Day 1 (Schema Building, Prediction, and Vocabulary Development)

Schema Building
1. We all have those mornings when we get up late and have to rush to get ready for school.
2. What are some short cuts you take on those days that help you make it to the bus or school on time? Encourage response. Rephrase the student's response, offering additional information as appropriate.
3. Thank you for sharing that with us. Can someone else share their shortcuts? Encourage response. Rephrase the student's response, offering additional information as appropriate.

Prediction
1. Display the title and illustration.
   Our story this week is called I’m Late For School. The author is Gareth Lancaster.
2. Think about the title and our discussion. Raise your hand if you have a prediction about what might happen in this story.
3. Allow two students to predict.

Coaching point: Restate, rephrase, and praise student predictions that include possible characters and speculate on a possible story line.

Reading for Fluency
1. Read the text aloud, without interruption, modeling fluency and expression.
2. After the reading, ask...
   Were our predictions correct? Encourage response.
   Were there any surprises in this story for you? Encourage response.

Vocabulary Development

Words for explicit instruction: cupboard (S2), haste (S6)

Words for implicit instruction: wolfed (S1)
Day 1 (Schema Building, Prediction, and Vocabulary Development)
(Vocabulary Development continued)

1. Direct students’ attention to the word in the text. This is the word cupboard. Write the word on a piece of chart paper. Say the word cupboard with me. (chorally) Cupboard. Cupboard is a noun meaning closet or cabinet. In the United Kingdom the cupboard-or closet, is a separate piece of furniture. His mother told him to tidy up his cupboard. Raise your hand if you can tell me something that you put in a cupboard—or closet. Be sure to use the word in your sentence. Encourage response and discuss (see coaching point on this page).

Coaching point: Restate and praise students’ usage of the target word. If students’ usage is syntactically incorrect, restate students’ ideas while modeling correct syntax/usage. Always have students repeat correct usage.

2. Direct students’ attention to the word in the text. This is the word haste. Write the word on the chart paper. Say the word haste with me. (chorally) Haste. Haste is a noun that means speed or rush. In my haste I went too fast and got a speeding ticket. Raise your hand if you can tell me something about a time when you had a need for haste, or hurriedness. Encourage response and discuss (see coaching point on this page).

3. Redirect students’ attention to the new words written on the chart paper. Let’s say our new words together. Point to each word while chorally reading each word aloud. cupboard... haste. Post the chart paper for the remainder of the week.
**Day 2** (Phonemic Awareness, Phonics, Structural/Language Analysis)

**Vocabulary Review**

Words for **explicit** instruction: cupboard (S2), haste (S6)

Words for **implicit** instruction: wolfed (S1)

1. **We learned several new words yesterday.** Direct students’ attention to the chart paper from the previous day.
2. **Cupboard** is another word for **closet** or **cabinet**. As he walked in the door, he put his coat in the cupboard.
3. **When you do something in haste**, this means you were in a hurry. In his haste, he forgot to turn off the lights.

**Reading for Fluency**

1. **Listen and follow along in the text with me again. Then we’ll echo read the story.**
   Read the text aloud, without interruption, modeling fluency and expression.
2. **Now let’s echo read the story. My turn first, then your turn. Remember to put the same expression in your voice as I do in mine.**
   Echo read the text one sentence at a time. Do not pause at line endings; only at punctuated or properly phrased breaks.

   **Coaching point**: Assure that students are emulating your rhythm, use of voices, and points of emphasis. Stop, reread, and coach them on sections where expressive reading breaks down or stumbles occur.

**Implicit Vocabulary Development**

1. **There was another word in the story that we can figure out from the context of the story.**
2. **Here is the word wolfed.** Direct students’ attention to the word in the text.
   If we think about the sentence, context will help us with the meaning. “I hurried down the stairs, wolfed my toast, and caused a fuss.”
   What happened when got downstairs?
   If you were in a hurry, how would you eat?
   Encourage response (quickly shove food in the mouth, gulp it).
   So something that is wolfed means ate greedily or gushed.

**Incidental Vocabulary Development**

The word **belted** (S4) may be quickly defined as meaning moved quickly (a United Kingdom expression). **Jumper** (S6) is a U.K. word for sweater.
Structural Analysis

1. Name the Target. Our target today is the suffix –ly.
2. Define the Target. A suffix is a part added to the end of words to change their meaning.
3. State the Rationale. Recognizing suffixes makes it easier to read and understand longer words. The suffix –ly means in a way of the base word that comes before it. Suffix –ly also changes the word from an adjective (a descriptive word) to an adverb (a word telling how something is being done).
4. Model the Target. In the story, the author wrote that “I got up late for school today, and nearly missed the bus!” The suffix –ly came after the base word “near,” so nearly means doing something in a near way.
5. Write “Suffix –ly” at the top of a sheet of chart paper. Under it, write, “nearly — in a near way.” Add “quickly” and “in a quick way” to the list and discuss.

<table>
<thead>
<tr>
<th>Suffix –ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>nearly — in a near way</td>
</tr>
<tr>
<td>quickly — in a quick way</td>
</tr>
<tr>
<td>expertly — in an expert way</td>
</tr>
<tr>
<td>sadly — in a sad way</td>
</tr>
<tr>
<td>proudly — in a proud way</td>
</tr>
<tr>
<td>confidently — in a confident way</td>
</tr>
</tbody>
</table>

6. Extend the Target Beyond the Text. Let’s look at a few more examples. Write the word “expertly” on the chart paper. The base word is expert. So expertly means in an expert way. Add “in an expert way” to the chart.
7. Doing something in a sad way is doing it…? Write the word sadly on the chart. Prompt students to read the word aloud. Add “in a sad way” to the chart.
8. Continue this procedure for the words proudly and confidently.
9. Let’s read our list of suffix –ly words. Chorally read the list and the meanings.
10. When we see a word with the suffix –ly, we will always know it means in a way of the base word that comes before it. Post the chart in the classroom.
Day 3 (Comprehension — Question Answering)

Vocabulary Review
Let’s review our new words from this week. Point out the new words on the chart paper as you discuss them.

Coaching point: Assist students in making their sentences syntactically correct; this is often a difficulty when using new vocabulary.

1. **Cupboard** is another word for closet or cabinet. Who can use cupboard in a sentence for us?
   Encourage response.

2. When something is done in **haste**, this means it has been done…?
   Encourage response (quickly).

3. When someone **belted** around the corner in the supermarket, they ....
   Encourage response (moved fast).

4. If we had a jumper we would .... ?
   Encourage response (wear it to keep warm).

5. If you **wolfed** your food, you gulped it down. Who can use wolfed in a sentence for us?
   Encourage response.

Reading for Fluency
Let’s echo read the story again. Remember to put the same expression in your voice as I do in mine.

Echo read the text one sentence at a time. Do not pause at line endings; only at punctuated or properly phrased breaks.

Coaching point: Assure that students are emulating your rhythm, use of voices, and points of emphasis. Stop, reread, and coach them on sections where expressive reading breaks down or stumbles occur.

Comprehension – Question Answering
1. I have a few questions for you about our story.
   We’re going to practice our Question Answering strategies.

2. Let’s review our strategies first.
   - When the question contains a word from the text, we use which strategy?
     Encourage response (keyword).
   - If the question asks us who, when, where, or what happened, what strategy might we try?
     Encourage response (keyword).
   - And if the answer is not **right there** in the text, we can try…?
     Encourage response (making an inference).
Day 3 (Comprehension — Question Answering) (continued)

**Question 1: What made him show off?**

1. Display the keyword strategy poster and refer to it while guiding the students.
   - Was there a word that came from the text in this question?
   - Encourage response (no).
2. Sometimes the keyword in the question is actually a synonym—a word that means the same thing—as an important word in the text.
3. What was the keyword or keyword phrase in the question, “what made him show off?”
   - Encourage response (show off).
4. Now we scan the text for a word that means show off.
   - Demonstrate scanning by dragging your finger through the text.
   - Stop on the word **strut**.
5. Look at the word **strut**. Does this mean the same thing as show off?
   - Encourage response (yes).
6. Now we simply read the sentence containing the keyword **synonym**, strut.
   - Chorally read this line of text with the students.
7. So what made him show off—or strut?
   - Encourage response (he saw the bus was waiting for him).
   - We’ve answered the question!
8. Remember, when we use the keyword strategy, we will sometimes have to find the synonym—the word that means the same thing as the question keyword—in the text.

**Question 2: What did he put in his backpack?**

1. What was the keyword in the question?
   - Encourage response (backpack).
2. Now let’s scan for the keyword, or a synonym for it, in the text.
   - Demonstrate scanning by dragging your finger through the first stanza.
   - Do you see the word backpack or a synonym?
   - Encourage response (yes, bag).
3. Let’s read the sentence containing the word.
   - Chorally read the sentence.
4. Now can we answer the question, “what did he put in his backpack?”
   - Encourage response (yes, pens, lunch and shorts).
   - Again, we’ve used the keyword and keyword synonyms to answer the question!
5. The steps of the keyword strategy are: (1) find the keyword in the question, (2) read the sentence containing the word or a synonym, and (3) answer the question.
Day 3 (Comprehension — Question Answering) (continued)

**Question 3:** What did he do just before he packed his bag?

1. Remember, for questions that ask about events—often questions with words like before and after in them—we use our Look-Back strategy for events. Display and refer to the Look-Back to Learn! (events) poster as you guide students through the procedure.

2. First we find the event in the question. What was this event? Encourage response (packed his bag).

3. Now we look-back in the text to find that event. In which stanza did this event occur? Have one student identify the correct stanza by number (stanza 2).

4. Now we ask ourselves, was the question asking for the event before or after? Encourage response (before).

5. Scan back to the event before—look for the verb—to answer the question. Emphasize scanning backward by dragging your finger backward in the text.

6. What is the verb before? Encourage response (wolfed and caused).

7. Let’s read that line to see if it answers the question. Chorally read this line in the text.

8. So the answer to our question is...? Encourage response (he wolfed his toast and caused a fuss).

**Coaching point** Do not allow the discussion to become a “guessing game” with students. Whenever there is confusion, model the process again, doing the same think-aloud process as in the first example.

**Question 4:** What did he do after he hopped around the cat?

1. What’s the first step? Encourage response (find the event in the question).

2. What was that event? Encourage response (hopped around the cat in stanza 3).

3. Was the question asking for the event before or after? Encourage response (after).

4. What do we do now? Encourage response (find the event after—looking for the verb).

5. What was the next verb? Encourage response (rolled over, jumped up and grabbed his hat).

6. Now we read this line in the text. Chorally read this line.

7. So the answer to our question is...? Encourage response (he rolled over, jumped back up and grabbed his hat).
Day 3 (Comprehension — Question Answering) (continued)

Question 5: How did the main character feel when he realized he hadn’t finished dressing?

1. Did the question contain any words from the story?
   Encourage response (no, but the end of the story told about it).
   So let’s read that section.
   Chorally read the section.

2. Does this sentence give us any words to describe the main character’s feelings?
   Encourage response (no, it just said his face was red and he couldn’t breathe).
   For questions like this one (and many questions that talk about characters’ feelings), we will have to make an inference.

3. The Making an Inference poster will help us to remember the strategy.
   Display the Making an Inference poster and refer to it throughout this process.

4. The first step in making an inference is to say what we think.
   What do you think? How did the main character feel when he realized he hadn’t finished dressing?
   Encourage response (embarrassed, humiliated).
   - I think that...the main character felt embarrassed.

5. But it’s not enough to say what we think. We have to find words in the text that support our thinking.
   What were those words?
   Encourage response (his face went red and he couldn’t breathe).
   - because the text said...his face went red and he couldn’t breathe.

6. Finally, we have to tell what we already know that makes our “I think that...” statement make sense.
   Think about someone who is embarrassed.
   - and I know that...if I came to school without getting dressed, you could tell that I felt embarrassed by looking at my red face.

7. Now we have a good, strong answer to the question, and we’ve supported it with text and what we already know.
Day 4 (Comprehension — Metacognition and Graphic Organizers)

Vocabulary Quick Review
Let’s review our new words from this week. Point out the new words on the chart paper as you discuss them. Ask students for definitions, synonyms, or usage in sentences.

Coaching point: Assist students in making their sentences syntactically correct; this is often a difficulty when using new vocabulary.

Reading for Fluency
Today we’re going to chorally read the story. Let’s remember to use our best expression just as we’ve practiced it this week.

Comprehension
1. Authors write texts for different reasons—we call these the author’s purpose.
2. Name the Target. Our target today is to identify the author’s purpose in narrative texts.
3. Define the Target. This means telling why the author wrote the text.
4. State the Rationale. Knowing the author’s purpose helps us to know how to organize and remember the ideas in the text.
5. Display the Narrative Text Poster. When we read a narrative text, the author’s purpose is usually one of these:
   - (Narrative Story) to tell a story or entertain the reader with a story about...
   - (Narrative Recount) to recount a sequence of events about...
   - (Narrative Tale) to teach a lesson about...
   - (Narrative Biography) to tell the real-life story of...
6. We’re going to make an author’s purpose t-chart to help us remember this story. Use a sheet of chart paper to create the t-chart.
Comprehension

7. What was the author’s purpose in our text this week?
   Let’s talk about narrative text type and see which one fits.

8. Did the author write I’m Late For School to tell a story or entertain us?
   Encourage response (possibly).
   Did the author write the text to recount a sequence of events?
   Encourage response (possibly).
   Did the author write the text to teach us a lesson about something
   (as in a traditional tale)?
   Encourage response (probably not).
   Did the author write the text to tell a real-life story about a famous person
   (as in a biography)?
   Encourage response (no).

9. So the author’s purpose this week was to…?
   Encourage response (entertain us with a story about a student who was rushing
to get to school and forgot to get dressed).

8. When teaching this target in future weeks, add the title and author’s purpose to
   the t-chart. Keep the chart on display in the classroom.

<table>
<thead>
<tr>
<th>Text</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m Late For School</td>
<td>-to entertain the reader with a story about a student who was rushed to get to school and forgot to get dressed.</td>
</tr>
</tbody>
</table>
Day 5 (Processing and Response to Reading)

Reading for Fluency

Today it’s your turn to read. Let me hear your best, expressive reading!

Coaching point: It may be necessary to still coach and offer assistance in the reading on day five. However, it should be an expectation that students will read the piece perfectly, without interruption at least once.

Processing

Response: I’m Late For School

Materials: Illustration paper, pencils, markers/colored pencils

1. Today you get to create a mime presentation for the story. Mimes are actors who can’t speak. They get their point across by exaggerated facial expressions and gestures. Work in groups of four to develop your presentation. Each group member should be prepared to be the main character in the presentation.
2. Allow time for creativity and rehearsal.
3. Present the mime routines to the class.