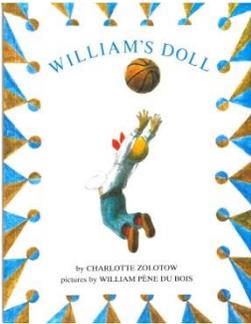




Grade 1 Sample Lesson

William's Doll by Charlotte Zolotow



Genre: Realistic Fiction

DRA/Guided Reading Levels: 28/L

Reading Strategies: Making Inferences

Time: 45–60 minutes (including realia, vocabulary work, brainstorm charting, and discussion)

Vocabulary/Concepts: cradle (p. 5), creep, sissy (p. 11), chanted (p. 12), threaded (p. 20)

Word	cradle	chanted	threaded
Definition	If you <u>cradle</u> someone or something in your arms or hands, you hold him, her, or it carefully or gently.	If you <u>chanted</u> , you repeated the same words over and over again.	If you <u>threaded</u> a toy train along a track, you ran it in a loop.
Part of Speech	verb	verb	verb

Teacher Preparation/Realia: Bring in and/or ask students to bring in different types of dolls.

Brainstorming: Boys Can/Boys Can't

- Put up a piece of chart paper with two columns labeled “Boys Can” and “Boys Can't.”
- Pose the question: Can boys play with dolls?

- Place the comments in one of the two columns.
- Save comments to refer to when finished reading the book.

Read-Aloud (20 minutes)

Read as much as can be comfortably discussed in 20 minutes. Stop and continue the remainder at the next read-aloud time.

Book Talk

This is a story about a boy who wants a doll. Listen to find out his reasons for wanting to play with a doll and how others react when they find out he wants one. See if he broke any rules. Did everyone agree? Find out what can happen when unspoken rules don't fit with what someone believes.

Begin Read-Aloud

Read through p. 10, and ask the following question:

Q: Why does William want a doll? *He wants to play with it and take care of it.*

Read p. 11, and discuss the words “creep” and “sissy” (p. 11). Note that the meaning of sissy equates femininity with weakness and cowardice. If you bring this up, it may open a sensitive discussion.

Read through p. 17, and ask the following question:

Q: What does William do with his father's gift? *He plays basketball and gets good at it.*

Read through p. 22, and ask the following question:

Q: Why does William still want a doll? *He wants something to hug and cradle and take to the park. If necessary, use the pictures to focus the discussion.*

Read through p. 28, and ask the following question:

Q: What does Grandma give William and why does she give it to him? *Grandma gives him a doll because he says he wants one.*

Read through p. 32, and ask the following questions:

Q: Why does Grandma think William needs a doll? *She thinks he needs a doll to practice being a father.*

Q: What does his father think? *His father thinks he should not play with a doll because he's a boy, and his father doesn't understand why he wants one.*

At the end of the book, ask:

Q: Does William break any rules?

If students are stuck, try asking this question:

Q: Does William do something he shouldn't have done? Who decides what he should and shouldn't do?

After the discussion, review the chart "Boys Can" and "Boys Can't." Ask the group:

Q: Does any information need to be changed? If so, make the changes with the students.