

ELD Lesson
Rosie's Walk by Pat Hutchins

Lesson 1:

Introduce vocabulary:

around, across, past, over, under, through

Optional: Fox and Hen

Practice pronunciation

Word work:

Display words on cards on magnetic board or in pocket chart.

Sort words by similarities. (Across and around go together because they both start with “a”; over and under go together because the both end with “r”...etc.)

Access background knowledge:

Tell students you want to walk from one spot to another, but there is a chair in the way. How can you get to the other spot? Ask students for different ideas to get around the chair, let them model. See if other students can describe what they are doing, point out the vocab when you hear the students use them.

Set purpose:

Rosie is going for a walk. When you hear one of the words we used to get around the chair in our classroom, tap your nose.

Read book:

While you read, students should connect going around the chair, past the chair, over the chair, etc.

Supplies:

Words on card stock

A prepositional object (chair) We were studying pumpkins when I did this lesson, so we went around the pumpkin, over the pumpkin, past the pumpkin, under the pumpkin (I held it up and they went under), carried the pumpkin across the rainbow carpet, and through 2 pumpkins sitting next to each other.

Lesson 2:

Review Vocabulary:

Prepositional words

Word Work:

Compare around and across. What letters do they have in common and what letters make them different? Show that you can take the “a” off the word and make it have 2 parts. A-round and a-cross. Students highlight the different parts of the 2 words.

FYP: Model putting an “a” card with round or cross to make around and across.

First: Look at your card. Do you have “a” or another part of the word?

Next: Find someone who has the other part of your word

Then: Put your cards together to make the word

Last: Read the word with your partner

Set purpose:

In the story, Rosie goes across something and around something. Listen and identify when she goes across and when she goes around.

Read Book:

While reading ask, “Why didn't she go across the pond? Why didn't she go around the yard?”

Supplies:

Card stock words for FYP game

highlighters in different colors for emphasizing parts of words

Lesson 3:

Review Vocabulary:

Prepositional Words

Compare over and under. Use prepositional objects to show the difference.

Word Work:

Set up a row of chairs. Students receive a word on a card. If they have the word over, they sit on the chair, if they have the word under, they crawl under the chair. Model, then play. If the students have enough understanding of the language, you can add across and around to this activity.

Access background knowledge:

Tell your partner when you are at home, what you go under? Over? Across? Around? Possible answers: Under the covers, under the table to play.

Set purpose for reading:

Rosie goes under and over in the book. Listen and identify when she does.

Read the book:

While reading ask, Why didn't she go under the haystack? Why didn't she go under the beehives? Did the fox go under the beehives? What happened to him when he didn't? And questions about over.

Supplies:

Row of chairs

Cards with over and under (and across and around if necessary)

Lesson 4:

Review vocabulary:

Prepositional words

Compare past and through. Do they look the same? Do they share letters?

Use object to practice past and through.

Word work:

Line up in the hallway. Have them walk past the room and each student says “I walked past the room.” Come back into the room one at a time. Each time the child comes in, they say to the teacher, “I walked through the door”. When everyone is back in, review “through” and decide how it is different from “past”.

Access background knowledge:

Have students predict to a partner what the hen goes through and past.

Set purpose for reading:

Students get 2 cards, one that says past, one that says through. When you hear past, hold up your past card. When you hear through, hold up your through card.

Read Book:

As you read, students should listen for the past and through and hold up the appropriate card.

Supplies:

Cards with past and through on them.

Final Lesson:

Review prepositional words.

Take children outside to the playground. Give each student a card with one of the prepositions on it and a piece of tape. Have students look at the playground. They tell their partner two places they can do with their preposition. Do you see a place to go around, across, over, under, past, or through? Have them tape their preposition to the place. Then do a group walking trip to explore the playground together and find places to go around, across, over, under, past, or through. Have a student demonstrate using the prompt "I can ____."

Play Fox and Hen tag. Pair students. Assign one partner to be the fox and one partner to be the hen. On the count of 3, the foxes chase the hens around the playground. Play for a few minutes, then switch roles so that the foxes become the hens and the hens become the foxes. Play again.

Come back in the room and discuss as a class when you went around, across, over, under, past and through while playing fox and hen tag. Students then create their own page describing what they did on the playground. Each student fills in the blank "The fox chased me _____ the playground." with a prepositional word, and then illustrates.

Supplies:

Vocabulary card and tape

Culminating activity description page, one for each student

Display prepositional words for student reference while writing

Optional Book:

Do a page a day

You will need a die-cut of a red hen, one for each student, attached by yarn to the cover of the book.

Yarn should be 6-8" long to allow for children to move Rosie in the book.

Each day, children draw a prepositional object for Rosie to move around. When they are done with their picture, they should use Rosie to demonstrate an understanding of the word for the day. You can have students draw arrows to remind them what the preposition means.

The fox chased me _____ the playground.

