

Teaching with My First Time Getting Ready to Move

Connection to Standards

Students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS.ELA-LITERACY.W.1.2)

Differential for ESL

- Review these additional vocabulary words in context: *worries, familiar, routines, keepsakes, introduce.*
- 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 and think of words related to the term.
- 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.



Lexile: 570

825 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 a first experience kids can have. Tell them that in this book, they'll be learning about moving to a new home for the first time.
- Ask students to raise their hands if they have ever moved. Invite them to share their experience with the class—where they moved from and to, how they prepared for the move, what kinds of feelings they had, etc.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess what the people in the photo are doing.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Point out the text features.

Predict: Ask students to predict some of the things they will read 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: Ask students to pretend a new kid has just moved into their neighborhood. Have them make a list of things they would want to teach the new kid about the neighborhood—cool places they’d want to show them, people they’d want to introduce them to, fun community events, etc.

During Reading

Check for Understanding: Ask students the following questions as they read.

- Pages 4–9, *What is a change you have made that is not listed on page 6?*
- Pages 10–11, *What are some ways kids who have moved can get to know their new neighborhood?* (Ride around in a car to find their school and other places; take pictures of places that interest them; write down what they see and how they feel)
- Pages 12–13, *What can kids do online before moving?* (Check out their new house and neighborhood on Google Maps; visit their new school’s website)
- Pages 14–17, *How can kids get ready to move?* (Stick to their regular routines; help pack boxes; plan how they will decorate their new room; fill a memory box)
- Pages 18–19, *How can kids say goodbye to those they will leave behind?* (Spend time with them; take pictures and videos; trade addresses and phone numbers)
- Pages 20–22, *How can kids make new friends after they move?* (Walk around their neighborhood and smile at other kids; ask their new principal to introduce them to a few kids; have their parents set up play dates)

Reinforce Vocabulary

- Page 8, Remind students that words can have more than one definition. Explain that the context of a sentence can help you figure out the word’s meaning in that sentence. Go over the definition of moving as it appears in the text. Ask students to share other definitions of *moving*.
- Page 12, Review the definition of website. Have students share what their favorite website is.
- Page 20, Review the definition of *eye contact*. Ask students why they think it’s important to make eye contact when they’re speaking with someone.

After Reading

Reflection: Review page 17. Ask students to think about some of the items they would put in a memory box if they were moving. Invite them to raise their hands to share these items with the class. You can also have students put together their own memory boxes at home by decorating a shoebox and filling it with special things.

Skill: Ask students to refer back to their lists of things they'd want to teach a new kid about their neighborhood. Using these lists, have students write a welcome letter to the new kid. Remind them that their letter should have a beginning (their introduction), a middle (three to five things they want to tell the new kid about), and an end (such as an invitation to hang out). Invite volunteers to read their letters to the class.