

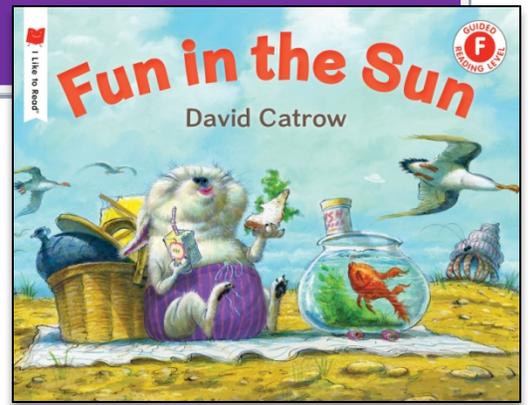
LESSON PLAN

FUN IN THE SUN

An I Like to Read® Book, Level F

written and illustrated by David Catrow

Dog and friends have a fun day at the beach, but has Dog forgotten something?



PB: 9780823438457 • Ages 4–8 • E-book available

Learning Objectives: Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, major events in a story including who, what, where, when, and why. Read new vocabulary words in and out of context and contractions. Identify point of view.

Guided Reading Level: F

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.1.1,2,3,4,5,7,9

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

Writing: W.K-1.1, 3,6,8

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

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



BEFORE READING

1. Read the title and discuss the front and back cover illustration.
2. What does the title and cover illustration tell us about the book?
3. Write “who, what, where, and when” on the board.
4. Discuss “who” are the **characters**, “what” are the **events** or **plot**, and “where and when” is the **setting** of the story.
5. Write the “who, what, where, and when” on the board as you discuss.
6. Write **the beach** on a chart. Invite students to share and brainstorm things about the beach.
7. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
8. Read the name of the author/illustrator. Discuss each role.
9. Display *The Fly Flew In* by David Catrow. Show the students that David Catrow has written and illustrated other books.
10. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>. Invite students to read along with you as you flash the cards.

Word Work:

1. Write the vocabulary words on the board: **fun, sun, beach, ready, forget, anything, sir, silly, spot, here’s, let’s, I’ll, it’s, didn’t, rinse, splish, splash, sand, lunch, crunchy, suit, float, boat, waves, fish, kite, hurray, saves, forget.**
2. Find all of the contractions and circle them. Explain that a contraction is two words that have been shortened using an apostrophe.



3. Use each contraction in a sentence and write on the board:
 - **Here's** the book.
 - **Let's** read the book.
 - **I'll** read to you.
 - **It's** fun to read.
 - You **didn't** get to read.
4. Have the students guess the two words using context clues.
 - Here + is = here's
 - Let + us = let's
 - I + will = I'll
 - It + is = it's
 - Did + not = didn't
5. Read the book to find out how Dog and his fish have fun at the beach and what Dog forgot to bring.

DURING READING

1. Read the story aloud.
2. Ask the students to follow along as you read and think about what the characters are saying and how they are acting and feeling.
3. Who is telling the story (point of view)?
4. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
5. Listen for rhyming words.
6. Predict what will happen in the story. What do you think Dog forgot to bring?
7. Ask the students how the illustrations and words help us understand what the story is about.
8. What do the illustrations tell us that the words do not?
9. Look at the facial expressions and body language of the characters.
10. How does the author create humor in the story?
11. How do the punctuation marks (periods, commas, and exclamation points) help us know what the characters are saying and feeling?
12. Have the students read the book independently.
13. Where and when does the story take place (setting)?
14. How does the story begin?
15. Who is the main character in the story? Explain. Who are the other characters?
16. How does the author use figurative language? Rhythm and rhyme?
17. What words and phrases are repeated in the story?
18. How does the author use pictures and details to develop the setting, plot, and characters in the story?
19. Predict what Dog forgot to take to the beach as you read.
20. What happens at the beginning, middle, and end of the book?
21. How does the author create humor in the story?
22. What is the author's purpose for writing this book?
23. Read the book aloud with the class (choral reading).

AFTER READING

1. What does Dog forget to bring to the beach? In what part of the book did you find out?
2. Take a picture walk through the book. There are so many details in the illustrations. Discuss something new that you found that you did not notice before.
3. Retell the story in your own words.
4. Why is the book *Fun in the Sun* considered "animal fantasy"?
5. What was the funniest part of the book?



6. Using what you know about the story elements (setting, events, and the characters), answer the questions. Prove your answers using the book. Decide if you found the answers using the illustrations or the words.

- How do you know that the story is told from Dog’s point of view?
- Why does Dog decide to go to the beach?
- How does he get ready?
- How does Dog get to the beach?
- Who does he go with?
- Why does Dog have to move from his first spot on the beach?
- How do the characters in the story have fun?
- How does Dog feel about sand?
- What do Dog and Fish do in the waves (splish, splash, ride, float)?
- How does Fish save the day?
- When does Dog go home?
- How do you know that he forgot his sunblock?
- What is another word for “rinse”?
- What does the word “spot” mean in the book?
- Find another simile that means the same thing as “we float like a boat.” We float like a _____.
- Who in the story “flies like a kite”? Explain.

7. Write the correct contraction in the blanks below.

- Here + is = **here’s**
- Let + us = **let’s**
- I + will = **I’ll**
- It + is = **it’s**
- Did + not = **didn’t**

1. Dog found a spot. _____ a good one!
2. _____ all go have fun in the waves.
3. _____ a good day for the beach!
4. _____ take Fish with me.
5. Oops! I _____ bring my sunscreen.

8. Create a class book called *Fun in the Sun!* Write two lines about the beach to complete the page and illustrate. Use details that add humor.

Fun in the sun,
Fun in the sand

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

