



## Lesson Plan for *The Little Gnome Book*

**ELD Level:** EADV/ADV

**Book Title:** The Little Gnome

**Author:** Sheri Fink

**Objective:** Students will participate in an interactive read aloud, answer questions, share with a partner, and retell the story in a third read.

**Problem Statement:** The Little Gnome is upset that his garden home is changing due to the changing seasons and he learns to look for the good in change.



### VOCABULARY (Wide Exposure)

Word	Friendly Definition / Explanation
<i>Bask</i>	<i>Bask means to enjoy sitting or lying somewhere warm</i>
<i>Gaze</i>	<i>Gaze is when you look at something or someone for a long time</i>
<i>Boisterous</i>	<i>Boisterous means noisy and full of energy</i>
<i>Blustery</i>	<i>Blustery is when it is very windy (windy weather)</i>
<i>Illuminated</i>	<i>Illuminate is to make a light shine on something</i>
<i>Marveled</i>	<i>To marvel means to admire something</i>
<i>Anticipation</i>	<i>Anticipation is the act of waiting or expecting something to happen</i>
<i>Assured</i>	<i>Assured is when you promise that something will happen so they won't worry</i>
<i>Fragrant</i>	<i>Fragrant is having a pleasant smell</i>

## FIRST READ: Inferences/Modeled Reading Behaviors (second read students make the inferences)

NOTE: Continue to do what good readers do (make predictions, model asking yourself questions, re-read, summarize, making connections)

- Page 6 – I can infer that the Little Gnome is gazing happily at the stars because he enjoys his world.  
*Day 2 - Why is the gnome gazing happily at the stars?*
- Page 10 – I can infer that the season has changed to autumn because the leaves have changed colors and are falling to the ground. I know that this is something that happens in the Fall.  
*Day 2 - Looking at the picture, which season is it?*
- Page 14 – I can infer that the laughter, the lighted trees, and the colorful lights mean that it is holiday time. I know this because the holidays are celebrated in the winter.  
*Day 2 – How can you infer that it is holiday time?*
- Page 18 – I can infer that the goose came back because the weather was getting warmer. I know that birds look for warmer weather.  
*Day 2 – Why did the goose come back to the pond?*



## SECOND READ: Language Focus – Conjunctions (after/because/so)



Prompt or Qs: Look at the pictures. How do you know it's Fall? Winter? Spring?

SF: I know that it's \_\_\_\_\_ because \_\_\_\_\_.



Prompt or Qs: Just like the seasons change, what else changes and why?

SF: \_(A baby)\_\_\_ changes because \_(it grows up and becomes an adult)\_\_\_\_\_.

**SECOND READ: Common core literature standard: Retell stories, including key details, and demonstrate understanding of the central message or lesson.**



Prompt or Qs: What are some of the things the Little Gnome enjoyed doing?

SF: The Little Gnome enjoyed \_\_\_\_\_.



Prompt or Qs: Why didn't his friends come by and visit any longer?

SF: His friends didn't come by to visit because \_\_\_\_\_.



Prompt or Qs: Tell me what you know about each season.

SF: In the \_\_\_\_\_, \_\_\_\_\_.



Prompt or Qs: Why is it hard to accept change?

SF: It is sometimes hard to accept change because \_\_\_\_\_.

Open-ended Question to Conclude: Why should you look for the positive in every situation?

**THIRD READ: Re-tell / Respond / Joint Construction of Text: Students retell the story to their partner.**

