

Teaching with My First Time Going to a Funeral

Connection to Standards

Students will identify the main topic of a text and retell key details.
(CCSS.ELA-LITERACY.RI.K.2; 1.2; 2.2)

Differential for ESL

- Review these additional vocabulary words in context: *worship*, *auditorium*, *grieve*, *religious*.
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words, think of words related to the term, and draw a picture illustrating its meaning.
- Have students sit with a partner while reading. After each page, have students discuss words and ideas they found confusing. They can refer to their word maps to try to clarify meanings. Allow partners to raise their hands for assistance.



Lexile: 570 626 words

Before Reading

- 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 going to a funeral for the first time. Explain that a funeral is a ceremony at which people can celebrate the life of, and say goodbye to, someone who has died.
- Acknowledge that it can be sad to think about people who have died. Reassure students that if they get too upset while reading, they can stop at any time and read a different book quietly.
- Ask students to raise their hands if someone they love has died. Then ask them to keep their hands raised if they attended a funeral for that person. Invite volunteers to share what the experience was like and how the funeral made them feel.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess where the people in the photo are and what they are doing.
- Lead students on a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration. Point out the text features.

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”). Read each vocabulary word and have students raise their hands if they know the word. Call on students to define each word, then read the definition provided. Ask students to consider whether the provided definition matches their understanding of the word.

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: Tell students the name of one of your family members or friends. Ask students to tell you about that person, allowing them to make guesses. Explain that students don’t really know anything about this person because you didn’t give them any details about him or her. Explain that details are small pieces of information that tell us about a subject. We use details to summarize or describe the main topic of a text. Ask students to think about the details of the book while they read.

During Reading

Determine the Main Idea: As you finish each chapter, invite volunteers to share what the chapter was mainly about. Explain that this is called the *main idea* of the chapter.

Reinforce Vocabulary:

- Page 16, Review the definition of *eulogy*. Ask students who they think might give a eulogy at a funeral, and why.
- Page 16, Explain that words that are pronounced the same but have different spellings and/or meanings are called homophones. Now review the definition of *rites*. Ask students to think of a homophone for *rites* and tell you its definition.
- Page 17, Review the definition of *clergy*. Invite volunteers to tell you about a clergy member they know.

After Reading

Reflection: Challenge students to think about whether a funeral is more for the person who died or for the people who love them. Have students share why they chose their answer.

Skill: Have students complete the graphic organizer, answering the questions to summarize the text.

Name _____

Graphic Organizer

Use words or pictures to answer the questions. Then use the details you wrote or drew to tell a partner about the book.

What is the book about?	What do people in the U.S. usually wear to funerals?
What are some places where funerals can take place?	What are some things that can hold the body or ashes of someone who has died?
What are some things that happen at a funeral?	What do families and friends often do together after the burial?