

ELD LESSON PLAN FORMAT
Book: The Napping House by Audrey Wood

Lesson 1

Introduce Vocabulary:

scare, claw, thump, bump, break, sleep, who, where, under, on, between
(animals)

When introducing the vocabulary cover the word except for the beginning blend, emphasize the blend and then show and say the rest of the word. As you introduce each word have students guess to their neighbor what the word means.

Word Work:

Pass out white boards to each pair of students. Say each blend and have students only write the blend. Do each word a few times with them up on the chart and then pull the words down and see if they can do it without that support.

Access Background Knowledge:

Show the cover to the students and have them predict to a partner what the book will be about.

Set Purpose for Reading Book:

Whisper the beginning blend when you hear each word in the story. Model whispering.

Read Book:

Remind students to listen for words and whisper the beginning blend.

Conclude with Purpose for Book:

Have students identify the blend with a chant: ___ ___ says ____.

Go back to the pictures that match the text and have students talk about what is happening in the picture to get them to understand the meaning of each word.

Supplies:

word strips

whiteboards

book

Lesson 2

Review Vocabulary:

Pass out pictures of the vocabulary and see if students can match to words.
Review blends.

Word Work:

Students work with a partner to identify a word that has the same beginning blend as the vocabulary words. Depending on students' proficiencies, you may:

- show them two pictures or objects and say each word and they match the blend
- just show the picture and have them think of the two words and find the match
- let them think of the word all on their own.

Access Background Knowledge:

Add between, on and under to vocabulary words and review the prepositions (if taught previously). Have students turn to their partner and describe what they remembered from the story.

Set Purpose for Reading Book:

I identify a pattern with the characters.

Read Book:

Have students turn to their neighbor to answer, ask prompting questions about the characters to get them to notice the size pattern (big to small) and the growing pattern (only bed to all characters on the bed). Help students to use the prepositions.

Conclude with Purpose for Book:

Have students elaborate on the patterns they saw with the characters. Have students use the manipulatives to explain the patterns.

Supplies:

word strips

pictures

book

manips

Lesson 3

Review Vocabulary:

Put pictures of vocabulary up and have students identify to which word it matches.

Word Work:

Have students brainstorm two words that have a matching blend to the vocabulary words.

Access Background Knowledge:

Have students order themselves from shortest to tallest. Then have students tell their partner the characters from smallest to largest.

Set Purpose for Reading Book:

Describe who is between, on and under another character. Introduce prompts: The ___ is between the ___ and ___. The ___ is on the ___. The ___ is under the ___. Have them practice using the appropriate prompt in a demonstration in the classroom with a pencil and book.

Read Book:

Each time a character moves to the bed have students say the prompts to their partner. Have students use the manipulatives.

Conclude with Purpose:

Go back to the page that the flea joins the party without disrupting it. Have students use the prompts and the manipulatives to describe who is between, on and under. Ask them to describe the pattern based on who is on and under.

Find Your Partner Activity:

Have students find partners that fill in the blank: _____ is on the granny. ___ is under the boy.

Supplies:

word strips pictures book manipulatives
preposition prompts find your partner

Lesson 4

Review Vocabulary:

Review the meaning of each word by telling who the character is and seeing if the students can identify the character that does it. Have students act out each word.

Word Study:

Have students identify which characters can do what verbs from the vocabulary list on a bar graph: verbs along the bottom and students glue the characters on that can do each verb.

Purpose for Reading:

Read with expression.

Fluency Reading:

Have students choral read with you. Work on inflection so they do not read monotone. Pass out the manipulatives and pictures of the characters. As you read the book, have students hold up the character and say the text with you.

Conclude with Purpose:

Ask students what they noticed about reading with expression versus monotone. Model the differences.

Supplies:

word strips	book	manipulatives	bar graph
characters for gluing	scissors	glue	

Lesson 5

Review Vocabulary:

Play charades with the vocabulary words.

Quick Read (if necessary):

Play the "I can Game." Based on the graph you made up the previous day, give them clues with "I can__ and __ and__." (using vocab verbs) and have students name the character. Use the graph and the book to have students verify their answers.

Culminating Activity/Game/Class Book:

Have students cut 5 objects out of magazines and make a growing pattern on a page. Have them write 3 sentences using between, on and under about their pattern. Scaffold the writing as necessary (prompts with fill in the blanks, dotted words to trace, etc.)

All students should read their sentences. Choose two or three students' work to focus on and have the class name the objects in the picture. Using the blends from the first lesson, tally how many pictures were chosen that use one of the blends you've worked on.

Supplies:

Page for book	blend cards	magazines
glue	writing prompts	

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