask the students how the illustrations and words help readers understand what the story is about.
5. Discuss the facial expressions and body language of the characters and how they relate to the mood or feeling of the story.
6. Have students make self-to-text connections.
7. Invite the students to read the book independently.
8. Who is this story mostly about (main character)?
9. Where and when does the story take place (setting)?
10. What is happening?
11. Why do the girls tell Grace to “give up”?
12. Why do you think the author repeats the words “She tried, and she tried, and she tried”?
13. How did Grace feel when she tried so hard and the girls told her to “give up”?
14. What is Grace’s problem? How does Grace make herself feel better?
15. What does Grace realize about herself? How does Grace solve her problem at the end of the story?
16. How do the illustrations help you understand what is happening?

AFTER READING

1. Retell the story in your own words
2. Find a part of the story when you felt: sorry for Grace, angry, sad, happy, and surprised.
3. Go back to the book. When does the author first reveal that Grace likes to make pictures?
4. Discuss different kinds of talents. Does every person have the same interests and talents?
5. Write about something that you tried but were not very good at. Draw a picture.
6. Discuss: At the end of the story, Grace makes pictures **and** dances. Why do you think she continues to dance?
7. What is something that makes you feel better when you are sad?
8. Write a letter to Grace. Let her know how you feel about her as a person who does not “give up.”
9. What did you learn from the story?
10. How can you use what you learned in your own life?

Word Work:

Find the correct tense of the verb and fill in the blank.

1. Grace tried to _____. (**dance-danced**)
2. But it _____ great to make pictures. (**feel-felt**)
3. She _____ pictures for the dance. (**make-made**)
4. The other girls _____ the pictures Grace made. (**love-loved**)
5. She will _____ on making pictures. (**keep-kept**)
6. Grace will _____ to keep dancing for fun! (**try-tried**)

Who said it? Grace or “the girls”?

- “I will try and try and try,” said _____.
- “Give up,” said _____.
- “I am sad because I am not a good dancer,” said _____.
- “If I make a picture I will feel better,” said _____.
- “We want you to make a picture for our dance!” said _____.
- “I feel so great. I will dance for fun!” said _____.

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

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