

# LESSON PLAN

## I CAN RUN

An I Like to Read® Book, Level A

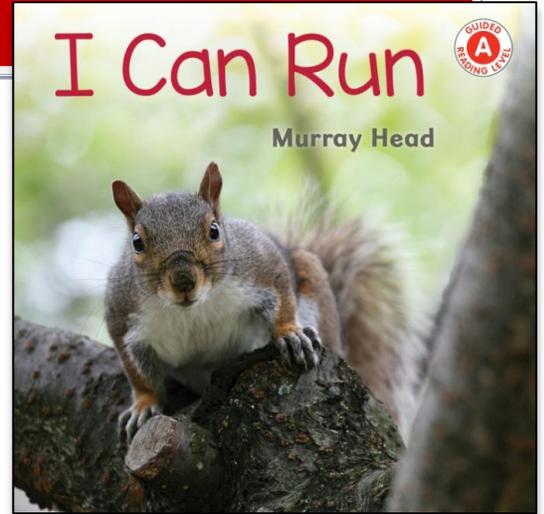
written and illustrated by Murray Head

*Read about what Squirrel can do and think about what you can do!*

**Guided Reading Level:** A/Emergent Reader

**Grade Level Equivalent:** Kindergarten

**Interest Level:** Pre-K–2



HC: 9780823438310 / PB: 9780823438464  
Ages 4–8 • E-book available

### Instructional Standards

**Reading Informational Text:** RI.K-2.1,2,3,4,5,6,7,10

**Reading Foundation Skills:** RF.K-2.1,2,3,4

**Writing:** W.K-2.3,5,8

**Speaking and Listening:** SL.K-2.1,2,3,4,5,6

**Language:** L.K-2.1,2,4,5,6

### Learning Objectives

Students will:

- read new text.
- develop fluency through reading.
- learn about letters, sounds, and words and apply skills.
- extend comprehension through discussion, instruction, and writing.
- learn how to write about reading.



### BEFORE READING

**Build background knowledge and reading foundation skills.**

1. Read the title and identify the author/illustrator.
  - What does the title tell us about the book we are going to read?
  - What is the role of the author/illustrator?
2. On chart paper write and say “I can run.” Have a student come up and circle “I can.”
  - Open the book and have students find “I can” on each page.
  - What can you do? Go around the group and have each student tell what they can do.
3. Discuss the cover illustration.
4. Take a picture walk through the book and have a “book talk.”
5. Have students predict what the story will be about. Ask:
  - What animal is this book about?
  - What is the squirrel doing?
  - Is this book real or make-believe?
  - What kind of illustrations are in this book?
  - What information did you get from the photographs?



6. Highlight and clarify new vocabulary words and concepts, including punctuation.
  - Say and write the vocabulary words on chart paper: **run, hop, sit, jump, eat, see, hide, peek.**
  - Ask students to find words with the beginning sounds r, h, s, j, e, a, s, h, p.
  - Have the students find the end point in each sentence. Discuss the function of a “period.”
7. Model and call attention to appropriate reading strategies. Encourage children to notice letters, sounds, words, and information in the illustrations when reading.

## DURING READING

### Model and encourage conversations about text.

First reading: Teacher reads aloud to the group as the students point to the words as they read.

Second reading: Students read softly in unison with the teacher.

Third reading: Students read independently and point to the words silently.

1. Ask focus questions. Invite students to say where they found their answers in the text, and read aloud to confirm.
  - Who is telling the story?
  - What is Squirrel doing on each page?
2. Discuss the meaning of the text.
  - Why do you think the squirrel is running, peeking, hopping, sitting, jumping, eating, hiding, and looking?
3. Make text-to-self connections.
  - Where do you see squirrels?
  - Tell about a time you saw a squirrel.
  - When do you hop, run, peek, sit, jump, eat, hide, and look (see)?
4. Explain something that you learned about Squirrel from the photographs that the words did not tell you.
5. Retell the story in the correct sequence.

## AFTER READING

### Reinforce and extend understanding.

### Word Work: Print concepts, vocabulary, language structure

Use the book to find the answers.

1. Find the words that are repeated in each sentence (I can).
2. Let's look for the word \_\_\_\_\_. **run, hop, sit, jump, eat, see, hide, peek**
3. Write the words below on the board. Find a word that has the same meaning as the words above: **perch, bounce, leap, scurry, gallop, look, gobble up, spy, snack, bury.**

Teacher dictates writing (word solving within a meaningful sentence).



- Without using the book, listen to the word or sentence and write down the sounds that you hear.

**I can**

**I can run**

**I can see**

### INDEPENDENT PRACTICE

#### Writing:

Teacher models on chart paper to teach the writing process.

- Go around the group and write what each child can do on chart paper. Say the words and end point as you write each sentence.

#### Independent Writing:

Children learn to represent ideas in different ways and use strategies.

- Have students write what they can do on paper and illustrate.

#### Comprehension Check:

- What is the main idea of the story?
- What can the squirrel do?
- Write "Squirrel can" in the middle of a piece of chart paper and circle. Draw 7 lines coming out from the circle. Students need to find 7 details from the book and write them on the lines.

#### Play Games:

- Create flash cards with the vocabulary words **run, hop, sit, jump, eat, see, hide, peek**.
- Have the students stand in front of you.
- Read the words.
- Tell them that you will flash a word from the story and they will act it out.
- Do a few as an example.

#### Research squirrels as a group:

- Where do they live? Habitat?
- What do they eat?
- Why are they interesting?
- How do they look?
- How do they protect themselves?

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

