



Phonics: initial sound of names

Reading Skills: comprehension, evaluation of story, left to right progression, story recall, details, riddles

Handwriting: shapes, writing letter of first name

Creative Expression: drawing pictures, decorating a sign

Higher Order Thinking Skills: sequencing, categorizing, describing shapes, drawing inferences, interpreting illustrations

Teacher's Note:

This course requires each student have a copy of the *Blue Student Activity Book (SAB)*

Materials Needed:

index cards

craft supplies

Who Took the Farmer's Hat by Joan L. Nodset

SAB pages 1-6

Day 1

- a. We are ready to begin an exciting 36 weeks of reading and language arts instruction. Tell your student that we will be doing activities to help him get ready to read. Find the Shape Cards on the first three rows of page 1 in the *Student Activity Book*. Cut apart the Shape Cards and give your student one set.
- b. Talk about the shapes with your student, encouraging him to use words to tell what the shapes look like. This may spark some imaginative answers.
- c. Show your student the second set of Shape Cards, and ask him to match them so that they are in pairs.
- d. Ask your student to move all the circular pairs (pictures that are round or have circles inside them) to one side and the pictures using lines to the other side.
- e. Ask your student to choose a Circle Shape Card and a Line Shape Card that he likes. Give him a piece of drawing paper, and ask him to copy the shapes. After he has done that to his satisfaction, ask him to draw a picture from one of the shapes. Example: a circle shape becoming a balloon or a line shape becoming a fence or a house. (Keep these shape drawings to be used next week.)

Day 2

- a. Find the set of White Letter Cards on pages 1-3 in the *Student Activity Book*. Cut out these cards for your student.

- b. Ask your student what he thinks the shapes on the cards are called.

letters

Tell your student that we are going to make patterns with the letters. We are not trying to make words. If your student seems anxious about not being able to read, please assure him that we are going to make patterns with the letters and that there is nothing to read.

- c. Place the White Letter Cards in this pattern:

x o x o

Ask your student to find the same White Letter Cards and put them in the same order.

Place these White Letter Cards in this pattern:

t w t w

Ask your student to find the same White Letter Cards and put them in the same order.

- d. Make the next pattern, and ask your student to continue the pattern by choosing the letters that come next:

a l a l a l
f e f e f e

Try a few more patterns with the letters you have, and ask your student to continue the pattern by choosing the letters that come next.

- e. Ask your student to make up a pattern for you to complete. Encourage him to use just two shapes or letters for his pattern. If he seems to fully understand this concept, you may want to try three letter patterns.

Day 3

- a. Before you begin the **Handwriting** instruction, show your student how to hold a pencil, how to slant the paper and hold it with the non-writing hand. Ask your student to sit up straight with his feet flat on the floor when writing.

Note: Your student may use an adult size pencil or the fatter child-size one.

- b. Look at page 5 of the *Student Activity Book*. Using unlined paper, make the shape used on each line, and allow your student ample practice time for each shape. Introduce all four shapes.
- c. Talk with your student about how things can be part of a group. Read each list to your student, and ask to what group the things on the list belong:
- | | |
|---------------------------------|------------------------|
| red, green, yellow, blue, pink | colors |
| oranges, bananas, apples, pears | fruit or things to eat |
| bears, dogs, horses, tigers | animals |
- d. Provide your student with magazines, catalogs, or other materials he can use to cut out pictures. Ask him to cut out pictures of things that go together, like different kinds of toys, or different foods. Using drawing paper, write the main idea word in the middle of the page, such as *food*. Draw a box around the word. Ask your student to glue the pictures of food around the word. Then ask your student to draw lines from the pictures to the word. Here are some other possible main ideas: dogs, clothes, cars, plants. Ask your student to make at least two group pictures.
- e. After he has made his groups, ask him to look at each group and draw a circle around his favorite thing in each group and tell you why it is his favorite.

Day 4

- a. Read the book, *Who Took the Farmer's Hat?*, to your student.
- b. Give your student the book, and ask him to retell the story using the pictures.
- c. Discuss the book with your student:
- 1) *The person who draws the pictures for a book is called an illustrator. The illustrator for **Who Took the Farmer's Hat?** helps us understand the story better with the pictures. Find the first picture. Look at the farmer's face. What does his face look like? Does he look like a nice man? Why do you think that?*
 - 2) Turn the page - *How do you know from the picture that the wind took the hat?*
 - 3) Turn the page - *The story doesn't tell us where the farmer looked for his hat, but the picture does. Where did he look?*
 - 4) Turn the page - *Where else did he look?*
 - 5) Turn the page - *How does the illustrator show us that the squirrel is talking? Do you think that is a good way to show it? Why do you think that?*

- 6) Turn the page - *Look at the expression on the farmer's face and the goat's face. How do you think they feel?*
- 7) Turn the page - *How does the illustrator show which objects are underwater and which ones are on top of the water?*
- 8) *Let's look at the rest of the pictures and talk about the expressions, how you feel about them, and how the illustrator used them to help tell the story.*
- 9) *What do you like about this story? Why do you like it?*
- 10) *Was there anything you didn't like about the story? Why didn't you like it?*

Teacher's Note: Please use this pattern to discuss the illustrations in the other **Real Book Read Aloud** books used in *The Blue Book Program*.

- d. Read these riddles to your student, and using the book, ask him to tell which animal is speaking:

I saw a silly, round, brown boat. Who am I?

duck

I saw a flat, round, brown hill in a tree. Who am I?

fly

I saw a fat, round, brown bird in the sky. Who am I?

squirrel

I saw a big, round, brown mouse hole in the grass. Who am I?

mouse

I saw a funny, round, brown flowerpot. Who am I?

goat

I saw a nice, round, brown nest. Who am I?

bird

- e. Using old magazines, catalogs, or newspapers, have your student cut out pictures of hats. Using a large piece of paper with the word *hats* written at the top, ask him to glue the pictures on the paper.
- f. Ask your student to complete page 5 in the *Student Activity Book*. Do not be concerned about your student tracing the shape exactly. Ask him to trace it close to the lines. This should be a comfortable process for your student, not a laborious one.

Day 5

- a. Ask your student to tell you his name. Ask him if he knows what sound begins his name. Does he know the letter that makes that sound? If he does not know, tell him, and write

his name on a piece of paper, using a capital letter at the beginning and small letters for the rest.

- b. Using a large piece of paper, draw the first letter of your student's name in a large capital form in the middle of the paper. Tell your student what the letter says. For example, **J** says /j/, like *Jenny*.
- c. Along with your student, think of other words that start like your student's name, such as jelly, jam, jump, jacks, etc. Come up with as many as possible.
- d. Ask your student to decorate the letter on his paper or to draw a picture using the letter as the shape, or any other use of his letter as the basis for his art work. For example, an **A** could be made into a house, or an **O** could be made into a ball. Purely decorative drawings are also acceptable.
- e. As your student is drawing, ask him to describe what he is drawing and what it is going to be. Make observations describing what he has already done. Your student may want to make drawings for other family members or friends.
- f. Ask your student to trace the shapes on page 6 in the *Student Activity Book* and then color the picture. He may want to add more items to the picture.