

Interactive/Shared Reading Lesson Plan for How Rocket Learned to Read by Tad Hill

Lesson Focus:

- To read and enjoy a story together;
- To recall story events;
- To make predictions based on story events;

Procedure:

Read p. 1 *When I read what Rocket loves to do, I connect to the time when my dog, Darcy, was a pup and she chased leaves and carried sticks around.*

Read pp. 2-3 *This illustration tells me something about the little yellow bird: he's pretty brave to fly on top of a dog's head; if I reread this page, I'll learn something else about the bird: "Aha...my student." Persistent, helpful, interested in helping others*

Read pp. 4-5 *I wonder what the author meant by the words, "Until the weather turns."*

Read pp. 6-9 *Rocket was sleeping and then he heard little bird's voice. I wonder if the word "disturbed" means to be bothered.*

Read p. 10 (first line) *Another eighth grade word: captivated; it sounds like the word capture, I wonder what the author is trying to say here.*

Read pp. 10-11 *I wonder why the little yellow bird stopped reading? Any ideas????*

Read pp. 12-30. *Stop periodically to have students say the words that Rocket is spelling.*

Closing Statement:

Tomorrow we're going to reread the story, How Rocket Learned to Read, to think about how Rocket learned to read....or did he?

Shared Reading: How Rocket Learned To Read by Tad Hill

Lesson Focus:

1. To reread a story for better understanding;
2. To examine the author's use of words to help us make pictures in our minds;
3. To extend vocabulary;
4. To recall literal details of a story;
5. To use higher level thinking skills to go beyond the story

Read pp. 1-3 *This illustration tells me something about the little yellow bird: he's pretty brave to fly on top of a dog's head; if I reread this page, I'll learn something else about the bird: Read with your eyes as I read (transparency 1) "Aha...my student."*

Persistent, helpful, interested in helping others

Read pp. 4-5 *I wonder what the author meant by the words, "Until the weather turns."*

Read pp. 6 *Why do you think the little yellow bird put the alphabet on a banner?*

Why did the author call the alphabet wondrous, mighty and gorgeous?

Read pp.8-9 *Rocket was sleeping and then he heard little bird's voice. I wonder if the word "disturbed" means to be bothered.*

Read top of p. 10 *Read with your eyes as I read this part of the story: transparency 2*

Read pp. 10-11 *I wonder why the little yellow bird stopped reading? Any ideas????*

Where did the little yellow bird go?

Read p. 12-13 *Turn to the person sitting next to you and talk about why the little yellow bird gave Rocket a name tag?*

Read pp. 14-19 *Before reading, have students comment on the illustrations. What is the illustrator telling us through his pictures? (fall is coming; the seasons are changing)*

After reading, what words did the author use to tell the reader that the weather is changing: reread p. 19 (transparency 3)

Read pp. 20-24 *Attend to the illustrations: what is the illustrator saying through his pictures.*

Read pp. 25-30 *Have students turn to a partner and talk about why you think the author wrote this book?*

Closing Activity: Share. TP: *How many of you think that Rocket learned how to read?*