

- For students reading at **Literacy Level C/4**, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify characters and setting
- Summarize
- Monitor their reading by visualizing
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary
- Develop robust (Tier Two) oral vocabulary

LANGUAGE

Students will:

- Recognize the sentence structure *This _____ is the _____*
- Use the pronouns **he** and **she**

PHONEMIC AWARENESS

Students will:

- Listen for initial and final //

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial and final "l" in words

FLUENCY

Students will:

- Read smoothly with minimal breaks

CONCEPTS ABOUT PRINT

Students will:

- Read a word left to right

WRITING

Students will:

- Write to a picture prompt

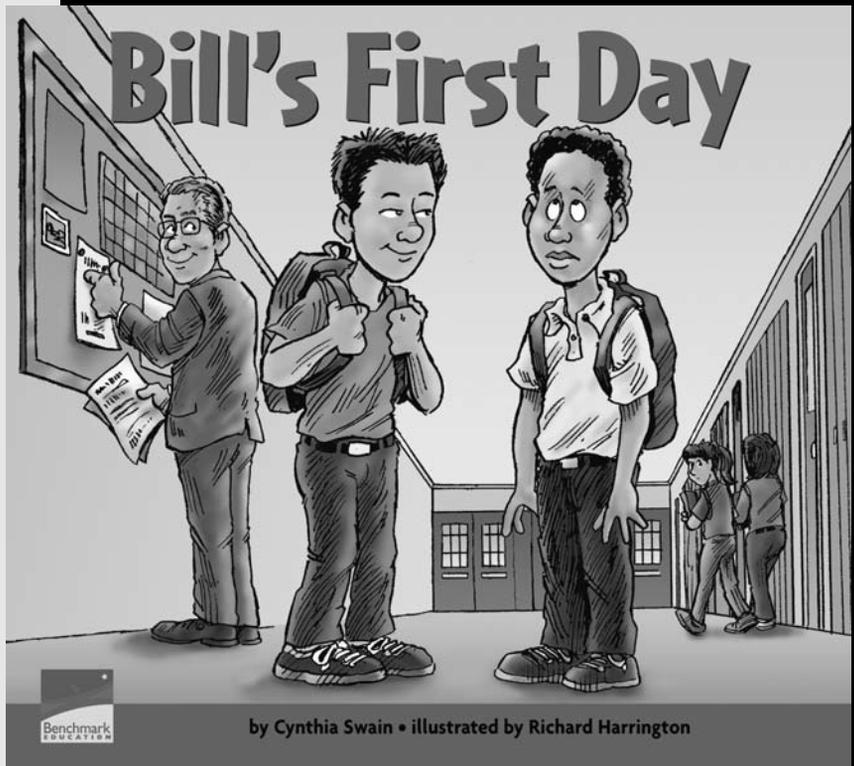
Bill's First Day

THEME: Jobs

- Jobs at School (Level C/4)
- **Bill's First Day (Level C/4)**
- Kids Can Have Jobs (Level E/8)
- Max's Job (Level E/8)

GENRE/SUMMARY:

In this realistic fiction story, Ling introduces a new student, Bill, to the adults at school.



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Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *Jobs at School* (Nonfiction, Level C/4)

Text-Dependent Comprehension Resources

- *Bill's First Day* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

I think . . .	I find out . . .
the principal	
the teacher	
some kids	

Make Connections and Build Background

- **Use Role-Play** **Say:** *We will read a book called Bill's First Day. A boy named Bill goes to a new school. I will pretend I am talking to Bill on his first day.* Choose a student to play Bill and **say:** *Hi, Bill. I will show you around the school.* Pretend to show Bill the school office and introduce him to the principal. Then invite pairs of students to take turns role-playing a student and Bill.
- **Use a Graphic Organizer** Draw a two-column chart on the board with the headings **I think . . .** and **I find out . . .** Ask students to Think/Pair/Share about the people Bill might meet at his new school. Write students' ideas in the **I think . . .** column of the prediction chart. Then read each entry, prefacing it with the phrase *I think Bill will meet . . .* and ask students to echo-read.

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a boy who is new at school.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title tells me we will read about Bill's first day. I think it will be his first day at a new school. In the picture I see a friendly boy. I think the boy will help Bill at school.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The people in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of the story?* Help students use the illustrations to determine that the story takes place in different areas of a school.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **librarian, coach, cook, nurse, principal, school, library, gym, cafeteria, office,** and **classroom** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **went**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **went** on pages 8, 10, 12, and 16. **Say:** *Went is an important word. Use the word went to help you while you read.*
- Preview Sentence Structures** For students who need additional support, write *This _____ is the _____* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 6 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 8. Ask:* *Can you frame a sentence with a This _____ is the _____ structure? Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 10, 12, and 14.*
- Use Graphophonic Cues** **Say:** *Another word in this book is new. Say the word new. What letter do you expect to see at the beginning? (Allow time for students to respond, assisting as needed.) Find the word new on page 4. Say: Use first-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **cafeteria**. **Ask:** *Does cafeteria sound like a word you know in Spanish? (Allow time for students to respond.) The English word cafeteria sounds like the Spanish word cafetería. Cafeteria and cafetería mean the same thing. The words look the same, too. Write the word cafeteria on the board and ask students to locate it on page 10 in the book. Repeat the process with office/oficina (page 12). Then point out that the word to on page 6 sounds like the Spanish word tu but does not mean the same thing. Repeat the process with principal/principal (page 14). Finally, invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students' attention to the prediction chart. **Say:** *Now it's time to whisper-read the book. Read to find out who Bill meets at his new school.*

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	hurt	12
Syntactic	Think about the sentence structure.	This man is the cook.	10
Semantic	Check the picture.	books	6

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. Who did Bill meet at his new school?* Record students' responses in the **I find out . . .** column of the prediction chart. Then choral-read each entry, prefacing it with the phrase "Bill met . . ." Ask students to use the graphic organizer to tell the story to a partner.

I think . . .	I find out . . .
the principal	Ling
the teacher	the librarian
some kids	the coach
	the cook
	the nurse
	the principal
	the teacher

Genre Study

- **Say:** *This story is realistic fiction. You could meet people like Bill, Ling, and the grown-ups at school in real life. The things the characters do could really happen. What are some ways the story is realistic?* Guide students to mention story events such as going to a new school and meeting new people.
- **Say:** *Realistic fiction stories have themes. A theme is like a message from the author. I notice in Bill's First Day that Ling is kind to Bill. How does Bill's face change from the beginning to the end of the story? (Bill looks scared and worried at first. At the end of the book he looks happy.)* **Say:** *The theme for Bill's First Day could be "Being kind makes others happy." The author uses the characters to send readers a message. The author is telling us to make others happy by being kind, too.*

Reading Strategy Mini-Lesson: Visualize

- **Model Say:** *I want to make sure I understand what I read. One way is to visualize what I'm reading. To visualize means to make a picture in my mind. I will turn back to pages 4 and 5. I will shut my eyes. I will imagine being Bill and being new at school. I don't know my way around. I don't know anyone I see. I don't recognize the voices I hear. I feel scared and worried. Can you think of other things I might see, hear, or feel?* Allow time for students to share their ideas. **Say:** *Visualizing the pages helped me. Now I better understand Bill's first day at a new school.*
- **Guide** Ask students to turn to pages 6 and 7. Read page 6 aloud together. **Ask:** *What do you see? Can you imagine being in the school library? What do you hear? How do you feel?* Allow time for students to share their visualizations. Then invite them to tell how visualizing the library helped them better understand pages 6 and 7.
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe them as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **visualize** monitor-reading strategy. Then **say:** *You can visualize any time you read. Remember to visualize to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*

- **Model** Use the first *Prove It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Prove It! question. I will read the question to figure out what to do. The question says: "What kind of person is Ling?" This question asks me to analyze a story character, Ling. What other words in the sentence are important? (Allow student responses.) Yes, I need to find clues and evidence about what **kind** of person Ling is. On page 4, Ling says, "I will show you the school." On pages 6–15, Ling and Bill go to the library, gym, cafeteria, and office. Reading these pages helps me discover that Ling is helpful and kind. The clues and evidence prove my answer. The answer makes sense.*

- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

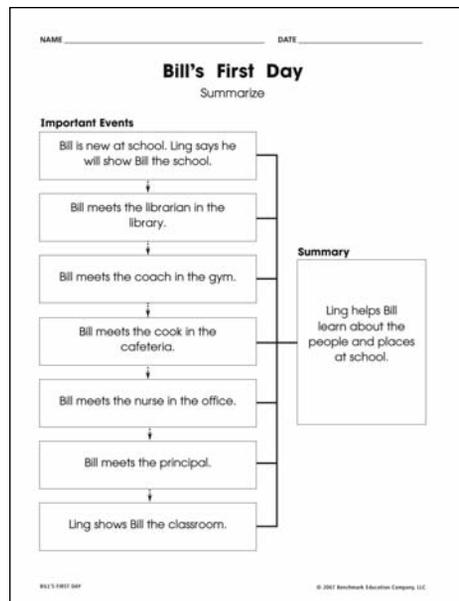
Build Comprehension: Summarize

- **Explain** Create an overhead transparency of the "Bill's First Day" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Stories have many events. A good reader looks for the most important events. Then the reader puts the events together into one sentence. The sentence tells what the story is about. Putting events together into one sentence is called **summarizing**. Good readers summarize to make sure they understand what they are reading. They also summarize to share the story with others.*

- **Model Say:** *Let's figure out the important events in Bill's First Day. On page 4, I read that Bill is new at school. Ling says he will show Bill the school. I will write about Bill and Ling in the first box on the graphic organizer. On page 6, I read that Ling and Bill went to the library. Bill meets the librarian. I will write about the library in the second box.*

- **Guide Say:** *Let's find another important event. Look on page 8. What happens here? (Allow time for students to respond, assisting if needed.) Yes, Ling and Bill went to the gym. Bill meets the coach. Let's write about the gym in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find four more important events. If more support is needed, utilize all or part of the "Guide" process on pages 10, 12, 14, and 16. Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the story, such as "Ling helps Bill learn about the people and places at school."



Teacher Tip Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to summarize in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Bill's First Day* to read to family members. Encourage students to work with a friend or family member to draw a picture of their favorite place at school. Invite students to bring their pictures to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Talk with a partner. What rooms would you show to a new student at school?
- Tell how the story would be different if Ling did not show Bill the school.
- Think about the theme of the story. Tell about a time you made someone happy by being kind.
- Draw a picture of someone at your school. Then write about your picture.
- Write about a connection you made to the story.
- Use the illustrations in the book to retell the story to a partner.

Write to a Picture Prompt

- **Write Dialogue** Tell students they will think of something they would like to say to a character in the story. Then they will write their dialogue.

Say: *I like the pictures in this book. Sometimes I pretend I'm in the picture, too. I think about what I would say to the characters. Look at pages 4 and 5. I will pretend I'm walking with Bill and Ling. I would say: "Don't be scared, Bill. Soon you will learn your way around school." What would you say to Bill or Ling? Allow time for students to respond. Ask: Which picture do you like best? What would you say to a character in that picture? Allow time for students to respond, prompting further if needed. Say: You have thought of something to say to a character in the picture you chose. Now write your dialogue. After you are finished, read your dialogue to a partner.*

Concepts About Print

- **Read a Word Left to Right** Turn to page 6. **Say:** *A word is made of letters. We always look at the left letter first. Then we move our eyes to the right as we read the word.* Read the first sentence aloud as you slowly move your finger left-to-right under each word. Then invite students to read along with you and mimic your actions.

Phonemic Awareness: Listen for /l/

- Tell students you will read a sentence from *Bill's First Day*. Ask them to listen for words that begin with the **ll** sound: "*Ling and Bill went to the library*" (page 6). Once students supply the words **Ling** and **library**, tell them you will read another sentence from the book. This time, ask them to listen for a word that ends with the **ll** sound: "*Bill was new at school*" (page 4). Reread the sentence if needed so students can identify the words **Bill** and **school**.
- **Say:** *I will name some things you might find at a school. Some begin with the **lll** sound and some do not. Please listen carefully. Pat your legs if you hear a word that begins with **lll**: **line, ruler, lunch, marker, desk, locker**.*
- **Say:** *Now I will name some other things you might find at a school. Some end with the **lll** sound, and some do not. Please listen carefully. Pretend to bounce a ball if you hear a word that ends with **lll**: **principal, crayon, bell, recess, pencil, paper**.*

Phonics: Initial and final "l"

- Write the letter "**l**" on the board. Tell students they will go on a letter "**l**" hunt in *Bill's First Day*. Ask them to locate words that begin or end with "**l**" on pages 4, 6, 10, and 14.
- Ask students to brainstorm words that begin with **ll**. Make a list on the board. Then brainstorm words that end with **ll**. Write these in a new list. Read each word, inviting students to echo-read.

- **Say:** I will make up a riddle for one of the words. Then I will circle the letter “I” in the word. Model the process using one of the words on the board, such as “You need a key to make me work.” (lock) Then invite each student to make up a riddle for one of the words and circle the letter that makes the /I/ sound.

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to people and places at school on index cards: **librarian, coach, cook, nurse, principal, library, gym, cafeteria, office, and classroom.** Invite students to sort the cards into words for people and words for places. Then turn both stacks of cards facedown. Ask student pairs to select a card from each stack and use the words in a sentence about someone at school.
- **Robust Oral Vocabulary** **Say:** In the story, Ling decides to **introduce** Bill to people at school. To **introduce** means to help people meet one another. Say the word with me: **introduce.** Here are some times people **introduce** other people: A boy takes his parents to Open House at school. The boy can **introduce** his parents to his teacher. A teacher invites a zookeeper to talk to the class about animals. The teacher can **introduce** the zookeeper to the class. Now, tell about a time you might **introduce** someone. Try to use the word **introduce** when you tell about it. You could say, “I would **introduce** _____.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—**introduce.** Let’s try to use the word **introduce** many times today. We can use the word at school and at home.

Language Development: Pronouns “he” and “she”

- **Model** **Say:** Sometimes we talk about people without using their names. We use the word **she** when we talk about a girl or woman. We use the word **he** when we talk about a boy or man. Let’s turn to page 6. The words tell us we are reading about a woman. The picture shows a woman in a library. Ling says: “She helps you get books.” The word **she** means the woman. Now

let’s look at page 10. The words tell us we are reading about a man. The picture shows a man in the cafeteria. Ling says: “He makes you lunch.” The word **he** means the man. I can use the words **he** and **she**, too. Point to different students as you model **he** and **she** sentences, such as: Frederic drew a picture. **He** used a red crayon. Candace plays soccer. **She** kicks the ball.

- **Guide** Ask students to find another example of the word **he** or **she** on page 12. **Ask:** Who is Ling talking about? What does the woman do at school?
- **Apply** Invite students to name people who work at their school as you record the names on the board. Ask students partners to draw a picture of one of the workers and then make up a sentence about the person using his or her name and **he** or **she**. Encourage students to point to the person in the drawing as they share their sentences.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** Good readers do not pause or stop between each word. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. They quickly fix mistakes and move on. Reading smoothly helps readers focus on what an author has to say. Reading smoothly also helps listeners enjoy the story.
- Ask students to turn to page 4. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** Now I will read the words smoothly. The punctuation will show me when to pause or stop. Read the sentences again, pausing at the comma and stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 6. Choral-read the page with them, reading smoothly. Pause at the comma and stop at the periods.
- Invite students to take turns rereading *Bill’s First Day* with a partner. Remind them to read smoothly, pause or stop at punctuation, and quickly fix any mistakes so they can keep on reading.

NAME _____

DATE _____

Bill's First Day

Summarize

Important Events



Summary