

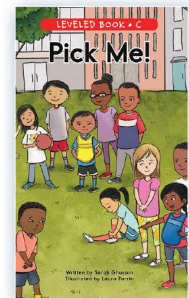
## Focus Question:

*How does the main character solve the problem in the story?*

## Book Summary

Text Type: Fiction/Concept

It's time to choose teams for kickball! In *Pick Me!* the main character always seems to be picked last. Readers will relate to the character's problem and will enjoy seeing how it is resolved at the end of the story. Detailed illustrations and repetitive text support beginning readers. The book can also be used to teach students how to connect to prior knowledge and how to determine problem and solution.



## Lesson Essentials

### Instructional Focus

- ☐ Connect to prior knowledge to better understand text
- ☐ Determine problem and solution
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant /p/ sound
- ☐ Identify initial consonant Pp
- ☐ Recognize and use pronoun I
- ☐ Identify and use the high-frequency word me

### Materials

- ☐ Book: *Pick Me!* (copy for each student)
- ☐ Problem and solution, initial consonant Pp, pronoun I worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

- **High-frequency words:** I, me, now
- **Words to Know**  
**Story critical:** *agreed* (v.), *always* (adv.), *everyone* (pron.), *kickball* (n.), *last* (adj.), *picked* (v.)
- **Academic vocabulary:** *problem* (n.), *solution* (n.)\*

## Guiding the Reading

### Before Reading

#### Build Background

- Ask students to think of a time they had a problem. Have students share their problem with a partner. Ask students to think of how they were able to solve that problem. Was it a little problem? Was it easy to fix, or did it take time and a unique solution? Invite volunteers to share their problems and solutions with the class.
- Explain to students that they will be reading a story about a character who has a problem, but it takes some time and an interesting idea to solve the problem.

#### Introduce the Book

- Give students their copy of *Pick Me!* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read. Point out that this is called *connecting to prior knowledge*. Remind students that thinking about what they already know will help them better understand what they read. Have students follow along as you read page 3 aloud. Ask students to think of a time when they had a problem similar to the main character's issue. Invite volunteers to share their connections with the rest of the group. Discuss how their connections will help them better understand the story.

#### Introduce the Comprehension Skill:

##### Problem and solution

- Explain to students that in many stories a character is faced with a problem that needs to be solved.

## Guiding the Reading (cont.)

Review with students that a *problem* is a difficulty or a challenge that must be worked out or solved and the *solution* is an action or process used to resolve the problem. Explain that the story ends when a solution to the main problem has been reached.

- Point out that problems and solutions in stories are similar to the problems and solutions we face in our everyday lives. Remind students of the conversation at the beginning of the lesson about their problems and solutions. Share a personal example of a problem and how a solution was found.

## Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

## Set the Purpose

- Have students read to find out more about how the character solved the problem. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

## During Reading

### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the main character’s problem?* (level 1) page 3
- *How does the main character feel about being picked last?* (level 2) multiple pages
- *How do the main character’s feelings change from the story’s beginning to end?* (level 3) multiple pages
- *What would be a better solution so no one has to be picked last?* (level 3) multiple pages
- *Why did the author write this story?* (level 3) multiple pages

### Text Features: Illustrations

Explain to students that illustrations, or drawn pictures, help readers better understand what they

are reading. Have students review the illustrations on pages 6 and 7. Ask students: *How do the illustrations help you better understand what you are reading? How can you tell how the main character is feeling just by looking at the illustrations?* Have students work with a partner to review the remaining illustrations and discuss how the illustrations help them better understand and remember the story.

## Skill Review

- Model for students how you connect with prior knowledge as you read. Share some experiences you have had dealing with problems similar to as the one faced by the main character in the story. Ask volunteers to share their personal connections with the class.
- Model identifying problem and solution.  
**Think-aloud:** *As I read, I pause to consider the problem in the story. I know that the main character is always picked last for kickball. The illustrations help me see that the character is feeling sad or upset about always being picked last. As the story continues and the character keeps getting picked last, the character must think of a way to solve this problem. I will think of different ways the character might be able to solve this problem as I read the story.*
- Model how to complete the **problem-and-solution worksheet**. Then, have students discuss their responses with a partner and determine the problem and solution in the story.

## After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Skill Review

### Graphic Organizer: Problem and solution

Review the problem-and-solution worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

## Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

## Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Example: *The main character’s problem is always getting picked last for kickball. The character decides to solve the problem by asking to pick the teams. In this way, the character is the one who gets to choose and thus will not get picked last.*)



## Guiding the Reading (cont.)

### Comprehension Checks

- Book quiz
- Retelling rubric

## Book Extension Activities

### Build Skills

#### Phonological Awareness:

##### Initial consonant /p/ sound

- Say the word *pick* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound. Have students practice saying the /p/ sound to a partner.
- Read pages 4 and 5 to students. Have students put up their pinky finger when they hear a word with the initial /p/ sound.
- Remind students that they are listening for the initial sound, which means the *first* sound in a word. Review sound placement in words by having students put up a finger for each sound in the word *pig*. Show students that since the first sound is the /p/ sound, the /p/ sound is the initial sound. Repeat with the word *sip*. Show students that since the last sound is the /p/ sound, the /p/ sound is not the initial sound and thus not what they are listening for.
- **Check for understanding:** Say the following words, and have students nod if the word has an initial /p/ sound and shake their head if it does not: *pot, cup, pin, lip, pass, up, pen, zap*.

#### Phonics: Initial consonant Pp sound

- Write the words *pig* and *pan* on the board, and read them aloud with students.
- Have students say the /p/ sound aloud. Then, run your finger under the letters in each word as students say the whole word aloud. Ask students to identify which letter represents the /p/ sound at the beginning of each word.
- Have students practice writing the consonant *Pp* on a separate piece of paper while saying the /p/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *peg, pad, pat, put, pug*. Invite volunteers to come to the board and add the initial consonant to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Pp worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Pronoun I

- Say this sentence aloud to students: *I sit in the chair*. Ask students to identify to a partner to whom the word *I* refers (*the teacher, the speaker*).

- Write the sentence on the board. Have students point to the word *I*. Explain that the word *I* is a name a person calls him- or herself, instead of using his or her actual name.
- Point out to students that using the pronoun *I* helps the writing flow and sound more natural. Remind students that since the pronoun *I* stands for a person's name, it is always capitalized no matter where the word is in a sentence.
- **Check for understanding:** Have students work with a partner to locate and circle every instance of the pronoun *I* in the book.
- **Independent practice:** Introduce, explain, and have students complete the [pronoun I worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word me

- Write the word *me* on the board, and read it aloud with students. Explain to students that they will often see this word in books they read and that they should memorize it so they can decode it right away. Discuss the meaning of the word with students.
- Spell the word *me* aloud with students, and have them write each letter in the air as you say it. Point out that the word *me* has the long vowel *e* at the end of the word. Explain that in the word *me*, "the vowel *e* will say its name without the help of another vowel."
- Read page 6 aloud to students, and point to the word *me*. Have students read the sentence aloud as a class. Invite students to turn to a partner and read the sentence again, ensuring that the students are saying the word *me* correctly.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *me*. Remind students to be careful not to confuse the word *me* with the word *I*. Call on volunteers to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if the word *me* was used correctly.
- **Independent practice:** Have students write and illustrate their own sentence using the high-frequency word *me* on a separate piece of paper. Display the sentences in the classroom.

#### Connections

- See the back of the book for cross-curricular extension ideas.