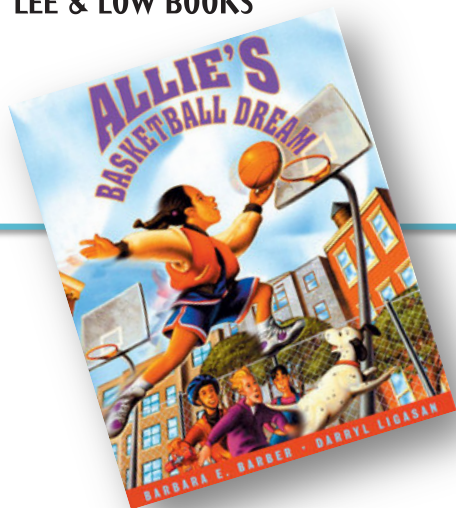




Unit: Building Classroom Community for First Grade

Lesson 1: What We Like to Do and Raising Our Hands to Share

Read Aloud: *Allie's Basketball Dream*
written by Barbara E. Barber,
illustrated by Darryl Ligasan



Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Allie's Basketball Dream* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion (raising hands, waiting patiently, staying on topic) to share information about things they like
- Students will draw something they like and write about it by filling in sentence frames
- By learning about what each other likes, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.1.1
- SL.1.1/1-A, SL.1.4, SL.1.5

NOTE: See the end of this lesson for additional English Language Learner support strategies.

Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and sharing your thoughts about a book. You'll be doing this all year to show them how readers think about books. You'll also be asking them questions to help them practice thinking about books.
2. Remind students that in kindergarten they learned to raise their hands to share during a group discussion. Ask them to show you what that looks like. (You'll go into more detail about discussion participation later.)
3. Introduce the book by saying, ***"This book is called Allie's Basketball Dream. Sometimes dreams are what you think about while you're sleeping, but sometimes a 'dream' is something you hope to do. Let's read to find out what Allie's dream is."***

During Reading

1. As you read the first several pages, model noting the key details of the text and making basic inferences related to them. Focus on characters' actions.
 - ***"Allie's dad gives her a basketball as a present, and look at her smile! The book says it was something she really wanted."***
 - ***"Allie and her dad are going to the playground, and she's bouncing her basketball on the way there."***

- ***“Allie’s dad has to take Aunt Harriet shopping first, but it sounds as if Dad and Allie are planning on playing basketball together when he’s done. He tells Allie to ‘go ahead and practice’ first.”***
2. Intersperse some questions about characters’ actions with your ongoing comments.
- ***“Allie keeps missing the basketball hoop, and a boy laughs at her. What does she do?”***
 - ***“What does Keisha bring to the playground? What’s Allie doing with her basketball now?”***
 - ***“It says Allie ‘heaved a sigh.’ (Model.) What does Julio say to her? What does she do?”***
 - ***“What does Buddy offer to trade with Allie?”***
 - ***“Allie decides not to trade her basketball because it was a special gift from her dad. What does Buddy say? What does Allie say back?”***
 - ***“Before, everyone was doing different things at the playground. Now what is happening?”***

After Reading

1. Ask questions to retell the story together, focusing on Allie’s “dream.”
- ***“What does Allie’s dad give her?”***
 - ***“Where do they go?”***
 - ***“What does Allie do while her dad is gone?”***
 - ***“Who does Allie see at the playground?”***
 - ***“What happens at the end?”***

2. Explain that you’ll read this book again another day. You’ll talk more about what each character likes to do in the story and what you like to do.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Allie’s Basketball Dream*. You’ll also be practicing talking together as a class, something you’ll do all year long. You’ll take a minute now to figure out some helpful rules for doing this.
- Ask a student to pretend to be the teacher so you can pretend to be a student. Have him or her ask the group a simple question, and have students raise their hands to answer.
 - Demonstrate undesirable behaviors, such as calling out “Me! Me!”, talking while someone else answers, and/or talking about something off topic.
 - Ask students to suggest positive alternatives to your behavior (waiting quietly, listening to others, and staying on topic), and practice with a few simple questions (e.g., what they remember about the book from the last reading.)
2. Say, ***“Let’s notice what each of the characters likes in this book and talk about it together the way we just practiced. After we read, let’s talk about what we like as much as Allie likes basketball.”***

During Reading

1. Start out by making basic inferences about what Allie and her dad like to do. For instance, ***“I can tell that Allie really likes basketball, and it seems as if her dad enjoys playing with her since he bought her a basketball and is taking her to the playground to practice.”***
2. As you read, ask students to comment on what Keisha, Buddy, Sheba, and Julio like to do.
3. Near the end, encourage students to expand on their knowledge of Allie. Ask, ***“What else does she like besides basketball?”*** (e.g., she seems to like chewing bubble gum and playing with dogs.) ***“What part of basketball does she like most?”***

After Reading

1. Restate what each character likes and the multiple things that Allie likes.
2. Ask five to six students to share what they like to do. Model asking each student a question or two to elicit more detailed responses. This will help prepare students for the Extension activity.

Extension

1. Explain that you’ll write about and draw “What We Like to Do” for a class book or display. Finding out about what each student likes will help everyone get to know one another.
2. It will help to model your own idea quickly before starting. Think aloud about possibilities in different categories. (e.g., ***“When I’m at home, I like to . . .,” “When I’m with my family, I like to . . .,” “When I want to exercise, I like to . . .,” “When I want to relax, I like to . . .”***)

3. Model writing one simple sentence and then adding a second sentence with more detail.
4. When completed, read each student’s work aloud. Comment on connections between and among students.
5. Continue to emphasize appropriate participation during other discussions.

ELL Support Strategies

- Show photographs of the various things the characters in the book like (basketball, hula hoop, skateboard, dog, bubble gum). Keep the photos in a pocket chart and add photos of things your students like to do to support vocabulary building. Last page of lesson plan includes some images for vocabulary support.
- Provide a sentence frame during the discussion of what students like. (“I like to _____.”)
- Provide several additional sentence starters for the Extension activity to encourage adding more detail, such as “My favorite part is _____.” or “I _____ with _____.”

BOOK INFORMATION

Allie's Basketball Dream

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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at <https://www.leeandlow.com/collections/279>

Learn more about *Allie's Basketball Dream* at www.leeandlow.com/books/2351



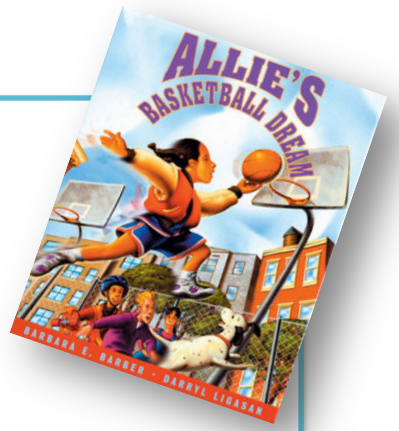
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What I like to do



basketball



hula hoop



skateboard



dog



bubble gum



playground



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