

PRE-SCHOOL TO K-2 RESOURCES

BAXTER'S CORNER BOOKS

LESSON PLAN (1 hour)

"Ally Alone"

Everyone's excited for donuts with Dad
Everyone except Ally. Why is she so sad?

Author L.S.V. Baker

Summary Ally the alligator is apprehensive about a special event because she does not have a dad to invite. What will she tell everyone when she shows up alone? Things start looking up when Ally realizes she has another important person in her life. *Ally Alone* is an inspiring, rhyming story about building **resilience**. This book's theme teaches us to focus on the things we have rather than the things we do not.

Materials & Resources

1. *Ally Alone* story book
2. White construction Paper
3. Green kid-friendly paint
4. Black markers and/or crayon
5. Scissors
6. Puppet (optional or make your own)

Implementation Time: 30 minutes

Learning Context

Baxter's Corner Engagement Tip:

Create excitement throughout the week leading up to the event by planting clues about the characters and the mystery reader(s).

Procedures

• Before Reading

Conversational questioning: Ask, "Have you ever felt alone?" Next, set the purpose: "As you listen to this story, think about how Ally feels when she was asked to invite dad to school and how did she resolve her feelings?" Discuss how empathy is showing others respect.

• During Reading (*Pretend the puppet is reading*)

Think Aloud: As you read, pause to talk about things you notice on several pages of the book. For example, "I'm wondering how Ally feels when Mr. McBoom tells her that he grew up without a dad, too?"

• After Reading

Check for Understanding: Use the *GoBeyond* section after the story to ask questions about the story on page 37 and prepare for the activity below.

Activity Time: 20 minutes

Each child will make their alligator hand print on page 42. Then add their name across the alligator they made as on page 40. Put all the hands together on the floor, a wall, or prepare in advance a swamp to use from page 41.

Share-Out Time: 10 minutes

Read page 40 and talk about the differences of a swamp and a congregation. Have the students talk about the swamp or congregation as if they were alligators. Then ask which are we as alligators, a swamp or congregation?

Reread this story in several weeks or months using different questions and activities from pages 35 to 49.

