

Kindergarten
Intentional Read Aloud
Characters Focus
I Wish I Was A Brownie

Lesson Objective and Rationale:

*How to find key details in a text.

*Good readers are able to find the key details in a book. It helps them to better comprehend it.

Preview Targeted Learning Behaviors:

*Sitting with pretzel legs

*Look and listen to the speaker

Lesson Materials:

I Wish I Was A Brownie book, a mirror

Targeted Vocabulary: lonely, determined, embarrassed

Pre-Reading Focus Activity:

Show the children a mirror and invite one child to come up and look at themselves in it. Ask the child to describe what they see. After their response ask them and the class if they can see the child's heart. Continue the conversation by asking the class: Is the child's heart still important even though people can't see it. Why?

If children struggle with this guide the discussion by informing them that the heart is a vital organ that keeps us alive. There's more to a person than what we see of them on the outside. What are other things about (child's name) we can't see?

Their brain

What their favorite color is.

What makes them laugh.

What makes them cry.

Their stomach

Their favorite superhero

Before Reading:

Readers, today we are going to read a book called *I Wish I Was A Brownie*. While we read, we are going to focus on one key detail. A key detail is something important that happens in the book. The key detail we are focusing on today is 'the characters'. The characters are the people or animals in the story. Knowing who the characters are helps good readers to better understand the book.

Introduce Vocabulary Words:

Lonely: Feeling sad when you're separated from other people.

Determined: When you decide to do something and not give up until it's finished.

Embarrassed: When you feel foolish in front of other people.

During Reading:

Preview the front and back covers, the spine and discuss the author, illustrator and the title.

Talking Points:

How do you think Cliffy Chippy is feeling in this picture? How do you know? (2nd page with text)

Why do you think Cliffy spends so much time alone?

If Cliffy was in our class would you laugh at him? What would you do to help him? (3rd page with text)

It's nice that Cliffy trusts Mrs. Chipster enough to tell her how he's feeling. Why do you think Cliffy wants to be a brownie? (5th page with text)

Does the brownie costume make Cliffy a different person? How do you know? (10th page with text)

After Reading:

1. What was the title of the book?
2. Who were the characters? (Cliffy Chippy, Mrs. Chipster, Rockwell)
3. How did Cliffy feel at the beginning of the story?
4. How did he feel at the end? What changed to make him feel this way?
5. Cliffy was able to talk to Mrs. Chipster about how he was feeling because he trusted her. Is there someone you trust who will listen to you when you have a problem?
6. Why is it important to like ourselves?
7. What would you tell Cliffy if he told you he wanted to be a brownie?

Follow Up Activities:

*Create a classroom poster of the characters with their names to be used for the writing lesson.

Kindergarten
Writing Lesson
I Wish I Was A Brownie

Lesson Objective and Rationale:

- *How to draw a picture on one specific topic.
- *Good writers are able to choose a topic and write or draw a picture to go with it. It helps them to get their ideas across clearly.

Preview Targeted Learning Behaviors:

- *Look and listen to the speaker
- *Follow the directions given to complete the drawing and the sentences.

Lesson Materials:

- **I Wish I Was A Brownie* Book
- *I Wish I Was A Brownie Character Poster
- *I Wish I Was A Brownie Character Worksheet

Before Writing:

Writers, today we are going to learn to draw a picture on one specific topic. Our topic is the characters from *I Wish I Was A Brownie*. When you draw Cliffy give him a happy face or a sad face. After you draw your picture, you're going to write why Cliffy is happy or sad.

If we are going to draw pictures of the characters from *I Wish I Was A Brownie* that means we will draw only pictures of the characters from the book and nothing else. Good writers pay attention to the topic and follow the directions because it helps them to get their ideas across clearly.

Review Characters Poster. Encourage children to draw the characters and to draw Cliffy with a sad face or a happy face.

During Writing:

Remind the children to only draw the characters from the book and to give Cliffy a happy face or a sad face.

After Writing:

Remember, today we learned how to draw a picture on one topic, drawing the characters from the book *I Wish I Was A Brownie*. Good Writers pay attention to the topic because it helps them to get their ideas across clearly.

I Wish I Was A Brownie Character Worksheet

Name _____

Cliffy Chippy is _____ because _____

Kindergarten
Intentional Read Aloud
Problem/Solution Focus
I Wish I Was A Brownie

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Preview Targeted Learning Behaviors:

*Sitting with pretzel legs

*Look and listen to the speaker

Lesson Materials:

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Targeted Vocabulary: lonely, determined, embarrassed

Pre-Reading Focus Activity:

Show the children a mirror and invite one child to come up and look at themselves in it. Ask the child to describe what they see. After their response ask them and the class if they can see the child's heart. Continue the conversation by asking the class: Is the child's heart still important even though people can't see it. Why?

If children struggle with this guide the discussion by informing them that the heart is a vital organ that keeps us alive. There's more to a person than what we see of them on the outside. What are other things about (child's name) we can't see?

Their brain

What their favorite color is.

What makes them laugh.

What makes them cry.

Their stomach

Their favorite superhero

Before Reading:

Readers, today we are going to read a book called *I Wish I Was A Brownie*. While we read, we are going to focus on one key detail. A key detail is something important that happens in the book. The key detail we are focusing on today is 'the problem and the solution'. The problem is a challenge the characters must solve. The solution is the

strategies the characters use to overcome the challenge. Knowing the problem and the solution of a story helps good readers to better understand the book

Introduce Vocabulary Words:

Lonely: Feeling sad when you're separated from other people.

Determined: When you decide to do something and not give up until it's finished.

Embarrassed: When you feel foolish in front of other people.

During Reading:

Preview the front and back covers, the spine and discuss the author, illustrator and the title.

Talking Points:

How do you think Cliffy Chippy is feeling in this picture? How do you know? (2nd page with text)

Why do you think Cliffy spends so much time alone?

If Cliffy was in our class would you laugh at him? What would you do to help him? (3rd page with text)

It's nice that Cliffy trusts Mrs. Chipster enough to tell her how he's feeling. Why do you think Cliffy wants to be a brownie? Do you think this is a problem? (5th page with text)

Does the brownie costume make Cliffy a different person? How do you know? (10th page with text)

After Reading:

1. What was the title of the book?
2. Who were the characters? (Cliffy Chippy, Mrs. Chipster, Rockwell)
3. What was Cliffy's problem?
4. How did he solve his problem? (He spoke with Mrs. Chipster who helped him.)
3. How did Cliffy feel at the beginning of the story?
4. How did he feel at the end? What changed to make him feel this way?
5. Cliffy was able to talk to Mrs. Chipster about how he was feeling because he trusted her. Is there someone you trust who will listen to you when you have a problem?
6. Why is it important to like ourselves?
7. What would you tell Cliffy if he told you he wanted to be a brownie?

Follow Up Activities:

*Create a classroom poster of the problem/solution to be used for the writing lesson.

*Make a Classroom Chocolate Chip Cookie Book: I'm A Good Cookie!

Dedicate a page to each child where the rest of the class dictates a positive sentiment about them.

They share their crayons with me.

They play with me.

They make me laugh.

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- *Look and listen to the speaker
- *Follow the directions given to complete the drawing and the sentences.

Lesson Materials:

- **I Wish I Was A Brownie* Book
- * I Wish I Was A Brownie Problem/Solution Poster
- *I Wish I Was A Brownie Problem/Solution Worksheet

Before Writing:

Writers, today we are going to learn to draw a picture on one specific topic. Our topic is the problem/solution from *I Wish I Was A Brownie*.

If we are going to draw pictures of the problem/solution from *I Wish I Was A Brownie* that means we will draw only pictures of the problem/solution from the book and nothing else. Good writers pay attention to the topic and follow the directions because it helps them to get their ideas across clearly.

Review Problem/Solution Poster. Encourage children to draw the problem/solution.

During Writing:

Remind the children to only draw the problem/solution.

After Writing:

Remember, today we learned how to draw a picture on one topic, drawing the problem/solution from the book *I Wish I Was A Brownie*. Good Writers pay attention to the topic because it helps them to get their ideas across clearly.

I Wish I Was A Brownie
Problem/Solution Worksheet

Name _____