

KSRA Common Core Literacy Lessons  
Picture Book Format

Book Title: *Number One Sam*

Author: Greg Pizzoli

Illustrator: Greg Pizzoli and Joann Hill

Publisher: Disney: Hyperion Books

Year of Publication: 2014

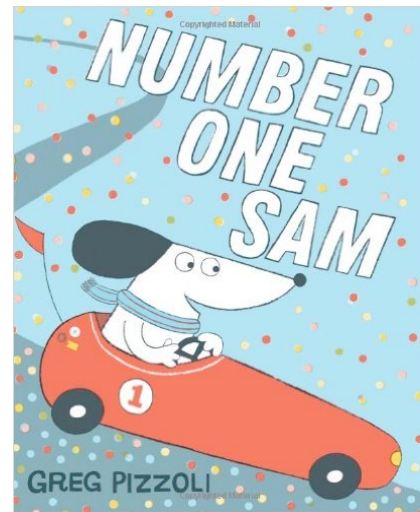
ISBN - 13:978-1-4231-7111-9

Genre: Fiction

Age Range: 2 - 6 years

Readability Level: 2.3 Lexile 370L DRA 14 Guided Reading Level H

Awards: Keystone to Reading Book Award 2016



Book Summary: A competitive racecar driving dog learns that some things are more important than being number one.

Themes: racing, kindness, compassion, sportsmanship

Cross Curricular Connections: math, news articles, health

**Focus: Retelling**

<b>PACCS:</b>	CC.1.3.PK.A With prompting and support, retell a familiar story in sequence using picture support. (May also use K and 1 <sup>st</sup> grade equivalent standard.)
<b>Activating Strategy:</b>	When we want to tell someone about something that has happened, we retell. For example: This weekend I played mini-golf...  We can retell a fiction story by telling the events that happened in order. Listen as we re-read <i>Number One Sam</i> and we will practice retelling. The first read would have been at an earlier time, just for enjoyment.
<b>Key Vocabulary:</b>	Retell Fiction story Sequence Words from the story that would impact a retelling, such as, first, then, lost, nervous
<b>Teaching Strategies:</b>	Students gather in a large group. Teacher reads the beginning of <i>Number One Sam</i> . Teacher stops and models retelling what has happened so far, using illustrations to guide students. This may happen a few times as needed. Teacher continues the story. As students are ready, they may turn to partner and retell the story as the teacher turns the pages.

<b>Summarizing Strategies</b>	Teacher provides copies of important illustrations to each pair of students. The pair practices multiple times retelling the story of <i>Number One Sam</i> .
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**Focus: Character, Setting, Events**

<b>PACCS:</b>	CC.1.3.PK.C With prompting and support, answer questions to identify characters, setting, and events in the story (May also use K and 1 <sup>st</sup> grade equivalent standard.)
<b>Activating Strategy:</b>	All fiction stories have characters, setting, and events. A character is the person or animal that the story is mostly about. Use a familiar book to demonstrate who the character is in the story. For example, Curious George is the main character in <i>Curious George Goes to the Zoo</i> .
<b>Key Vocabulary:</b>	Character Setting Events Other key vocabulary, specific to the book, that would impact the character, setting, and events, such as, nervous, boom, screech, cheering
<b>Teaching Strategies:</b>	Read the story <i>Number One Sam</i> while asking guiding questions about character:  Who is the main character of the story? How does Sam feel after the first race? How do you know? What do you think will happen to Sam if he races again? Why does Sam stop the car? What does this tell you about Sam? How does Sam feel at the end of the story and why?
<b>Summarizing Strategies (Assessment):</b>	Have students draw an illustration of the main character and something that happened to him or her in the story.

Resources:

Resources could be other books to use, websites, or stories from certain basal series. Anchor charts, which are around the room to help students remember former lessons, would also be appropriate and any other pertinent materials.

**Focus: Connections**

<b>PACCS:</b>	CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
<b>Activating Strategy:</b>	Students think: How do people race? Turn and Talk. Reread <i>Number One Sam</i> and read <i>The Tortoise and the Hare</i> by Betty Miles.
<b>Key Vocabulary:</b>	Compare - same Contrast - different The teacher refers to an anchor chart in the room that illustrates compare and contrast.

<b>Teaching Strategies:</b>	<p>After reading the two books:L          Use a Venn Diagram to show how the books were the same and different.          Sample questions:          Who are the characters?          What kind of racing did they do?          What happened in the beginning, middle, and end of each book?          How are Sam and the Tortoise the same?          How are the beginnings the same? Different?          How are the endings the same? Different?</p> <p>As you record the responses on the diagram, associate the word same with compare and the word different with contrast.</p>
<b>Summarizing Strategies</b>	<p>Use a summary ball (small light up ball). Throw to a student and have him or her tell one comparison of the two books. Throw again to another student and have him or her tell a contrast. Continue using the facts from both stories.</p>

### Focus: Identifying Emotions

\*It is recommended that this lesson be conducted in connection with a second or subsequent reading of the text.

<b>PACCS:</b>	<p>CC.1.3.PK.G          Describe pictures in books using details.          (May also use K and 1<sup>st</sup> grade equivalent standard.)</p> <p>CC.1.3.PK.J          Use new vocabulary and phrases acquired in conversations and being read to.          (May also use K and 1<sup>st</sup> grade equivalent standard.)</p>
<b>Activating Strategy:</b>	<p>Think about a time you were in a race or had a chance to win a prize. Turn and talk to a friend about that experience. How did you feel when you won/didn't win? (One minute share, then switch.)</p>
<b>Key Vocabulary:</b>	<p>Proud – feeling happy because you did something really well          Confident – feeling sure that you can do something very well          Nervous – feeling worried about something important to you          Disappointed – feeling upset or sad because something did not go the way you wanted</p>
<b>Teaching Strategies:</b>	<p>Students gather in a large group.</p> <p>Introduce the key vocabulary in connection with labeled emoticons that depict pride, confidence, nervousness and disappointment.</p> <p>Re-read <i>Number One Sam</i>, encouraging students to pay particular attention to Sam's facial expressions at key points in the story (as indicated below). During the discussion, encourage students to label Sam's feelings with the new vocabulary. Make reference to the emoticons, as appropriate, to reinforce an understanding of the new terms.</p> <ol style="list-style-type: none"> <li>1. How did Sam feel at the start of the big race [at the beginning of the story]? (confident) How do you know that he felt that way?</li> <li>2. How did Sam feel when he lost the big race [at the beginning of the story]? (disappointed) How do you know that he felt that way?</li> <li>3. How did Sam feel the night before his next race? (nervous) How do you know that he felt that way?</li> <li>4. How did Sam feel when he saved the chicks and his friends cheered for him? (proud) How do you know that he felt that way?</li> </ol>

<b>Summarizing Strategies (Assessment):</b>	Divide the class into partners. Provide each pair with a copy of each of the four emoticons and a series of pictures representing the four events described above. Instruct each pair to match the emoticon to the appropriate event and describe Sam's feelings.
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**Focus: Vocabulary Awareness**

\*It is recommended that this lesson be conducted in connection with a second or subsequent reading of the text.

<b>PACCS:</b>	CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story. (May also use K and 1 <sup>st</sup> grade equivalent standard.)
<b>Activating Strategy:</b>	Explain that good authors use interesting words and phrases to make their stories more enjoyable. In order to understand the story, readers and listeners have to know the meanings of those words/phrases. Explain that you are going to re-read, <i>Number One Sam</i> . Encourage the students to listen carefully for interesting language that the author uses.
<b>Key Vocabulary:</b>	Approach – to get closer to something Distracted – when you are not paying attention to what you are doing Realize – to suddenly know or understand something Scurry – to move with quick little steps
<b>Teaching Strategies:</b>	<p>In advance of the lesson, use post-its to mark the pages in <i>Number One Sam</i> on which the target vocabulary and other interesting words/phrases are used.</p> <p>Students gather in a large or small group.</p> <p>Re-read <i>Number One Sam</i>, drawing students' attention to interesting language such as "revved," "nailed" (meaning to do something perfectly), "neck-and-neck," "sleep one wink," and the target vocabulary listed above. As appropriate, pause during the story to discuss the author's use of language.</p> <p>After the reading, invite the students to find a partner and sit with that partner. Directly teach students the meaning of a target word as follows.</p> <ol style="list-style-type: none"> <li>1. Show the students the word on a chart. State the word and ask the children to restate it.</li> <li>2. Re-read the page of <i>Number One Sam</i> that contains the target word, encouraging students to listen for that word.</li> <li>3. Provide a definition for the word.</li> <li>4. Discuss the definition as it relates to the context of the story.</li> <li>5. Using a think-pair-share approach, invite students to generate other contexts in which the word might be used. (For example, a school bus might <b>approach</b> the school. If you are listening to a story, it can be <b>distracting</b> if the TV is on.)</li> <li>6. Based on students' interests and experiences, select a context that is meaningful to them and invite the students to take turns acting out the meaning of the word with their partner. (For example, one student can <b>approach</b> the other.) After a minute or two, have partners switch roles.</li> <li>7. On the chart, above the printed word, draw a picture that corresponds to the context that the students acted out.</li> <li>8. Hang the chart in a highly visible spot so that it is available to the students to reference.</li> </ol> <p>Use students' attention as a guide for instruction. If appropriate, introduce the meaning of the remaining words.</p>
<b>Summarizing Strategies (Assessment):</b>	Encourage students to draw a picture representing one or more of the target vocabulary words. Ask students to "Tell me about your picture," encouraging them to use the target word in their description. Scribe students' messages below their pictures.

## Focus: Text Structure / Summarization

\*It is recommended that this lesson be conducted in connection with a second or subsequent reading of the text.

<b>PACCS:</b>	<p>CC.1.3.PK.E With prompting and support, recognize common types of text. (May also use K and 1<sup>st</sup> grade equivalent standard.)</p> <p>CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. (May also use K equivalent standard.)</p>
<b>Activating Strategy:</b>	<p>Explain to the students that most stories follow a pattern called story grammar. There is <b>somebody</b> who <b>wants</b> something, <b>but</b> there is a problem. <b>So</b>, the character has to do something. <b>Then</b>, the problem is solved.</p> <p>Invite students to listen to <i>Number One Sam</i> and think about who the "somebody" is, what he wants, what the problem is, and how the problem is solved.</p>
<b>Key Vocabulary:</b>	<p>Story grammar - a pattern that most stories follow Summary - a shortened version of a story that still includes all of the most important parts Problem - something that stops you from getting what you want Resolution - how the problem is solved</p>
<b>Teaching Strategies:</b>	<p>Prepare a modified Plot Relationships Chart (Schmidt &amp; Buckley cited in Carr, Aldinger &amp; Patberg, 2004) in advance of the lesson. Include the words, "Somebody, wanted, but, So, then, because."</p> <p>Have students gather in a large group. Re-read <i>Number One Sam</i>, pausing at appropriate points to ask:</p> <ol style="list-style-type: none"><li>1. Who is the somebody in this story? (Sam)</li><li>2. What does he want? (To be number one all of the time/to win all of the races)</li><li>3. But what happened? What was the problem? (The chicks crossed the race track.)</li><li>4. So, what did he do? (Sam saved the chicks.)</li><li>5. Then what happened? What was the resolution? (His friends cheered for him.)</li><li>6. Why? (Because he was a hero for saving the chicks even though he did not win the race/Because he cared more about saving the chicks than he did about winning the race)</li></ol> <p>Guide students as needed so that they provide appropriate responses. After students respond to each question, record the response on the chart. At the end of the story, once all elements of the chart have been filled in, point out to students that they have written a summary. Read the summary aloud, inviting students to join in.</p>
<b>Summarizing Strategies (Assessment):</b>	<p>Provide each student with a copy of the modified Plot Relationships Chart that includes space for illustrations below each key word. Read the key word to the students and invite students to illustrate each element.</p> <p>This element of the lesson can be completed with a large group, small group or individual students. If time permits, invite each student to summarize the story, scribing the student's language.</p>

Resources:

For a description and examples of a Plot Relationships Chart, refer to pages 59-60 in

Carr, E., Aldinger, L., Patberg, J. (2004). *Teaching comprehension: A systematic and practical framework with lessons and strategies*. New York, NY: Scholastic. ISBN 9780439531351

This resource is available as a pdf from

<http://teacherexpress.scholastic.com/teaching-comprehension>