



Lesson Plan for *The Little Rose Book*

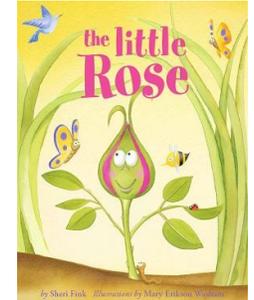
ELD Level: EADV

Book Title: The Little Rose

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: This story is about a little rose that is being bullied and feels worthless.



VOCABULARY (Wide Exposure)

| Word | Friendly Definition / Explanation |
|--------------------|----------------------------------------------------------|
| <i>Undesirable</i> | <i>Undesirable is when something is not wanted</i> |
| <i>Resigned</i> | <i>Resigned is when you give up or feel discouraged</i> |
| <i>Worthless</i> | <i>Worthless is when you don't feel important</i> |
| <i>Luxurious</i> | <i>Luxurious is when something is fancy or expensive</i> |
| <i>Vibrant</i> | <i>Vibrant is when something has a bright color</i> |
| <i>Befriending</i> | <i>Befriending is when you make friends with someone</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)

- I'm thinking that the little rose isn't going to want to be there because she's being bullied by the other plants.

- I'm thinking that the little rose might escape during the night, but I wonder HOW she will escape and where she will go.
- I'm thinking that the little rose is frightened because the lady might step on her.
- The little rose felt ashamed because nobody had ever been nice and gentle to her before.
- I'm thinking that the lady might dig up the little rose and plant her somewhere else (look how happy the little rose is).



“Why” Question to Conclude: Why does the little rose feel so wonderful about herself at the end of the story?

Language Focus: past perfect



Q: At the beginning of the story, how had the other plants been treating the little rose?

SF with language focus: They had been _____.



Q: How had the little rose been feeling before the lady planted her somewhere else?

SF with language focus: She had been feeling _____.

SECOND READ: Common core literature standard: Describe characters and major events in a story using key details.



Prompt or Qs: Describe the little rose at the beginning of the story.

SF: At the beginning of the story, the little rose was _____.



Prompt or Qs: Describe the little rose in the middle of the story.

SF: In the middle of the story, the little rose was _____.



Prompt or Qs: Describe the little rose at the end of the story.

SF: At the end of the story, the little rose was _____.

Open-ended Question to Conclude: Why is it important to treat others with care and respect?



THIRD READ: Re-tell / Respond / Joint Construction of Text: Shared writing: List feeling words from the story.