



# Dad and Me in the Morning Guided Reading Lesson



# Lesson title: Dad and Me in the Morning Guided Reading Lesson

## Subject and topic:

Reading, ELA

## Grade level:

4-5

## Duration:

9 Class periods with some homework

## Lesson summary:

This lesson revolves around the book *Dad and Me and the Morning* by Patricia Lakin. The book tells the short story of a boy and his dad getting up early to see the sunrise. The book is unique because the boy in the story is deaf and the book shows the different ways he and his dad communicate. It is a great example of how the disabled perspective can be brought to a story that most children can relate with. In this lesson the teacher will read the book page by page and stop on each page to have students figure out all the different ways the boy and his Dad are communicating. The students will compete to see who can find the most ways.

## Standards:

- Standard - CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Standard - CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
- Standard - CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- Standard - CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

## Objectives:

- SWBAT define communication and sign language.
- SWBAT listen to the teacher read the book *Dad and Me in the Morning* and will analyze the different ways the boy and his dad communicate.



- SWBAT evaluate much they learned from this lesson and suggest ideas for improvement.

### Essential Questions:

- EQ1: What is sign language and why do people use it?
- EQ2: How can I communicate with people who may communicate differently than me?

### Vocabulary:

- Communication
- Sign Language

### Materials:

- Presentations for the lesson. Presentation can be found here: [Dad and Me in the Morning Presentation](#)
  - The book is in the presentation.
  - Another option is to show the [read aloud of the book which is read in ASL](#). The first section of the slide show would be skipped in this case.
- A way to screen share or project the lesson

### Lesson Preparation

1. Before the lesson: Familiarize yourself with the PowerPoint being used for this lesson. The book appears in it twice. Once with no marks and another time marked for each time the boy and the dad communicate.

### Lesson procedures

1. Introduce students to the book and tell them you will be reading it to them.
2. Before starting the book, tell students they will be learning a new vocabulary word that they will use throughout the lesson.
3. Go to the first slide of the presentation, which has a definition for communication cued for animation to come in.
4. The word is communication and the definition you can use is:
  - a. Communication is the sending and receiving of messages. Some ways people communicate include writing, speaking, pointing to pictures, with their face expression, typing or sign language.
5. Ask students to write down one example of communication in their own words.
6. Ask students if they know what sign language is.



- a. Tell students that sign language is a visual way to communicate using hand signs and gestures and it is used by deaf people. (make sure they know what deaf means; if they don't explain it to them)
7. The next part of the presentation is just the book itself. Just go to the next slide to turn each page. As you read the book stop on each page to let students write down different ways the boy and his dad communicate. There is a section in the worksheet for each page.
8. Finish the book and give students a couple minutes to finish writing down their answers.
9. Tell them to tally their answers and write down the total amount of ways the Boy and the Dad communicated.
10. Then tell the students the class will now review all the different ways the boy and the dad communicated. This will start the next half of the presentation.
11. Stop on each page and have students point out what they found before you reveal the answers. The answers are cued for animation, so just click to reveal them on each page.
12. This half of the presentation includes the full book again, but all the ways the 2 characters communicate are circled or identified. The answers are cued for animation, so the slide will just show the page and then after students have taken turns saying what they found on that page, click to reveal the answers.
13. Do this until you finish the book again.

### Related materials:

- [Read aloud of Dad and Me in the Morning read in ASL](#) with voice over as option for reading the book.

### Evaluation:

Ask your students this question related to this lesson to gauge how much they learned.

**Did this lesson help you understand that all of us communicate in a variety of ways?**

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.

