

# Teaching with My First Time Getting a New Baby

## Connection to Standards

Students will explain how specific images contribute to and clarify a text. (CCSS.ELA-LITERACY.RI.2.7)

## Differential for ESL

- Review these additional vocabulary words in context: *expecting, hiccups, complete, helpless, support, buddies.*
- Have each student choose a vocabulary word and write it in a sentence.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.



Lexile: 460

566 words

## Before Reading

### Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different kinds of first experiences kids can have. Tell them that in this book, they'll be learning about getting a new baby brother or sister for the first time.
- Ask students to raise their hands if they have a younger brother or sister. If they do, ask them if they remember when their sibling was born. Invite those who do remember to share what it was like—and how they felt—when their sibling first came home.

### Preview:

- Show the cover of the book and read the title aloud. Explore the cover photo. Ask students to describe what they see, and to guess who the people in the picture are and where they are.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each picture.

**Predict:** Ask students to predict what the book will be about. Have students support their predictions with evidence they discovered while previewing the book.

**Vocabulary:** Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

**Skill Introduction:** Explain to students that the text of a book helps to explain what is in an illustration or photo, and that a photo or illustration helps to give more details about the text. Turn to page 14. Read the text and then look at the photo. Ask students why they think that photo was chosen for the page. How does the photo convey what the text says? What other photos might have also worked well on the page?

## During Reading

**Get Key Details:** As you begin each chapter, write the title of the chapter on the board. After each chapter, have students raise their hands to share important details they learned from the text. Write the details on the board.

### Reinforce Vocabulary

- Page 9, Explain that synonyms are words that have the same or similar meanings. Challenge students to come up with synonyms for *regular*.
- Page 9, Review the definition of *schedule*. Go over your class schedule. Then have students share some of the other schedules they follow in their lives.
- Page 15, Remind students that *siblings* are brothers or sisters. Invite them to tell the class about their own siblings.

## After Reading

**Reflection:** Turn to page 16 and point out the term *role model* on the last line. Explain to students that a role model is someone who another person admires and tries to be like. Ask students to think about how they are, or can be, a role model to a younger sibling. Invite them to raise their hands to share their ideas with the class.

**Skill:** Have students think of an additional image that could be added to the book. Have them write what it would show and which page of the book it could go on. Challenge them to draw the picture they describe!