

The Sky Is the Limit

Written by Kim Ichter Eldredge

Illustrated by Toni Friddell Jordan

Lesson Plans: Preschool – 2nd Grade (pace accordingly to age of student)
by: Michelle Smith

Day One

Essential Questions

How do pictures tell a story? What can you learn from a book? How can I use the pictures to know more about the story? How can I share what I have read?

Activities

1. The teacher will introduce the book *The Sky Is the Limit* and ask the students to describe (tell) what they see on the cover of the book and what they think the story is about (predictions about the story). The teacher will chart the students' responses in class graphic organizer in the section ***Before reading the story.***



Before reading the story	After reading the story	Vocabulary	What I learned from the story.

2. The teacher will read the book *The Sky Is the Limit* - only reading the main content of the book for the first reading. Do not read the preface or information about author or illustrator. Additionally, do not read the “promise” at the beginning of the book during this reading.
3. The teacher will ask the students to think about their favorite part of the story – tell the students not to share their thoughts with anyone yet. The teacher will instruct the students to stand up and get back to back with one student (partner) – (you may have a group of 3). The teacher will assist students as needed. The teacher will tell the students that on the count of three, they will turn to their partner and take turns sharing their favorite part of the book. After giving students enough time for each to share their favorite part, have students sit down in a group circle for sharing. Ask 3-5 students to share the favorite part of their partner (not their own favorite part). Chart the student's answers in the class graphic organizer section ***After reading the story.***

*****Back-to-Back protocol provides a method for sharing information and gaining different perspectives for students. The procedure is to find a partner and stand back to back. When the teacher directs, the students will turn face to face and listen carefully as each partner speaks about his/ her perspective on the topic presented. Encourage eye-to-eye contact and only one person speaking at a time. When the teacher gives a signal, the partners will return to back-to-back positions.***

4. **Extension activity:** Have all students go to their seat and draw a picture of their favorite part of the book. After giving students time to complete, have students walk around the room (calling it a gallery walk) and look at the other student's picture. Make sure to instruct students to only give kind feedback or have a silent gallery walk where no feedback is allowed. Additional information can be added to the graphic organizer section ***After reading the story*** following the gallery walk. The teacher will let the students know that all their ideas are important and that they will have a chance to continue sharing about the book, *The Sky Is the Limit* during the week.

Day Two

Essential Questions

How can I learn new words (vocabulary)? What do you do when you do not know a word or a word's meaning?

Activities

1. The teacher will re-introduce the book *The Sky Is the Limit* and review the **Before reading the story** section on the class graphic organizer.



Before reading the story	After reading the story	Vocabulary	What I learned from the story.

2. The teacher will reread the book *The Sky Is the Limit* still only reading the main content of the book; however, this time the teacher will stop and ask questions during the reading to address new vocabulary. All vocabulary words do not need to be introduced during one reading. Make sure to use the pictures to match as many vocabulary words as possible.

Suggested vocabulary from the story

architect, baker, choreograph, crazes, phases, achieve, strive, interpreter, judge, jury, mentors, meteorologist, predicting, photographer, veterinarian, graphic designer, artistic, historian, engineer, invention, captain, cruises, shore, educator, conveying, woodcarver, ice sculptor, guide, loyal, naysayers, talents, press, report

3. After reading the story, the students will give the teacher new vocabulary words and meanings to add to the class graphic organizer section **Vocabulary**. A word splash of new vocabulary words is also an option.

Day Three

Essential Questions

What is the main idea/topic of this book? What is the author's purpose for writing the story?

Activities

1. Reread the story without stopping (still focusing only on the main content of the book), the teacher will have students pick a back-to-back partner to begin a discussion about what goal(s) they would like to accomplish in their future (older children may have a discussion about a career). The teacher may need to help guide the discussion by talking about setting goals. These goals may be what a child would like to be when they grow up or something they would like to be able to do in the near future (such as learn to read, write their name, learn to dance, play ball, ride a bike). Instruct students to think of short term and long-term goals. A "mix and mingle" protocol can be added to this activity.

****Mix-and-Mingle starts out as a back-to-back protocol. After the first back-to-back discuss comes to an end the class moves around in a small group setting and quietly chants "mix and mingle, mix and mingle, mix and mingle, stop. At the word stop, students pick the closest person to begin a new back-to-back partnership. The students should be encouraged not to pre-select partners or repeat a partnership. Mix and Mingle can be 1-3 rotations. The mix-and mingle protocol allows for a variety of interaction, conversation and perspectives on the discussion of the activity.**

2. After the mix and mingle partner sharing, have the students sit down in a circle. Congratulate the students for working diligently at being great listeners and sharing their thoughts on what they would like to accomplish with each other.
3. The teacher will read the page "Who Promises To:" in the front of the book and discuss what it means to have "a dream" and "make a promise". This is a great time to reintroduce the title of the book *The Sky Is the Limit* and use the preface of the book to explain the author's purpose for writing the book. Depending on the age of the students, the teacher may want to explain this page instead of reading it to the students. Use this activity to open up discussions about dreams and promises as the author wanted to convey.



Day Four

Essential Questions

How can I express my feelings about a story?

Activities

1. Using the book *The Sky Is the Limit*, picture walk and review the story. Have the students give the teacher information to add to the class graphic organizer section ***What I have learned from the story.***

2. Provide students with a copy of ***window notes*** (a strategy to engage multiple styles of learning and is a tool that allows students to reflect on their own ideas, feelings, and questions). Younger students can use pictures, words or adult assistance. Older students should be able to use pictures and writing to reflect their feelings on the story.

For younger students

The Sky Is the Limit

Written by: Kim Ichter Eldredge

Illustrated by: Toni Friddell Jordan

Windows Lesson Plan Development for the Story

We will read as a whole class and then you will use the book set in small group to complete the Windows Note Lesson. We will discuss as a group the individual findings to look take an in-depth look at the book *The Sky Is the Limit*. Note: You can use your window notes for the text or illustrations.

<p>3 Facts or Details about the story:</p>	<p>My feelings about the story:</p>
<p>Questions I have about the story:</p>	<p>Ideas I have after reading and studying the story:</p>

For older students

The Sky Is the Limit

Written by: Kim Ichter Eldredge

Illustrated by: Toni Friddell Jordan

Windows Lesson Plan Development for the Story

We will read as a whole class and then you will use the book set in small group to complete the Windows Note Lesson. We will discuss as a group the individual findings to look take an in-depth look at the book *The Sky Is the Limit*. Note: You can use your window notes for the text or illustrations.

<p><u>List 3 - 5 basic facts from the book</u></p> <p>1. _</p> <p>2. _</p> <p>3. _</p> <p>4. _</p> <p>5.</p>	<p><u>What feelings do you have about the story or the subject of the story?</u></p> <p>• _</p> <p>• _</p> <p>• _</p>
<p><u>What questions do you have after reading the book?</u></p> <p>• _</p> <p>• _</p> <p>• _</p> <p>• _</p>	<p><u>What Ideas did the text / illustrations spark for you?</u></p> <p>• _</p> <p>• _</p> <p>• _</p> <p>• _</p>



Day Five

Essential Questions

What is the author's purpose for writing the story? How can I express my feelings about a story? How can I show appreciation to someone? How can I record my goals and write a promise to myself?

Activities

1. Read the "About the Author" and "About the Illustrator" in the book. Have the students draw and write a letter to the author or illustrator. The students can share their favorite part of the book or ask the author / illustrator a question about the book.
2. Read the "dedication" and "Acknowledgements" in the book. Discuss the purpose the author had for adding this to her book. Have the students draw or write to someone that they have an appreciation for and tell them why.
3. Reread the "Who Promises To" and draw or write a goal and promise for yourself. After the students have completed the activity, ask students to volunteer to share their goals and promises. It would be good for the teacher to participate in this activity and start the sharing process. This activity could be a great resource to use at a parent meeting / conference / bulletin board display.

Day Six

Essential Questions

How can you read a book with rhythm and recognize patterns of rhyme?

Activities

1. Watch YouTube video to begin discussion about rhyming words
 - [Make a Move / Jack Harmann Fun Rhyming Song For Kids / Make a Rhyme.](#)
 - [Rhyming Is So Easy! \(sing-Along\) children's song](#)
 - [Rhyming Words for Kids / Kindergarten and First Grade Classroom Video by Homeschool Pop](#)
 - [Dora ABC's Vol. 2 Rhyming Words](#)
2. Use an anchor chart to introduce, teach or review **rhyming words**.



Rhyming Words

3. Read the book *The Sky Is the Limit* and go on a rhyming word hunt. Make a word splash of rhyming words from the book.