

Read-Aloud Lesson Plan Instructions for “**Blueberries for Sal**” (Storybook Reading)
A Teacher Directed Instructional Method - **Alecia Hudson**
1st Grade Class

1. Objectives (TEKS)

a. Behavioral objectives: Identify and describe the characters in the story and the reasons for their actions and feelings.

b. **§110.12. English Language Arts and Reading, Grade 1, School Year 2009-2010.**

(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

2. Purpose & Rationale:

- “Today we are going to read a story with several different characters in it. We are going to identify these characters, read about their actions, and then describe why they did what they did.”
- “This will help us understand why the character talk and act the way they do.”

3. Materials

a. Teacher - “Blueberries for Sal” book, blueberries, picture of a blueberry plant, picture of a bear eating berries, cans of jam and jelly, Chart tablet, markers, paper for drawing, action vocabulary word written on sentence strips,

b. Students - crayons

4. Procedures / Activities for a **Read Aloud**

- Before Reading
 - Developing vocabulary – blueberries, clump of bushes, can, struggled, hustle, tramped, munching.
 - Bring in blueberries before the story and picture of blueberry plant. Make a list of all the foods the students have had with blueberries. (pie, jelly, ice cream, etc.)
 - Bring in jars of Jam and Jelly to introduce canning.
 - For action words, model the actions and have children mimic the action when the word is read.
 - “In this story, Little Sal goes blueberry picking with her mother, but she runs into someone else while she is picking blueberries; someone who could be very dangerous! Let’s see who it will be...”
- During Reading (Orally with lots of expression)
 - Pg 6 (beginning of story) – “What are Little Sal and her mother picking?” “Why are they picking blueberries?” “Have you ever picked berries?”
 - Pg 8 – “what are these funny words (*kuplink...*) on this page?”
 - Pg 9 – “Is Little Sal gathering lots of berries?” “If not, what is she doing with them?”
 - Pg 14 – “What is mother doing with her berries?” “Why?”
 - Pg 18 – “Why are the bears on the hill?” “What does Mother Bear mean when she says, ‘*store up food for the long, cold winter*’?”
 - Pg 21 – “Who does little bear remind you of?” “How are Little Bear and Little Sal similar?”
 - Pg 26 - “What do you think is going to happen next?”

- Pg 29 – “What do you think is going happen now?”
- Pg 30 – “Is Little Sal afraid of Mother Bear?” “What do you think she is feeling and why?” “Should she be afraid?” “How would you feel if you were Little Sal?”
- Pg 35 – “What do you think is going to happen?”
- Pg 42 – “How did Mother Bear react to Little Sal?” “What do you think Mother Bear was feeling?”
- Pg 46 – “How do you think Little Sal’s Mother will react to Little Bear?” “How would your mother react to a bear following her?”
- Pg 48 – “How is Little Sal’s Mother feeling?”
- Pg 55 – “What are Little Sal and her mother going to do with the blueberries?” “What do you think they will make or do with the canned berries?”
- After Reading
 - Recap the story - “Who are the characters of this story?”(name them)
 - Create a chart of the 4 characters, answering
 - Why is _____ on blueberry hill?
 - What did _____ do?
 - Who did _____ meet?
 - One emotion _____ felt in the story is...
 - After chart is made, I would have children pick a character and draw a picture of them at some point in the story. Students would label their picture with one action, a reason for that action, and one emotion the character felt.
 - “I want you to draw a picture of your favorite character doing something in the book. At the bottom tell me what you favorite character is doing, why they are doing it, and how they are feeling.”

5. Planned Modifications (**GT, ESL, LD**, etc.):

- For GT students, I would ask the children more questions about how the characters might or should react or feel. For the activity, I would have them write out a full sentence of the three things about their picture.
- For ESL students, I would provide pictures of different emotions (ex. Surprise, shock, fear, happiness) and have them mimic how they think the characters feel. When they draw their picture, I would have mimic how the character is feeling and help them find the corresponding emotion picture. I would also have them act out the action vocabulary words throughout the story.

6. Assessment of Student Learning

- Assessment would be based on participation when creating the chart and their picture activity. I would look at each student’s description of their picture and assess appropriateness to the lesson and understanding of the character and his actions/emotions.

7. Resources:

- Texas Essential Knowledge and Skills for Grade 1 <http://www.tea.state.tx.us/index2.aspx?id=6148>
- “Blueberries for Sal” by Robert McCloskey