

LESSON PLAN

PIE FOR CHUCK

An I Like to Read® Book, Level C

written and illustrated by Pat Schories

Guided Reading Level: C/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

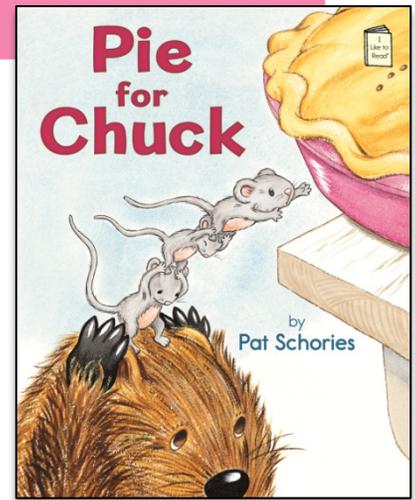
Students will:

- 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?
2. Discuss the cover illustration.
 - Have the students describe pie (a dessert, has a filling, is baked, kinds of pie).
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 do you think will happen?
 - Is this book real or make-believe? Why?
 - What kind of illustrations are in this book? Discuss the details.
 - What information did you get from the pictures?
5. Highlight and clarify new vocabulary words and concepts, including punctuation.
 - Say and write the vocabulary words on chart paper: **pie, Big Chuck, raccoon, rabbit, chip, mice, everyone, get, can, cannot, the.**
 - Ask students to find the animal words and circle them. Why are the animal words capitalized? (Names.)
 - Have students find the different end points in the story (./?!). Write them on a chart.
 - Ask students to find the opposites/antonyms (can, cannot).
 - Create a chart of things real animals can and cannot do.
 - Discuss the use of the punctuation marks, using examples.



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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 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 question. Invite students to find where they found their answer in the text and read aloud to confirm.
 - What words/phrases does the author, Pat Schories, repeat throughout the story?
 - Who is telling the story (narrator)?
 - Who is the main character and how do we know?
 - What kind of character is Chuck (big, determined, hungry)?
 - Where does the story take place (setting)?
 - What is the problem? The solution?
2. Discuss the meaning of the text.
 - Is *Pie for Chuck* a good title for this book?
 - How do you know Big Chuck likes pie?
 - How does Big Chuck know that there is a pie?
 - Describe how Big Chuck tries to get the pie.
 - Why are the animals having trouble getting the pie?
 - What worked for them?
 - Who is “everyone” in the story?
3. Make text-to-self connections.
 - How would you get the pie?
 - Why do you think they call him “Big Chuck”?
4. Explain something that you learned about the story from the pictures that the words did not tell you.
5. Retell the story in the correct sequence of events.

AFTER READING

Reinforce and extend understanding.

Word Work: Print concepts, vocabulary, and language structure

1. Find the words/phrases that are repeated in the story and read them on each page.
Can ___ get the pie? No, he cannot!
2. Let’s look for the animal words in the story. Notice the capital letter in the beginning of some of the words. Call attention to the word “mice” (more than 1 mouse).
3. What would we write if there was more than 1 of each animal? Discuss plural nouns.
4. Ask students to come up and put the correct punctuation mark at the end of these sentences.
 - I like pie
 - Do you like pie
 - Can you get the pie
 - I cannot get the pie
 - I smell pie

Teacher models on chart paper to teach the writing process.

5. Without using the book, listen to the sentence and write down the sounds that you hear.
I can smell the pie.
I can see the pie.
I can eat the pie.



INDEPENDENT PRACTICE

Writing:

Teacher models on chart (shared). Teaches the writing process with support.

1. Go around the group and write what kind of pie the students like.

Independent Writing:

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

2. Have students write and draw a picture of how they would get the pie if it was too high.

Comprehension Check:

- How did the story change from the beginning to the end of the book?
 - How do you know that the animals in the story are friends?
 - Explain how the animals use teamwork in the story.
 - How do you think the little boy feels at the end of the story?
 - What do you think will happen next?
3. Brainstorm words that describe Big Chuck from the story. Draw a character web.
 4. Create a pie graph charting the group's favorite kinds of pie.

Have Pie Day! Bring in your favorite kind of pie and share with the class.

Guide written by Marla Conn, reading/literacy specialist and educational consultant
3.18

