

## Unit 4 Lesson Activity Plan

### ○ Storytime

#### WEEKS 1 • 2

##### Preparation

During Storytime, select a picture book that tells a narrative story. Be sure that there are no more than 5-6 sentences per page.

The story can include predictable language patterns. It is important that it presents sequential events. The following list provides some suggestions.

Allard, Harry. 1977. *Miss Nelson Is Missing*. Houghton Mifflin.

Hoban, Russell. 1964, 1992. *A Baby Sister for Frances*. Harper Trophy.

Hutchins, P. 1972. *Good-Night Owl*. New York: Macmillan.

McCloskey, Robert. 1941, 1969. *Make Way for Ducklings*. Viking Press, Penguin.

Rey, H. A. 1941, 1969. *Curious George*. Houghton Mifflin.

Rice, E. 1977. *Sam Who Never Forgets*. New York: Greenwillow.

Rosen, M. 1989. *We're Going On a Bear Hunt*. New York: McElderry.

##### Instruct Students

Read the title, look at the cover and discuss what the story might be about. Read the book to the students. Pause to have students predict what might happen next.

After you read the book,

##### Ask

Who was in this story?

What happened first?

Then what happened?

What happened next?

What happened at the end?

##### Note

The book can be one that you have previously read to students. Young children love the repetition, and repeated exposure to text is beneficial.

#### WEEKS 3 • 4

##### Preparation

Use one of the storybooks selected in Weeks 1 or 2. You will use this book to help develop the student's re-telling ability.

##### Instruct Students

Last week I read this story to you.

Today, I am going to see if you can tell it to me.

Let's see if you remember the story.

Tell the students the story's title. Next go through the book, page by page and show the students the pictures. Have them tell you what happened on each page. Go through the whole book, without reading.

##### Instruct Students

Let's see if you remember it.

I'll read it to see if you were right.

(Read the story.)

Who was in the story?

What happened first?

Then what happened?

What happened next?

What happened in the end?

WEEKS 5 • 6

**Preparation**

Use one of the storybooks selected in previous weeks. You will use this to develop re-telling, beginning composition skills and prosody.

Have some large chart paper on hand.

**Instruct Students**

Last week you told me this story.

Today you will help me write the story.

Who was in the story?

What happened first?

Then what happened?

What happened next?

What happened in the end?

As the students tell you the story, write corresponding sentences on chart paper. Help direct students with your questions.

Read the story on the chart paper, scooping the sentences into phrases with Baby Echo. Be sure to model good phrasing. Have the students repeat, doing one sentence at a time.

Lastly, read it altogether. Point with Baby Echo, scooping phrases, and chorally reading with your students.