

# GREEN PANTS

by KENNETH KRAEGEL

**COMPREHENSION FOCUS**

**Analyzing Characters**

Track the Character's Feelings in the Beginning-Middle-End (B-M-E)

**STANDARD CORRELATION**

With prompting and support, retell familiar stories, including key details.



**SEL CONNECTION**

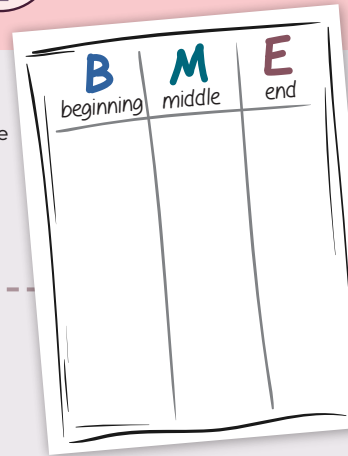
Problem Solving

**PREPARE**

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 13, 27, and 39.

Create the anchor chart template as shown; it will be completed during the lesson.

Write the words *confident*, *worried*, and *thrilled* on sticky notes.



STEP 1

**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

*Today while we are reading, we will think about how the character is feeling at the beginning, middle, and end (B-M-E) of the story. Events can happen in a story that change how a character is feeling. We will also use the illustrations to help us think about the character's feelings.*

STEP 2

**INTRODUCE THE NEW BOOK**

*This is a story about Jameson, who loves wearing green pants. Let's read to find out what happens when he has to wear black pants at his cousin's wedding.*

STEP 3

**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

Place the sticky notes with the words *confident*, *worried*, and *thrilled* on a dry-erase easel. Discuss the meaning of each word. Have students turn and talk with a partner about a time when they felt confident. On each sticky note, draw a picture or an emoji that conveys the word's meaning to help them remember each word. *As I read the story, we will stop at the beginning, middle, and end and retell what happened. After retelling a part, let's think about how Jameson is feeling, using the key details and illustrations to help us. In each part, we will choose one of these words to describe how Jameson is feeling. Point to the sticky notes.*

**Read pages 2-13.** Jameson can do so many things. He can dunk, dive, and dance. He feels so sure of himself when he wears green pants. Feeling sure of yourself is the same as being confident. Move the confident sticky note to the B column of the anchor chart.

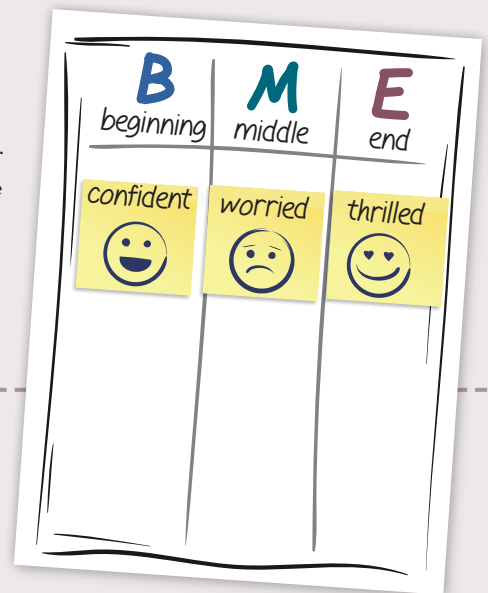
**Read pages 14-27.** Retell the key details in the middle section of the text. How does Jameson feel now? I'll show you the illustrations again. Turn and talk to your partner about how you think Jameson is feeling. Listen to the partner pairs, and then share some of their ideas. Discuss evidence in the text (Jameson says it's impossible; he says, "Aaaargh"; he sank in despair; illustrations show him holding up his black pants). Move the worried sticky note to the M column of the chart.

**Read pages 28-39.** Take turns with your partner retelling the end of the story. Think about how Jameson is feeling. Listen to the partner pairs, and then share some of their ideas. Discuss why Jameson is thrilled. Move the thrilled sticky note to the E column of the chart.



*Jameson had a big problem to solve. Sometimes there are different ways a problem can be solved. What are some other ways he could have solved his problem?*

Point to each word on the chart and retell the story using the sticky-note words. *In the beginning, Jameson was feeling confident because he was wearing his favorite green pants. In the middle, he felt worried because he had to wear black pants at his cousin's wedding. At the end, Jameson was thrilled because he was wearing his green pants again.*



STEP 4

**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st) and have students draw three faces that show how Jameson felt at the beginning, in the middle, and at the end of the story. Display the pictures on the wall.

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STEP  
1

## REVIEW THE BOOK

Use the anchor chart from Day 1 to help retell the story. Have students retell the story with a partner.

STEP  
2

## DICTATE THE SENTENCE(S)

*Jameson loves to wear green pants.*

STEP  
3

## INTERACTIVE WRITING

*Let's write:* Jameson loves to wear green pants. *Repeat that with me.* As students say the sentence with you, draw a line for each word on the chart paper.

Have students help write the dominant sounds in each word in the sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

Reread the entire sentence. Display the chart paper next to the students' pictures from Day 1.

STEP  
4

## EXTEND AND CONNECT THE LEARNING

Read other fiction stories during read-aloud, make a chart of a character's feelings, and discuss how and why those feelings change.

