

Tomorrow Most Likely

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Written by Dave Eggers, Illustrated by Lane Smith

Ages: 3-7; Grades: K-2

Themes: Families; Fantasy and Imagination; Feelings

SUMMARY

Tomorrow Most Likely is a bedtime tale with a twist. Rather than focusing on the events of days passed, Tomorrow Most Likely gives readers a starry-eyed look into the possibilities of the future. This whimsical story guides readers through the imagination of a young boy as he dreams up all of the things he may do, people he may meet, creatures he may encounter, and places he may go tomorrow.

COMMON CORE CONNECTIONS

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

OBJECTIVES

- Students will “partner read” Tomorrow Most Likely whilst demonstrating accuracy and fluency.
- Students will correctly identify rhyming words.
- Students will write and illustrate their own fantasy tomorrows. Students’ writing will include 2 clear and concise events.

MATERIALS

- Tomorrow Most Likely movie
- Tomorrow Most Likely text copies
- Sticky notes (small or “page marker” size)
- Paper, pencils, and drawing supplies

BEFORE VIEWING ACTIVITIES

Discuss “tomorrow” with the students. Guiding questions may include:

- What do you know about tomorrow? How do you know it?
- Have you ever had a day that totally surprised you? What happened?
- Take a moment to imagine an outrageous and exciting tomorrow. What would that tomorrow look like?
- What is a rhyme? What are some examples of words that rhyme? (Write some student examples of rhymes on a board or easel.)
- Do words that rhyme with each other always look the same? (Write applicable student examples on the board.)

After the discussion, tell the students that they will be watching a movie about all the exciting things that could happen tomorrow. Encourage students to listen for rhyming words as they watch the movie.

Set the purpose for viewing: Today, we will be watching a movie about all of the exciting and wonderful things that might happen tomorrow. Every tomorrow is magical because you never know what great things might happen. In this movie, we will be watching how characters face a fantastically surprising new day. As you watch the movie, you will hear many rhyming words. Pay attention and keep your ears open so that you can catch some of the rhymes.

Afterwards, you will practice reading the rhymes from the movie with a partner.

AFTER VIEWING ACTIVITIES

Reconvene the class to discuss the movie and check for comprehension. Guiding questions may include:

- How would you describe the movie to a classmate, friend, or family member who didn’t see it?
- What are some of the crazy and exciting things that happened to the characters?
- What was your favorite part of the movie?
- What are some of the rhyming words that you heard in the movie?

After the discussion, pair students with a partner (max group of 3). Distribute text copies of Tomorrow Most Likely to the groups. Partnered groups will read aloud together; the readers should alternate by page. When groups hear and see a word that rhymes, they should place a sticky note over the word. Model this procedure for the students.

Monitor students as they complete this task. Keep a checklist to document students’ fluency and decoding abilities. Collect the text copies after the activity to examine students’ rhyme identification.

ENRICHMENT

Students who finish the partnered reading activity early should write and illustrate their own fantasy tomorrow. The students’ tomorrows should include 2 clear and concise events that are detailed in full sentences. Although it is not essential, encourage students to try using rhymes in their writing.

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