

## Read Aloud Lesson Plan

EDEC 323

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Book: Ribbit

Author and Illustrator: Bender and Bender

In this lesson plan, the goal is to help the children comprehend the story by making predictions. The following is a guide to use in a 2<sup>nd</sup> grade classroom for a read aloud using Ribbit.

1. Gather children on the read aloud carpet
2. Introduce the Ribbit book
  - a. Read the title
  - b. Read the author and illustrator
  - c. Ask children what they think the book is about (prediction)
3. Read the book
  - a. Open the book and read the first page
  - b. Turn the first flap and read it
  - c. Turn the second flap and read it
  - d. Turn the third flap and read it
  - e. Continue on as above a few times
  - f. After you have completed a page, ask the children “What do you think the frog will be next?”
  - g. Continue reading as stated above for a few pages
  - h. Turn the top flap
  - i. Ask the children “What do you think (say the frog’s name) will have on the next flap?”(prediction of the second flap)
  - j. Turn the second flap
  - k. Turn the third flap
  - l. Continue as above stop on occasion and ask the children what the frog will be next.
4. Discuss with the children which frog was their favorite and why
5. Variations:

- a. Read *Ribbit* a second time but this time turn more than one flap to create a different frog.
- b. Have the children tell you which flap to turn. Read what the page says with the new flap turned.

Children's reactions to *Ribbit*:

When I read this book to my group of 2<sup>nd</sup> graders, they really enjoyed it. The children were really engaged with this book during our read aloud time. I was able to keep their attention while teaching them about prediction. The children giggled at all the fun characters that frog becomes. I read *Ribbit* to the children on more than one occasion. Each time it was just as exciting as the first because there are over 3000 combinations in the book. This is a book that children will ask to be read to them over and over.

Lauren Rogers

10/28/08

### Guided Writing Mini Lesson

A. The children will be able to mimic the writing style of the book *Ribbit!* and practice writing differently than how they speak.

B. 1) I will start by saying, "we are going to be creating our own flip books just like *Ribbit* but first we need to come up with a title for our books!" Then I will ask students for their ideas of book titles and Joan will write them down on the white board. After we have gathered 3 or 4 ideas the class will vote on which one they want to use as the title for their books. The one that received the most votes was All About Room 11.

2) Then I will hold up the book they will be working in and show them my example page. I will read it to the class, "Rockin' Miss Rogers, with a microphone in hand, likes to sing in the band".

3) I will tell the class that we are going to practice creating sentences together. I will explain that the top section of our books will have their name and a description word that starts with the same letter of their first name, the middle flap will have to include an item that describes what they like to do, and the last flap will have an action written on it.

4) Then, as a class we will think of our own examples and I will write them down on a large piece of paper. I will have the children think of four different examples and raise their hand when they have an idea.

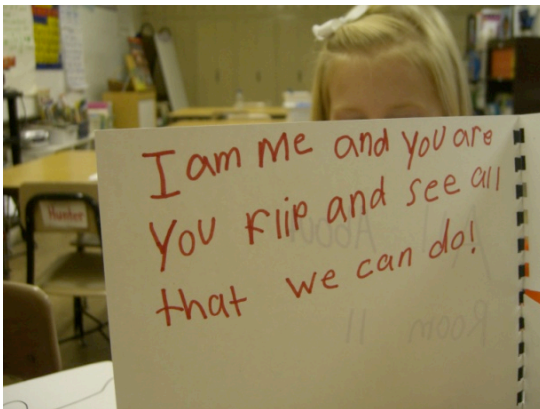
5) Once we have come up with four different characters we will read the sentences out loud.

6) I will tell the students that by next week they need to think of a sentence about themselves to write down in their own flip book. I will tell them that we will be working on this activity in small groups at our centers next week.

7) When I have finished explaining this part of the lesson I will dismiss the children back to their seats.

C. The students responded very positively to this lesson. They all had great ideas that they wanted to share. We had them think of a name first and then the descriptive word; that caused some confusion in the beginning but once we explained it and showed them what we were looking for, they understood better. They had a lot of fun thinking of rhyming words for the middle and end flaps and created some very interesting characters.

D. Here are a couple pictures of my guided writing group working on their flip books:



Our beginning page read: "I am me and you are you, flip and see all that we can do!"

Each child wrote about themselves on the first page. Braden's sentence was, "Basketball Braden who won the game, then everyone knew his name".

