



Lesson Plan: WH Questions

Learning Objective

WH QUESTIONS

- Students will understand and use question words *who, what, where, when, why, how*
- Students will record information using graphic organizers
- Students will use information in graphic organizers to respond to questions correctly

Grade Kindergarten, 1st

Subject Reading, Early Literacy, WH QUESTIONS

Common Core Standards

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Resources and Materials

Thank You for the Strawberries

Thank You for the Strawberries Activity Book, pages 9-14, 19-44

Scissors

Glue

Method

1. Read the book, **Thank You for the Strawberries**
2. Choose 1 WH Question as the focus for this lesson
3. Discuss the WH Question and the appropriate responses for that question
4. Pass out sheets with pictures that correspond to the WH question
5. Tell students to cut out the pictures, and label them
6. Pass out blank Thinking Maps for the WH Question
7. Tell students to glue pictures in the appropriate space
8. Students should ask and answer the WH Question, using the completed Thinking Maps

Assessment Correct responses to the WH Question



Lesson Plan: Sequencing

Learning Objective

FARM TO TABLE

- Students will understand the chronological order of events and be able to sequence an event or story
- Students will record information using graphic organizers
- Students will use information in graphic organizers to retell events in correct sequence

Grade

Kindergarten, 1st

Subject

Reading, Early Literacy, Sequencing

Common Core Standards

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Resources and Materials

Thank You for the Strawberries

Thank You for the Strawberries Activity Book, pages 31-34

Scissors

Glue

Method

1. Read the book, **Thank You for the Strawberries**
2. Discuss the sequence of how strawberries get from the farm to the table
3. Pass out sheet with actions
4. Tell students to cut out the actions, and label them
5. Pass out blank arrow maps
6. Tell students to place actions in the correct order, then glue them onto the arrow
7. Review the sequence of events with students
8. Have the students relate the sequence of events, using words first, then, next, after that, last, finally

Assessment

Correct sequence of events

Ability to retell the sequence of events in correct order



Lesson Plan: Sequencing

Learning Objective

HOW DO STRAWBERRIES GROW

- Students will understand the chronological order of events and be able to sequence an event or story
- Students will record information using graphic organizers
- Students will use information in graphic organizers to retell events in correct sequence

Grade

Kindergarten, 1st

Subject

Reading, Early Literacy, Science

Common Core Standards

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Resources and Materials

Thank You for the Strawberries

Thank You for the Strawberries Activity Book, pages 35-36

Scissors

Glue

Method

1. Read the book, **Thank You for the Strawberries**
2. Explain to the class the sequence of plant growth
3. Use the words seed, sprout, plant
4. Use the words first, then, next, after that, last or finally
5. Use pictures from **Thank You for the Strawberries**
6. Pass out sheet with arrow and steps of plant growth
7. Tell students to cut out the steps, and label them
8. Tell students to place actions in the correct order, then glue them onto the arrow
9. Review the sequence of events with students
10. Have the students relate the sequence of events, using words first, then, next, after that, last, finally

Assessment

Correct sequence of events

Ability to retell the sequence of events in correct order