



3–5 YEARS

Large Group



## Skill and Goal

## Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Amazing  
Adventure



## Materials Needed

*Amazing Grace* by Mary Hoffman  
Chart paper  
Marker



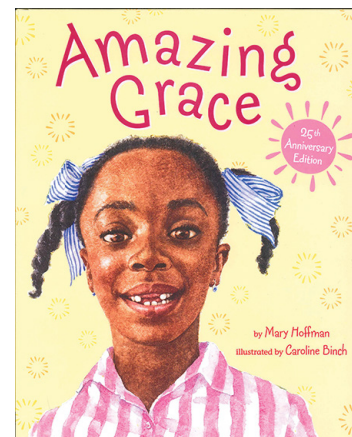
## Also Promotes

Creative Expression

## Amazing Grace

by Mary Hoffman

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Amazing Grace*. Two novel words will be introduced today: amazing (title and page 24) and adventure (page 11). Write the following at the top of the chart paper: Words We Understand.



**BEGIN:** Let's get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book.

**ACT:** Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Amazing Grace*.

[Point to words as you say them. The title of the book includes one of today's novel words. Provide the definition as you read the title. Example: "The title of our book has one of our new words. Our book today is about a wonderful girl. She was **amazing**. Amazing means something that is surprising or wonderful."

Point to and say the names of the author and illustrator.]

**EXPLAIN:** Let's talk about another word in our book. Another word in our book is adventure. An **adventure** is an exciting or dangerous experience.

**ACT:** I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]*

**ASK:** [Focus discussion of the book on recall and words introduced earlier in the session.]

- What is our book about? (a girl named Grace who wanted to play the role of Peter Pan in a school play)
- Who was the main character in our book? (Grace)
- What happened first? (we learned that Grace loves all kinds of stories and likes to act them out)
- What happened next? (Grace's class was going to put on the play *Peter Pan*, and Grace wanted to play the part of Peter Pan, but someone said she couldn't because she was a girl and black)

[Point to and read each word on your chart.]

- What does the word "amazing" mean? (surprising or wonderful)
- What is an "adventure?" (an exciting or dangerous experience)

*[Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'adventure.' Remember, an adventure is an exciting or dangerous experience. Grace liked to pretend to go on adventures." Point to and describe pictures on pages 4, 6, 7, and 23 in the book that are directly related to the novel words.]*

**RECAP:** Today we read a book about a girl named Grace who loved to act out different stories. Grace played the role of Peter Pan in the school play when other people thought she couldn't do it. We talked about the words "amazing" and "adventure."



### Scaffolding Tips

**Extra support** ■ To help children understand the word amazing, show children something amazing that you found in the room (a plant, picture, or a building structure the children made). Describe to children what you find amazing about the object. Example: “Lucy and Martin built a large building in the block area yesterday and we took a picture. The building was amazing because they used so many different-shaped blocks and they added different items from around the room to decorate it.”

**Enrichment** ■ Encourage children to describe a time when they saw something amazing. Remind children that amazing means surprising or wonderful. Example: a wonderful flower or waterfall at the park; a pretty bird or animal at the zoo.



### Center Activity

Provide the book used in today’s reading, plus paper and drawing tools. Encourage children to create drawings of something that would be an adventure. Talk with children about how each person’s drawing would be different, since we all have different thoughts about what might be an adventure.



### Family Child Care

Invite school-age children to describe something that was surprising or wonderful from their day at school. Encourage children to describe why they think it was amazing.



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## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Memory  
Exploring  
Companion  
Audition  
Ballet  
Imagined

**Review:** Amazing  
Adventure



## Materials Needed

*Amazing Grace* by Mary Hoffman

Words We Understand chart from Day 1

Marker



## Also Promotes

Creative Expression

## Amazing Grace

by Mary Hoffman

**Be Prepared:** This is the second of three repeated readings of *Amazing Grace*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Amazing Grace*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a girl named Grace who wanted to play the role of Peter Pan in a school play)
  - Who was the main character in our book? (Grace)
  - What happened first? (we learned that Grace loves all kinds of stories and likes to act them out)
  - What happened next? (Grace's class was going to put on the play *Peter Pan*, and Grace wanted to play the part of Peter Pan, but someone said she couldn't because she was a girl and black)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

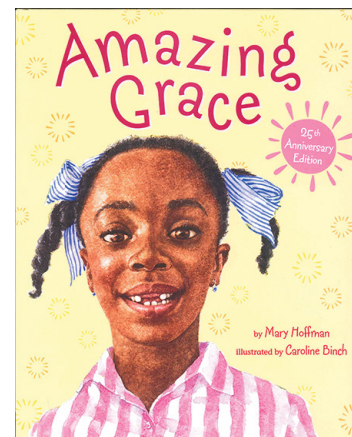
[*Help children recall the meaning of each novel word defined on Day 1.*]

**ACT:** [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



*Example: "We just heard the word 'companion.' Did everyone hear it? ... with no companion but her trusty cat.' Companion means a person or animal you spend time with. Grace spent time with her cat."*

*Below are the novel words and their definitions for this session:*

- **Memory** (page 3): *The ability to remember something*
- **Exploring** (page 6): *To learn about something*
- **Companion** (page 11): *A person or animal you spend time with*
- **Audition** (page 15): *To try out for a role in a play, dance, or film*
- **Ballet** (page 19): *A type of dancing performed on stage*
- **Imagined** (page 22): *To think or create in your mind]*

**EXPLAIN:** We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to explore. Explore means that you want to learn about something. What do we see in these pictures (pages 4, 5, 6, and 7) that tells us Grace likes to explore?" (Lots of different costumes, she pretends to be many different people, looks like she is in a lot of different places)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for when you try out for a role in a play, dance, or film?" (audition)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Grace's nana told her stories from her long memory. Memory is the ability to remember something. There are many things we can remember. Who can remember one of our room rules? What other things do we remember?"]*

**ASK:** Our book was about a girl named Grace who loved to act out different stories. Grace's class was putting on the play *Peter Pan*, and Grace wanted to audition for the role of Peter Pan, but some children in her class said she couldn't. Grace believed she could be anything she wanted to be. Are there things we know we can do if we believe we can do them?

*[Facilitate a discussion of book connections to children's experiences. Examples:*

- *"In our book today, Grace's nana took her to the theater to see a ballet performance. After Grace returned home, she imagined herself as the ballerina playing a part from the dance. Have you ever imagined you were someone from a movie or play? Who were you? What did you pretend?"*

- “Our book today talked about how some children in Grace’s class said she could not be Peter Pan. Why did the children think Grace could not be Peter Pan? How did Grace feel about that? Was there a time when someone told you that you couldn’t do something, but you knew you were able to? What happened?”
- “Today we learned about the word imagine. In our book today, Grace imagined that she was flying like Peter Pan. Grace was thinking in her mind about being Peter Pan. Are there times where we think about something in our mind? What do we imagine? Can you imagine something right now? What are you imagining?”]

**RECAP:** We learned more words today when we read *Amazing Grace*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



### Scaffolding Tips

**Extra support** ■ Describe and demonstrate what it means to have a companion. A companion is someone we spend time with. Point out some instances in the room from today or the day before when children were companions. Example: “Camila and Jared were at the art easel earlier today working on a painting together. They spent time working. They were companions.”

**Enrichment** ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: page 11, the cat is following Grace; page 29, Grace is dancing like a ballerina; page 31, Grace is pretending to be Peter Pan. Ask children, “What part of our story about Grace is shown in this picture?”



### Center Activity

Provide costumes in the dramatic play area to encourage children to go on an adventure and imagine themselves in different roles.



### Family Child Care

Provide older children an opportunity to act out different stories. On a trip to the library, check out books about the different stories Grace acted out: *Aladdin*, *Anansi the Spider*, or pirate stories. Invite each child to select one story and act it out like Grace did.



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

**New:** Exciting  
Tutu  
Fantastic

**Review:** Amazing  
Adventure  
Memory  
Exploring  
Companion  
Audition  
Ballet  
Imagined



Materials Needed

*Amazing Grace* by Mary Hoffman  
Words We Understand chart from Days 1 and 3  
Marker



Also Promotes

Creative Expression

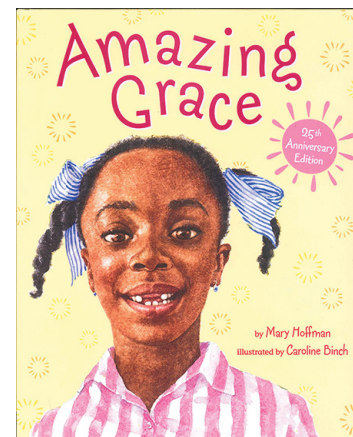
*Amazing Grace*

by Mary Hoffman

**Be Prepared:** This is the third of three repeated readings of *Amazing Grace*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

**BEGIN:** [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Amazing Grace*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (a girl named Grace who wanted to play the role of Peter Pan in a school play)
  - Who was the main character in our book? (Grace)
  - What happened first? (we learned that Grace loves all kinds of stories and likes to act them out)
  - What happened next? (Grace's class was going to put on the play *Peter Pan*, and Grace wanted to play the part of Peter Pan, but someone said she couldn't because she was a girl and black)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author of our book is Mary Hoffman. The illustrator of our book is Caroline Binch.

[*Point to each name as you identify the author and the illustrator.*

*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the three words identified for today's session using the following approach:*

- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

*Example: "I just read the word 'tutu.' Did everyone hear it? 'Grace looked up and saw a beautiful young ballerina in a tutu.' The word 'tutu' means a short skirt made of many layers worn by a ballerina. The ballerina in the picture was wearing a tutu."*

*Below are the novel words and their definitions for this session:*

- **Exciting** (page 3): Interest or excitement
- **Tutu** (page 19): Short skirt made of many layers worn by a ballerina
- **Fantastic** (page 22): Extremely good]

**EXPLAIN:** We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Look at this picture of the ballerina (page 19). The ballerina is wearing a special piece of clothing around her waist called a tutu. What do you see in this picture that tells us what a tutu is?" (the skirt is short and has many layers)*
- *Define a word without naming it and ask children to identify the word. Example: "In our book, when Grace acted out her stories, she always played the most interesting part. What's another word for interesting?" (exciting)*
- *Encourage children to think about a novel word in another context. Example: "In our book, a friend told Grace her audition was fantastic. Grace's audition was extremely good. There are many things that are fantastic. Let's think about some things we think are fantastic. Is there a flavor of ice cream you think is extremely good? What about other things to eat that you think are fantastic? Anything else you think is fantastic?"]*

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"Why do you think so many children wanted to be Peter Pan?"*



- *“Grace’s mom and nana helped Grace understand that she could audition for the role of Peter Pan even if the other children told her she couldn’t. What did Grace’s mom and nana say to her? Where did Nana take Grace to see another person doing what Grace wanted to do? What do you think Grace thought when she saw a beautiful black ballerina at the ballet?”*
- *“Grace’s mom and nana say that Grace can do anything if she puts her mind to it. Putting our mind to something means we believe we can do something, and we practice and work hard to do what we want to do. What did Grace do to become ‘an amazing Peter Pan?’”*
- *“At the end of our book, we see an illustration of Grace as Peter Pan (pg. 23). Please look at Grace’s face. How does Grace’s face tell us she felt happy and proud of being Peter Pan?”]*

**RECAP:** We learned more about our book today by talking about why some things happened. We also learned more words today when we read *Amazing Grace*. Let’s look at our chart to remember all of the words we are learning to understand. Learning about words helps us understand our book.

*[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]*

### Scaffolding Tips

**Extra support** ■ If children seem unclear about feeling excited, share information from Social-Emotional Week 14, Day 3. Also, describe a shared event in which children were excited. Example: “Remember the time we had a visitor who brought in different insects and spiders for us to take a look at? I remember how Samuel was very interested in the large furry spider. It was exciting for Samuel to see and touch the spider.” ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about how Grace’s mom and Nana told her she could be anything she wanted. Also, help children recall how Nana took her to see the ballerina who was doing what she wanted to do.

**Enrichment** ■ Ask children to identify a time when they tried hard to do something they wanted to do and were successful. Remind children of an event in the room where this happened, or encourage children to describe a time this happened at home.



### Center Activity

Provide different adventure books in the library area, such as *Where the Wild Things Are*, *The Magic School Bus Series*, *Benny: An Adventure Story*, or *Going on a Bear Hunt*. Invite children to imagine they are a character in the book and act out the story.



### Family Child Care

Encourage school-age children to “read” *Amazing Grace* to younger children in your setting by retelling the story, using the book’s pictures as a guide.