

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Read Aloud & Word Families (45-60 Minutes)
- Segment 2: Character Study: Lilly (25-30 Minutes)
- Segment 3: Guided Art Lesson: Lilly and I (45-60 Minutes)

Subject(s)

- Literature: Word Families, Character Study, Personal Connections (RF.1.2, RL.1.2, RL.1.3, RL.1.7)

Objective

- Students will distinguish between the -at and -it word family. They will sort the words on a t-chart.
- Students will identify the characters in the story of Lilly's Purple Plastic Purse.
- Students will discuss how the character of Lilly changes throughout the story.
- Students will create a connection chart to show about a time when they have felt like the character.

Materials

- **Required:** Copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher (Picture Book)
- 3 pieces of blank paper for each student (1 piece- segment 1, 2 pieces- segment 2)
- pencil/crayons for each student
- paper & document camera/ chart paper/ or whiteboard with appropriate writing materials for teacher to use for demonstration/examples **If time, teacher can pre-fold one set of paper for students (1 piece for each student), fold paper in half horizontally to help students with an activity for segments 1 & 3 of the lesson.**
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (pages 12-13)

Instructional Setting

- Students seated on carpet/meeting area in front of teacher.

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a "T" followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: Segment 1: 45-60 minutes

Subject

- Read Aloud & Word Families

Objective

- Students will distinguish between the -at and -it word family. They will sort the words on a t-chart.

Materials

- **Required:** Copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher (Picture Book)
- blank paper (1 per student)
- pencil & crayons for each student
- document camera or whiteboard

Have students seated on the rug or in a place where they can see the story as you read it to them.

Introduction

T Today we will be reading the story Lilly's Purple Plastic Purse by Kevin Henkes.

Read Aloud

Read story aloud for students. See notes for read aloud tips!

- T* After listening to Lilly's Purple Plastic Purse, I want you to think about what part of the story was your favorite.
- T* You are going to share your favorite part with a partner.

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Have students pick partners



Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

- T* We need a partner for this game.
- T* When I say the magic word, which is **sort**, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* Ok, **SORT!**

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

T Fantastic! Thank you for finding a partner so quickly and respectfully!

T Now you may share your favorite part with your partner. Students share their favorite part of the story with their partner

Teacher calls students back to attention by counting backwards from 5.

T Eyes on me in 5...4...3...2...1...0. Thank you!



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 12-13)

T Boys and girls, I want you to read the title of this book again with me. Point to words as you read the title.

T Lilly's Purple Plastic Purse.

T This title has a lot of words that start with P!

T Changing even just one letter can change the whole meaning of a word!

T When words have the same ending, we can call them rhyming words, or we can say they are part of the same word family.

T Today we are going to look at two word families: the -at family and the -it family.

T Let me show you what I mean.

Use the whiteboard, document camera, or chart paper to write the word “pat.”

T The word pat is part of the -at word family.

T Can anyone find the -at sound in this word? Call on a student to underline that part of the word.

T Great! Thank you!

T See how the -at sound is at the end of the word?

T If we change just the first letter we can make a whole new word.

T I will keep the -at sound at the end. Below where you wrote pat, start by writing just the -at sound.

T Watch what happens when I change the /p/ to a /s/. Add an s to the -at below pat.

T Can anyone tell me what word I have now? Call on a student to share the word and have them underline the -at in the word sat just like you did for pat.

Repeat this process, making one or two new words the same way, be sure to underline the -at part of the word to show the word family.

Draw a line down the middle, creating another section next to the all the -at words you created.

T There are many, many word families.

T I can make a new word family by changing just one letter from our -at word family words.

T Watch what happens if I change the /a/ to an /i/. Using the words you created with the -at word family, change the a to an i to make a new word: pat to pit.

T Can anyone tell me what my new word is? Call on a student to share.

T What is my new word family now? This might be trickier for them to identify, remind them that the word family sound is always at the end of the word, see if they can underline it for you.

Repeat the same process from the -at word family creating new words for the -it word family as well.

T When I say **go**, I want you to turn to someone sitting close to you and tell them two more words that could belong in our word families.

T Ok, **GO!**

Call students back to attention by counting backwards from 5...

T Eyes on me in 5...4...3...2...1...0. Thank you!



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T Boys and girls now we are going to see if we can sort words by their word family.

T We will need to record our words so we will make a t-chart.

Pass out one piece of blank paper to each student and sends students back to their seat/desk.

T When you get back to your seat/desk, please write your name on the back of your paper, flip your paper over and then hold your pencil up in their air to show me you are ready to listen for directions!

Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper.

T When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

Step #1

T Turn your paper VERTICALLY (show students what this means) and put a line down the middle of the paper. **Demonstrate**

T ...DRAW!

T Hold your pencil back up when you have finished this step.

Step #1



Step #2:

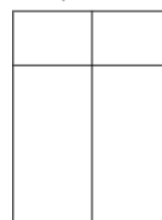
T Remember to wait for the magic word “Draw” before you start.

T Put another line across the paper a few inches from the top. **Demonstrate**

T ...DRAW!

T Hold your pencil back up when you have finished this step.

Step #2



Step #3:

- T** Put the -at word family in the box on the left side of the chart, this is where we will put words that are part of this word family. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up when you have finished this step.

Step #3

-at	

Step #4:

- T** Put the -it word family in the box on the right side of the chart, this is where we will put that are part of this word family. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up when you have finished this step.

Step #4

-at	-it

- T** Once you have finished your t-chart, put your pencil down and put both hands on your head and your eyes on me.

Sorting Words

- T** Now we are going sort words on our t-chart based on their word family.
- T** I will say a word and you will listen for the word family that it belongs to.
- T** When you figure out which word family it belongs in, write it under the correct column on your t-chart.
- T** Let's do one together.
- T** Listen to this word: kit, kit.
- T** Raise your hand if you can tell me which word family that belongs in? **Call on a student to share and have the class write it on their t-chart. Be sure to underline the word family part of the word, just like the above activity.**
- T** Listen to these words and decide which word family they belong in.
- T** Write them down as you decide which word family they belong in.
- T** If you're not sure how to spell a word, just try your best!
- T** Remember to underline the word family in each word, just like we have been practicing.

Use the following words to have students record on their t-chart: mat, cat, mit, hit, hat, bit, sat, fit, kit, pat

- T** Let's read through each of our word families together. Point to each word on your list and we read them together.

Writing Words

- T** Now we are going to turn our papers over and write a sentence using one or more of the words from our list.
- T** After you write your sentence you will draw a picture to go with it.
- T** See if you can write a sentence about Lilly!

Give students 15-20 minutes to work on their sentences and pictures, or however much time the day allows for.

Collect student work and place in appropriate spot.



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ready to refocus! (see pages 12-13)

Instructional Plan: Segment 2: 25-30 minutes

Subject

- Literature: Character Study: Lilly

Objective

- Students will identify the characters in the story of Lilly's Purple Plastic Purse.
- Students will discuss how the character of Lilly changes throughout the story and create a connection chart to show about a time when they have felt like the character.

Materials

- Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher (Picture Book)
- blank paper (2 per student) *If there is time, teacher can pre-fold one set of paper for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson.*
- pencil & crayons for each student
- document camera or whiteboard

Introduction

T Raise your hand if you remember this story about Lilly that we read earlier today.

T Who can tell me something that happened at the beginning of the story?

T What about in the middle?

T And what happened at the end of the story?

T Knowing the characters, or who the story is about, can really help the reader understand more about the story they are reading.

T I can get to know the characters in the stories I read by looking closely at how they look and thinking about how they act and what they say

T We are going to listen to this story again, but this time I want you to pay special attention to the character of Lilly.

T She is the main character, which means the book is mainly about her.

T When I read this book again, I want you to listen for the way that Lilly acts and feels at the beginning of the story.

T Then I want you to see if Lilly changes at all throughout this story.

T Does she act and feel the same way at the end as she does in the beginning?

T Be sure to put on your listening ears (*show them how to cup their hands around their ears*) to make sure you don't miss important information about the character of Lilly!

Read Aloud: Lilly's Purple Plastic Purse

After the reread, lead the class in a character discussion about Lilly

T Boys and girls, show me a thumbs up if you learned anything about the character of Lilly? *Look around to check for understanding.*

T Great!

T Put your finger on your nose if you can tell me something about the way Lilly was acting or feeling at the beginning of the story? *Call on a few students to share out their findings. Try to find that page in the book and show it to the students.*

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

- T** Wonderful!
- T** Show me 2 fingers if you can share with us how Lilly was feeling or acting in the middle of the story?
Call on a few students to share out their findings. Try to find that page in the book and show it to the students.
- T** Nice job!
- T** Put your hand on your head if you can tell me how Lilly was feeling and acting at the end of the story?
Call on a few students to share out their findings. Try to find that page in the book and show it to the students.

Partner Discussion:



Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

- T** When I say the magic word, which is **Lilly**, I want you to turn to a neighbor and tell them how you think Lilly changed from the beginning of the story to the end of the story.
- T** Before we discuss, let's close our eyes and think about Lilly and how she changed. Give students 1-2 minutes of quiet time to think about what they might discuss with their partner.
- T** Alright, open your eyes.
- T** Remember to take turns with your partner when you're sharing so you can hear what they have to say too!
- T** Lilly!
- T** You may discuss!

While students are discussing, be sure to circulate around the room, helping students find partners and engaging them in the discussion topic. Give students 2-3 minutes to discuss with their partners.

Call students back to attention by counting backwards from 5.

- T** Eyes on me in 5...4...3...2...1...0.
- T** Thank you!
- T** Great discussion boys and girls!
- T** I heard many of you talking about how Lilly liked her teacher in the beginning but then she got mad at him for taking away her purse!
- T** She was very, very mad in the middle of the book, but then I heard you talk about how she felt bad and said sorry to her teacher at the end of the story and was happy again!



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Instructional Plan: Segment 3: 45-60 minutes

Subject

- Guided Art Lesson: Lilly and I

Objective

- Students will create a connection chart to show about a time when they have felt like the character.

Materials

- 2 pieces of blank paper for each student
- pencil/crayons for each student
- paper & document camera/ chart paper/ or whiteboard with appropriate writing materials for teacher to use for demonstration/examples *If there is time, teacher can pre-fold one set of paper for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson.*

Connections:

- T* Another thing that readers do to help them understand more about the characters in stories, is to think about a time when they have felt or done something that is the same as what the characters did in the story.
- T* We call that a connection.
- T* Say that word with me...connection.
- T* Can you think about a time when you have felt like Lilly?
- T* Have you ever gotten angry like her?
- T* Have you ever had to say sorry like her?
- T* Have you ever wanted to share something like her?
- T* I want you to think about one time when you have done or felt the same as Lilly.
- T* Close your eyes and think hard!
- T* Show me a thumbs up when you have your moment. *Give students 1-2 minutes to think about their moment. Call on a few students to share about their connection.*

Guided Art:

- T* Grab your connection and stick it in your pocket for later.
- T* We will need them in just a little bit!
- T* But first we need to learn how to draw our new friend Lilly!
- T* We are going to use shapes to learn about how to draw her for our next activity.
- T* Before we do that, let's take a brain break!



Make sure to "Break Up Your Day!"



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- T* We are going to learn how to draw Lilly so we can show our connection of when we have felt like her.
- T* I am going to give you a piece of paper.
- T* When you go back to your desk I want you to write your name on the back, then flip it over and hold your pencil up in the air so I know you are ready to listen for directions.

Pass out papers and send students back to their desk/seat.

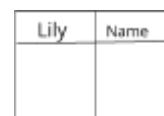
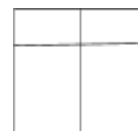
- T** Please watch as I complete the directions first.
- T** You may start when I say the magic word, which is **DRAW**, but please do not start before the magic word!
- T** First we will fold our papers in half horizontally, crease & open it back up.
Demonstrate

This step may already be pre-prepped if you had time to do it before school or during a break. If so, please begin with the second step. You will still want to explain to students about the magic word, their cue for being able to work.

T ...DRAW!

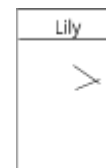
Ask students to put two hands on their head when their paper is folded.

- T** Trace the crease that was made with the fold to make a line down the middle of the paper, vertically. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up in their air when you have finished that step.
- T** Add another line near the top of the paper, horizontally. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up in their air when you have finished that step.
- T** Write the name Lilly in the little box on the left. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up in their air when you have finished that step."
- T** Write your name in the little box on the right. **Demonstrate**
- T** ...DRAW!
- T** Hold your pencil back up in their air when you have finished that step.



For the guided art portion, you won't want to use the "magic word" every time. Just go step by step and have students follow along with you. Remind them periodically that they need to watch you first, but the steps will go much faster.

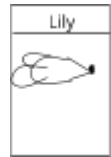
- T** We are going to learn how to draw Lilly in the box under her name.
- T** Let's start near the top of our box with an angled line for her nose.
- T** We will finish her head with a curved line.
- T** We will use two curved lines to create her ears, one smaller and one bigger.



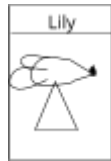
Differentiation:

Students might need a lot of help with this. If some students are able to do it, you could have them help others around them.

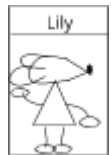
T Next we will use a **big dot** for her **nose**. You will finish the rest of her face in a little bit.



T Make a **triangle** for her **dress**.



T Use **curved lines** to make **her arms** and **straight lines** for her **legs**.



T Next make **ovals** for her **hands and feet**.

Connection drawing:

T Now is when we are going to pull out our connections from earlier.

T Reach in your pocket and pull it out!

T Do you remember the time you felt like Lilly?

T Were you feeling mad, angry or frustrated like her?

T Have you had to say sorry like her?

T Have you felt excited to share something like her?

T Think about your connection and how you and Lilly were feeling.

T Draw the rest of Lilly's face to match how you and Lilly were feeling the same.

T How would you make her look mad, angry, sorry or excited?

Circulate and help students think about how to finish Lilly's face.

Have them put their hands on their head when they are done.

Student drawing of self:

T Now you are going to draw what you look like next to Lilly!

T Think about your connection and the time you felt the same as Lilly.

T Draw a picture to show about this time in your life.

T You will draw your picture underneath where you wrote your name.

T Remember to add lots of details to your drawing.

T Think about your clothes and your face, the background and where you were.

T What colors can you use?

T The more details you can add, the more your reader will understand your work!

T If you get finished, you can put your paper **designate a place in the classroom, maybe a table or chair somewhere** and come get a new piece of paper from **designate a place in the room where the extra paper will be**.

T You can work on drawing any of the other characters from the book (Mr. Slinger, Lilly's friends, her mom and dad) or you can draw another connection you made to the story

Differentiation:

Have students label their picture, writing the words for the labels of the parts of the drawing.

Gather the students' work and leave it on the desk for the classroom teacher.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Teacher states “Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!
- And sit back down quietly please...Thank you!



Break Up Your Day: Guess My Number!



- Begin by showing an example:
- “I am thinking of a number between 1 and 10. Who would like to guess my number” Call on a student.
- When they take a guess, let them know if your number is bigger or smaller than what they guessed (ex: Student guesses 5, your number is 7, so you would say “My number is bigger than 5.” Then call on another student to guess).
- Keep giving clues until students guess the number.
- You could play again with the teacher picking the number if students need reinforcement, or you could have a student come up and pick the number (have them tell you what the number is so you can help them).



Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet.
- Please stand up quietly. When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!
- Choose 5-6 letters to have students make with their body.
- You could even try some simple words or letters that their names start with to change it up!
- Have them sit down quietly when they are finished.



Break Up Your Day: Sorting Kids!



- “Let’s get some of our wiggles out by sorting ourselves into different groups.
- We will sort first by boys and girls. If you are a girl, stand on the right (show which direction that is) and boys on the left. SORT!”
- Once they have sorted themselves, have them count how many students are in each group and compare the groups. Which group has more, which has fewer?
- “Now let’s sort by our clothes. If you have red on today, stand on the right, if you do not, stand on the left. Ok, SORT!”
- Again, once they are sorted, have them count the groups and compare them.
- Repeat this sorting with other colors or patterns for clothes, types of clothing, shoes/sandals, etc. You could sort by likes/dislikes as well: Likes cookies vs. likes cake; likes fruit vs. likes vegetables; likes math vs. likes reading.
- “Thank you for sorting with me today! Let’s all return to our spots respectfully and quietly.”



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner’s stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.