



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: Marched
Pretend



Materials Needed

Miss Tizzy by Libba Moore Gray
Chart paper
Marker



Also Promotes

Social Studies

Miss Tizzy

by Libba Moore Gray

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 *Miss Tizzy*. Two novel words will be introduced today: marched (page13) and pretend (page12). Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's all 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 this week.

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 *Miss Tizzy*.

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

EXPLAIN: Today let's talk about two words that are in our book. One word is marched. The word **marched** means to walk with regular steps as a group or in an organized way, like soldiers. Another word in our book is pretend. **Pretend** means to imagine or act out.

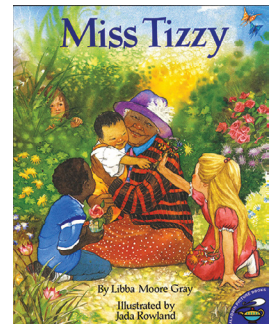
ACT: I will write these two words on our chart.

[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 novel words introduced earlier in the plan.]*

- What is our book about? (Miss Tizzy and how she plays with children in her neighborhood)
- Who were the main characters in our book? (Miss Tizzy and the children)
- What happened first? (Miss Tizzy played with the neighborhood children in many different ways)
- What happened next? (Miss Tizzy got sick and the children did things to help her feel better)

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

- What does the word “marched” mean? (walk with regular steps as a group or in an organized way, like soldiers)
- What does “pretend” mean? (to imagine or act out)

[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 ‘march.’ Remember, to march is to walk with regular steps as a group. They marched up and down the street with Miss Tizzy and her bagpipes leading the parade.” Point to and describe pictures on pages 12 and 13 that are directly related to the novel words.]

RECAP: Today we read a book about Miss Tizzy and the children from her neighborhood. We talked about the words “marched” and “pretend.”



Scaffolding Tips

Extra support ■ Invite some children to demonstrate marching to help other children understand the meaning of “marching.”

Enrichment ■ Invite children to share their experiences playing or interacting with an elderly person. Example: “Who would like to share with us a time when you did something with a person much older than yourself? Who was that person? What did you do? How did that make you feel?”



Center Activity

Provide the book used in today’s reading, plus puppets, so children can act out a part of the story and pretend to be doing a puppet show with Miss Tizzy.

 Family Child Care

Pair older children with younger children and provide blankets or quilts for children to lay on outside. Encourage children to look up at the sky and listen to the sounds they hear, like Miss Tizzy and the children did on page 20 in the book. Encourage older children to help the younger children identify different sounds they hear.



3-5 YEARS

Large Group



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: Neighbors
Parade
Bagpipes
Delivered
Scolded
Serious

Review: Marched
Pretend



Materials Needed

Miss Tizzy by Libba Moore Gray

Words We Understand chart from Day 1

Marker



Also Promotes

Social Studies

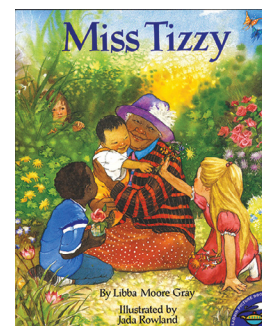
Miss Tizzy

by Libba Moore Gray

Be Prepared: This is the second of three repeated readings of *Miss Tizzy*. 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 *Miss Tizzy*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (Miss Tizzy and how she plays with children in her neighborhood)
 - Who were the main characters in our book? (Miss Tizzy and the children)
 - What happened first? (Miss Tizzy played with the neighborhood children in many different ways)
 - What happened next? (Miss Tizzy got sick and the children did things to help her feel better)

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.*

Examples: "We just heard the word 'neighbors.' Did everyone hear it? The neighbors thought her peculiar. 'Neighbor' is a person or people who live next to or near another person. The people who lived next to and near Miss Tizzy thought she was peculiar."

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

- **Neighbors** (page 5): A person who lives next to or near another person
- **Parade** (page 13): To walk or march together in public
- **Bagpipes** (page 19): A musical instrument that has a bag, a tube for blowing air, and pipes for making sound
- **Delivered** (page 14): To take something to a person or a place
- **Scolded** (page 19): To speak in an angry way to someone who has done something wrong
- **Serious** (page 23): Involving a lot of thought or attention.

There is a text pattern in the book: "and the children loved it." Invite children to repeat the phrase with you as part of the book reading.]

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 the meaning of the word "delivered." Miss Tizzy and the children delivered pictures. What do we see in this picture (page 15) that tells us that Miss Tizzy and the children are delivering something?" (they have a wagon and are taking pictures to people)*
- *Define a word without naming it and ask children to identify the word. Example: "What do we say when someone gives something a lot of thought or attention?" (we say that a person is being serious)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Miss Tizzy and the children have a parade up and down their street. Where else might we see a parade? What would the parade have in it?"]*

ASK: Our book was about Miss Tizzy and the children from the neighborhood. Miss Tizzy let the children do things like pick her flowers, have puppet shows, have parades, and play dress up. When Miss Tizzy got sick, the children did these things to help her feel better. Are there people in your family that you do these things with?

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

- *"Our book today was about Miss Tizzy and the children in the neighborhood. The*

children loved playing with Miss Tizzy. Have you ever had a grown-up that you enjoyed playing with? What did you play?"

- *"At the end of our book today, we learned that Miss Tizzy became very sick and the children did many things to help make her feel better. Can you tell us about a time you did something to make someone feel better? What did you do?"*
- *"Today we learned that neighbors are people who live next to or near us. Do you have neighbors? Does your family do things with your neighbors?"*

RECAP: We learned more words today when we read *Miss Tizzy*. 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 something being delivered. Example: Have a few items which belong in a specific interest center in the room. Invite children to "deliver" the items to the center in which they belong. "Jimal, these are paintbrushes. Can you please deliver the paintbrushes to the art center?"

Enrichment ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: page 17, the children liked playing dress up with Miss Tizzy; page 7, Miss Tizzy wore a purple hat and green sneakers. The neighbors thought she was peculiar; page 23, the children look very sad that Miss Tizzy is sick; describe. Ask children, "What part of our story about Miss Tizzy is shown in this picture?"



Center Activity

Provide paper and drawing tools for children to draw a picture they would like to make if they were going to help someone feel better. The children in the book drew pictures and delivered them to Miss Tizzy's mailbox. Encourage children to do this if they know of someone who needs to feel better.



Family Child Care

Encourage school-age children to help younger children participate in activities Miss Tizzy did with the neighborhood children. Encourage children to march to a pretend band in a parade, or put on a puppet show.



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:** Peculiar
Peaceful
- Review:** Neighbors
Parade
Bagpipes
Marched
Pretend
Delivered
Scolded
Serious



Materials Needed

- Miss Tizzy* by Libba Moore Gray
Words We Understand chart from Days 1 and 3
Marker



Also Promotes

Social Studies

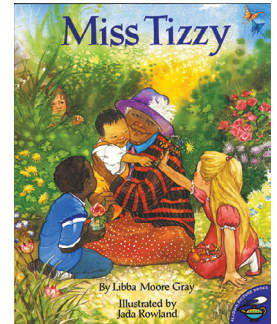
Miss Tizzy

by Libba Moore Gray

Be Prepared: This is the third of three repeated readings of *Miss Tizzy*. 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 *Miss Tizzy*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (*Miss Tizzy* and how she plays with children in her neighborhood)
 - Who were the main characters in our book? (*Miss Tizzy* and the children)
 - What happened first? (*Miss Tizzy* played with the neighborhood children in many different ways)
 - What happened next? (*Miss Tizzy* got sick, and the children did things to help her feel better)

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 Libba Moore Gray. The illustrator of our book is Jada Rowland.

[*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.*

Understanding Words *continued*

- 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 'peculiar.' Did everyone hear it? The neighbors thought her 'peculiar.' The word 'peculiar' is a word for something that is not usual or normal. The way Miss Tizzy dressed was not normal for someone her age."

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

- **Peculiar** (page 5): Not usual
- **Peaceful** (page 30): Quiet and calm; no noise or excitement

There is a text pattern in the book: "and the children loved it." Invite children to repeat the phrase with you as part of the book reading.]

EXPLAIN: We learned two 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: "Please look at these pictures of Miss Tizzy (pages 4 and 7). Take a close look at what she is wearing. What kind of clothes is she wearing that some people might think are 'peculiar'?" (purple hat, green shoes, white flower on her hat, cat around her neck)*
- *Define a word without naming it and ask children to identify the word. Example: "At the end of the book, Miss Tizzy was having a dream. She was quiet and calm. What's another word for being quiet and calm?" (peaceful)*
- *Encourage children to think about a novel word in another context. Example: "Miss Tizzy dressed in a peculiar way with a purple hat and green shoes. This was not a usual way of dressing. Have you ever seen people dressed in a peculiar way? What did you see?"]*

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:

- *"We learned about many things Miss Tizzy does with the children. Miss Tizzy and the children bake cookies, make music while marching in a parade, play dress up, and make pictures for neighbors who cannot leave their homes. Why do you think*

Miss Tizzy does these things with the children? Why do the children love doing these things?"

- *"Miss Tizzy got very sick. The children were sad and missed being with Miss Tizzy. Then the children decided to continue doing the things they loved doing with Miss Tizzy. They baked cookies, made music, and made pictures for Miss Tizzy. Why did the children do these things? What do you think Miss Tizzy thought?"*
- *"At the end of our book Miss Tizzy is sleeping in her bed having a peaceful dream. How and why might the things the children did help Miss Tizzy feel peaceful?"*

RECAP: We learned more about our story today by talking about why some things happened in our book. We also learned more words today when we read *Miss Tizzy*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in 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 ■ Explain that "peaceful" is another word for calm. If you read this book after Week 10, remind children we can calm our bodies by breathing deeply (Self-Regulation Week 10, Day 1).

■ 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 Miss Tizzy lets the children cook with her (page 9) or have a roller skating train (page 19). Encourage children to look at the pictures of the children's faces. "What do you see in this picture that shows us how the children feel about Miss Tizzy?"

Enrichment ■ Ask children if they have felt sad about someone they know who has been very sick. Invite children to share who that person was and if they did something to help make that person feel better.



Center Activity

In the music center, provide props and instruments so children can pretend to have a parade.



Family Child Care

Encourage school-age children to "read" *Miss Tizzy* to younger children in your setting by retelling the story, using the book's pictures as a guide.