

# LESSON PLAN

## I HUG

An I Like to Read® Book, Level A

written and illustrated by David McPhail

*The little girl in the story loves to hug. What do you hug?*

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

**Grade Level Equivalent:** Kindergarten

**Interest Level:** Pre-K–2

### Instructional Standards

**Reading Literature:** RL.K-2.1,2,3,4,5,6,7

**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.

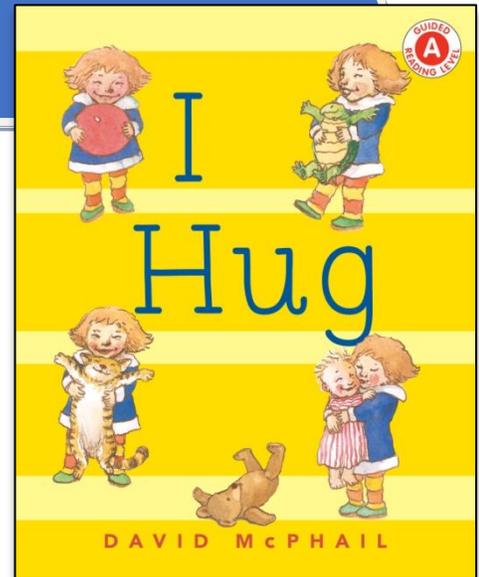
### BEFORE READING

**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?
1. On chart paper write and say: "I hug." Have a student come up and circle "I hug."
  - Open the book and have students find "I hug" on each page.
  - Why would you want to hug someone or something? What feeling do you have when you hug?
2. Discuss the cover illustration.
3. Take a picture walk through the book and have a "book talk."
4. Have students predict what the story will be about.
 

Ask:

  - Who is this book about?
  - What is the girl doing?
  - Is this book real or make-believe? Why? (realistic fiction)
  - What kind of illustrations are in this book?
  - What information did you get from the pictures?



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5. Highlight and clarify new vocabulary words and concepts, including punctuation.
  - Say and write the vocabulary words on chart paper: **cat, dog, fish, rock, tree, friend, dad, mom, bear, pillow.**
  - Ask students to find words with the beginning sounds **c, d, f, r, tr, fr, d, m, b, p.**
  - As students say the words, write “my.” Ex: my cat, my dog.
  - What does the word “my” tell us?
  - Have the students find the end point in each sentence. Discuss the function of a period.
6. 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 the 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.
  - What words does the author, David McPhail, repeat on each page: “I hug my”
  - Who is telling the story?
  - What is the girl doing on each page?
2. Discuss the meaning of the text.
  - Why do you think she hugs her **cat, dog, fish, rock, tree, friend, Dad, Mom, bear, pillow,** based on the illustrations?
3. Make text-to-self connections.
  - Why do you feel like hugging someone or something (love)?
  - What/who do you hug? Go around the group and have each student tell what/who they hug.
  - Tell about a time you hugged someone or something.
  - Have students give a thumbs-up if they have hugged or a thumbs-down if they have not hugged a **cat, dog, fish, rock, tree, friend, Dad, Mom, bear, pillow.**
4. Explain something you learned about the girl from the pictures that the words did not tell you.
  - How does the girl hug her fish?
  - Why do you think she loves that rock?
  - What is special about her tree?
5. Retell the story in the correct sequence.

## AFTER READING

### Reinforce and extend understanding.

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

1. Find the words that are repeated in each sentence and read them on each page. (**I hug my**)
2. Let’s look for these words in the story: **cat, dog, fish, rock, tree, friend, dad, mom, bear, pillow**
3. Sort the vocabulary words into living and nonliving things.
4. Add an *s* to each word to make a plural and draw a picture.



5. Which word does not have to change (**fish**)?
6. Brainstorm words that begin with a consonant blend (“**fr**,” “**tr**”) and end with “**sh**,” “**ck**.”

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

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

**I hug my**

**I hug my pillow.** (Do not forget a period at the end of a full sentence.)

**I hug my rock.**

### INDEPENDENT PRACTICE

#### Writing:

Teacher models on chart paper to teach the writing process.

1. Go around the group and write on chart paper what each child hugs. Say the words and end point as you write each sentence. Ask students to explain why you need a period at the end of each sentence.

#### Independent Writing:

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

2. Have students write about and illustrate what they hug.

#### Comprehension Check:

3. What is the main idea of the story?
4. Write “The girl hugs” in the middle of a piece of chart paper and circle it. Draw 10 lines coming out from the circle. Students need to find 10 details from the book and write them on the lines.

#### Send a hug! Craft

- Have students trace both hands on a piece of colored paper.
- Cut the hands out.
- Cut a piece of yarn long enough to go around the body of a student.
- Attach each end of the yarn to a hand.
- Have the child write: Sending a hug to \_\_\_\_\_, on the hands.
- Hang around the classroom.

**FYI: January 21 is National Hug Day!**

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

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