

Lesson Skill: Using simple reference materials

Strand Reading

SOL 1.11

2.10

Materials

- Simple picture dictionaries (one for each student)
- Construction paper booklets (see below)
- Animal Pictures handout (attached)
- Classroom alphabet strip
- Scissors, glue sticks

Lesson

Note: Before starting this lesson, create a construction paper booklet for each student by folding six sheets of paper in half and stapling them down the center to form a 12-page booklet.

1. Give a simple picture dictionary to each student in the class, and display a copy to view together. Guide students to find the first “a” word in the dictionary. Read the definition with students, and draw their attention to the picture that accompanies the definition. Remind students that a picture dictionary is a type of reference material that gives information, such as a word’s meaning and its spelling.
2. Guide students to find the first “b” word, “c” word, and “d” word. Ask what they notice about the words. Tell students that the words in a dictionary are in alphabetical order and if he/she knows the first letter of the word, he/she can find the word in the dictionary. Continue flipping through and find an “h” word, a “p” word, and a “z” word.
3. Give a construction-paper booklet to each student, and have them write their title on the front cover: (Student’s Name)’s Animal Picture Dictionary.
4. Distribute copies of the Animal Pictures handout, which shows animals whose names start with different letters (elephant, lion, tiger, deer, parrot, whale, gorilla, seal, anteater). Starting with the first picture, ask students to identify the animal and say the first letter of the word. When a correct consensus has been reached, have students write the letter on the paper underneath the picture. Continue this process for the remaining eight animals.
5. Have students cut out each animal, keeping the letter attached to the bottom of the picture. Using the classroom alphabet strip, guide students in aligning the nine animals in alphabetical order according to the first letter. Have students align the animals in a vertical line on their desk. Model how to start with the first animal in the list, and glue it to the first page of the dictionary booklet. The second animal is glued onto the next page. Continue until each picture is glued on an individual page.
6. Allow students to work with a partner to write one simple sentence on each page that gives a fact about the animal. Model the first and second animal sentences for the class. If time allows, students can search the Internet to find interesting animal facts.

7. Ask students the following questions:

- How is the dictionary organized?
- What information can we find when we use a picture dictionary?

Strategies for Differentiation

- Use photographs of familiar animals.
- Make sure students recognize the pictures of the animals for additional language support. Orally review the name of the animal in each picture.
- Review alphabetical order with students using the alphabet strip.
- Prepare a construction paper booklet by gluing each animal picture on a page.
- Prepare sentence frames for students to complete for each animal, e.g., “The lion’s fur is _____.”

Animal Pictures

