

## **How To Feed Your Parents– Read Aloud**

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**Grade level:** 1<sup>st</sup> Grade.

**Approximate length of time:** 40 minutes.

**Curriculum areas:** Reading Literature

**Common Core objectives:** Reading: Literature Standard 2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Personal objectives:** Students will have an experience recalling and summarizing parts of the book *How To Feed Your Parents*. Students will gain an appreciation for the struggles parents sometimes have with their children when they are being fussy eaters by engaging in a story that “flips the script” by making the parents the fussy eaters instead of the child.

**Materials:** Copy of the book “*How To Feed Your Parents*”. Access to a white-board. Multiple mini white-boards with their markers.

**Essential Questions:** Why would we want to recall a story we have heard in our own words?

**Key Vocabulary:** Motivation, events, recall, summary, change.

**DAP elements in the lesson:** The book has been chosen to be age appropriate and engaging.

**Adjustments for students with special needs:** This depends on their need but making sure that all the students can clearly see the white-board and that you are using language they can understand will be important.

**Adjustments for students learning English as a second language:** At the beginning of the lesson, the new foods that the students might not already be familiar with will be discussed and displayed with their names next to them so they can get an idea of what they are while the story progresses.

**Phase I: Exploration and Explanation:** Let the students know that you will be reading a special book to them and after we have read that book we are going to practice summarizing it. This special book is about food. Gather the students to the reading area of the classroom. Introduce the book to the class by holding it up to them. Read the title of the book and ask them what they think this book might be about based on what they see on the cover.

Let the students know that because this is a book about different kinds of food, you will want them to get an idea of what the different types of food are that will be included in the book. Quickly run through a slide show of pictures of the foods that we will be reading about and briefly describe them. Let them know that this list is a SUMMARY of some of the main foods that we will be reading about. At the end of the slide show, pause on a slide that includes all the foods that will be included in the story with clear labels next to them.

Introduce the core objective of this experience on the white-board. "I can remember and summarize a story in my own words."

Ask the students if anyone wants to share what they think it means to summarize a story.

Model summarizing a story by recalling events of a story they have read before. I will probably choose a story I have already read to them. "Wombat Stew." Taking suggestions from the class, write on the board a few key events of that story, describe the motivations of a few characters and how the story ended. Be sure to use the words Beginning, Middle and End.

For example, I child might say "At the beginning, Dingo wanted to cook the wombat into a stew because Wombat Stew was his favorite!" I would then write on the board "Beginning = Dingo wants to eat Wombat in a stew"

"In the middle of the story the wombat's friends tried to get the dingo to put yucky things In the stew." I would then write "Middle = Wombat's friends trick the Dingo making the stew yucky."

"At the end of the story the dingo ate the yucky stew and ran away which saved the wombat!" I would then write "The Dingo ate the yucky stew and ran away!"

We may sing the song that came with the book at this point if they are wanting too.

Explain that we will be dividing into groups for this activity. The first group will summarize what is happening at the beginning of the story, the next group the middle and the last group the end. Divide the class into three groups based on the rows they are sitting in on the carpet to make it quick and easy.

Explain to the class that while the story is being read they will need to be quiet, so as not to disrupt the rest of the class' ability to hear but after the book is over they can talk in their groups about what happened in the part of the book that they are responsible for.

Read the story to the class making sure to point out when it appears that we are at the beginning, middle and end of the story at key moments. When a new food is mentioned in the book that is displayed on the smart-board, pause and look up at the word to assist the students in learning these new words.

**Phase II: Guided Practice:** Once the story is over, remind the students that they are to summarize the part of the story that they are responsible for. Together in their groups, the students will discuss key elements in the story with each other. Be sure to tell them that they do not need to remember every single detail, but that they should be able to remember the main points.

Circle among the groups to be sure they are understanding the task correctly and that they are engaged in a productive struggle. After an appropriate amount of time, let the students know that they have 1 minute left to wrap up their summary. After the minute is up, have the students quietly sit back on their assigned spots on the rug and ask group one what the key points of the story were. Write on the board what they thought were they key parts of the story. Repeat this process with the middle and end groups.

This might be something we come up with as a class.

Beginning - "Matilda wanted to try new food but her parents were fussy. They only ate boring food."

Middle - "Matilda tried some new food at other places and wanted to have different food with her family so she learned to cook!"

End - "Matilda's Mum and Dad liked the food that Matilda made and decided that they could cook and eat different food together!"

Once you are finished summarizing the book on the white-board, praise the students on their ability to recall such great information.

**Phase III:** Explain that recalling and summarizing a story is a great skill to have as a reader. Lead a brief discussion about why they think it might be helpful to be able to recall a story and summarize it.

Have the students return to their desks while the scribes clean and return their white-boards.