| **OBJECTIVE** | I will participate in a class read aloud by listening and responding to the story.  
(CCSS: RI.K.10; RL.K.10; SL.K.2; SLO#6) |
|---------------|----------------------------------------------------------------------------------|
| **CONNECTION** | Our faces show how we feel.  
The teacher will say:  
The boy’s face in the book, “Not Norman” expresses a range of feelings about Norman. Boys and girls, if my face looked like this (happy face), what emotion am I showing? What if my face looked like this? (sad face) What emotion am I showing? As the teacher reads the book to their students, the teacher will help students to identify the emotions in the pictures by showing a happy or sad face. The teacher will ask students what emotion the boy is showing as they read and share each page. |
| **ESSENTIAL QUESTIONS** | What do friends do for each other? |
| **TEACHING** | The teacher will say:  
As we read this story, I want you to think about the essential question, what do friends do for each other?  
• Show the cover of the book to students  
• Discuss the cover illustrations  
• During reading, make text connections  
• Stop and make predictions while reading the book to try to figure out what might happen in the story  
• Create charts about the boy’s feelings towards Norman, what Norman may be feeling, and what unexpected things happen that create a friendship between the boy and Norman.  
• Continue to make faces while reading the book to help students distinguish the boy’s feelings throughout the book.  
• Model story engagement (eye contact, friendly tone, motions/actions, details, pauses, …)  
• Address questions or comments.  
• As we read this story, I want you to think about what friends do for each other |
| MINI LESSON/ ACTIVE ENGAGEMENT | The students will respond to the following question: is Norman a good pet?  
| | Students will partner chat  
| | The teacher will ask for 2 or 3 volunteers to share whether they feel that Norman was a good pet.  
| | Pose another question for students to discuss with their partners: what makes a good pet?  
| | Students will share their response with a partner chat.  
| | Ask for 2 or 3 volunteers to share what makes a good pet.  
| | Brainstorm ideas from the entire class and create a chart of what pet students would like to have and what they feel makes a good pet.  
| | Discuss the list of ideas with the entire class what ideas students thought made a good pet  
| BOOK CLUB/ LINK | The teacher will:  
| | Participate in a Think Aloud sharing what they enjoyed from the story  
| | Model by drawing their favorite picture from the story.  
| | Discuss why you chose that particular picture from the story.  
| | Invite children to draw a picture of their favorite scene in the story.  
| | Everyone will share their response with the class.  
| | Students will eye share their work so everyone can see their classmates work  
| | Students will participate in an eye walk. The teacher will ask if anyone noticed anything they really liked in their friends drawing?  
| | 2 or 3 students will share out with the entire class  