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

**Schema Building**
1. **We all have responsibilities, or things we must do, in our lives. Some of these responsibilities seem like little things, but if we don’t take care of them, they turn into big things.**
   
2. **What are some responsibilities that you have?**
   
   Encourage response.
   Rephrase the student’s response, offering additional information as appropriate.

3. **Thank you for sharing that with us. Can someone else share another responsibility that they have?**
   
   Encourage response.

**Prediction**
1. **Display the title and illustration.**
   
   **Our story this week is called Bellybutton Buddy. The author is Bob Tucker.**

2. **Read the first stanza aloud to the students.**

3. **Raise your hand if you have a prediction about what might happen in this story.**

4. **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: exposed (S7), heed (S8), advice (S8), navel (S12)

Words for **implicit** instruction: dear (S12)
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 exposed. Write the word on a piece of chart paper. Say the word exposed with me. (chorally) Exposed. Exposed is an adjective meaning uncovered or showing. His exposed cut needed a band aid. Raise your hand if you can tell me something that was exposed—or uncovered. 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 heed. Write the word on the chart paper. Say the word heed with me. (chorally) Heed. Heed is a verb that means pay attention to. Next time, the class will heed the teacher’s notice of a quiz. Raise your hand if you can tell me something you need to heed, or pay attention to. Encourage response and discuss (see coaching point on this page).

3. Direct students’ attention to the word in the text. This is the word advice. Say the word advice with me. (chorally) Advice. We’re going to map this word today.
   - Construct the word map on the chart paper.
   - First, write the new word in the center box.
   - Second, tell students the part of speech and add it to the chart.
   - Next, add the definition, followed by synonyms and/or antonyms.
   - Finally, have the students assist you in writing a sentence using the new word.

   Advice
   - noun
   - (syn) recommendation
   - (ant) warning
   - suggestion about others’ actions

   His friend’s advice was to lock his bike every night!
Day 1 (Schema Building, Prediction, and Vocabulary Development)  
(Vocabulary Development continued)

4. Direct students’ attention to the word in the text. **This is the word navel.**
   Write the word on the chart paper. **Say the word navel with me.**
   (chorally) **Navel.** Navel is a noun meaning the same thing as belly button.
   Navel oranges look like they have a bellybutton.
   Encourage response and discuss (see coaching point on this page).

5. 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.
   Exposed... heed... advice... navel.
   Post the chart paper for the remainder of the week.
Day 2 (Phonemic Awareness, Phonics, Structural/Language Analysis)

Vocabulary Review

Words for explicit instruction: exposed (S7), heed (S8), advice (S8), navel (S12)

Words for implicit instruction: dear (S12)

1. We learned several new words yesterday. Direct students’ attention to the chart paper from the previous day.

2. Exposed is another word for uncovered or showing. The exposed wound needed a dressing.

3. When you heed something, this means you pay attention to it. Next time my mother will heed the scraping sound that tells her we need new brake pads.

4. Advice means suggestion, or recommendation. His parents’ advice was to turn in his homework when it was due.

5. Navel means the belly button. Some schools prohibit exposed navels in their dress code.

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 dear. Direct students’ attention to the word in the text (stanza 11).

   If we think about the sentence, context will help us with the meaning.

   “…And always guard your bellybutton. Your bellybutton’s really dear. Make sure it doesn’t disappear.”

   What kinds of things do you guard?

   Encourage response (valuable, important things).

   So something that is dear means it is valuable, important, or cherished.
**Structural Analysis**

1. **Name the Target.** Our target today is the prefix *re-*.
2. **Define the Target.** A prefix is a part added to the beginning of words to change their meaning.
3. **State the Rationale.** Recognizing prefixes makes it easier to read and understand longer words.
   The prefix *re-* means again the base word that comes after it.
4. **Model the Target.** In the story, the author wrote that “His mother said, ‘Oh, Don, my dear, replace it with that extra ear.” The prefix *re-* came before the base word “place,” so replace means place again.
5. **Write “Prefix re-” at the top of a sheet of chart paper.** Under it, write, “replace – place again.”

<table>
<thead>
<tr>
<th>Prefix re</th>
</tr>
</thead>
<tbody>
<tr>
<td>replace – place again</td>
</tr>
<tr>
<td>remove – move again (or take away)</td>
</tr>
<tr>
<td>refresh – make fresh again</td>
</tr>
<tr>
<td>replant – plant again</td>
</tr>
<tr>
<td>reform – form again</td>
</tr>
<tr>
<td>reread – read again</td>
</tr>
<tr>
<td>redo – do again</td>
</tr>
</tbody>
</table>

6. **Extend the Target Beyond the Text.**
   Let’s look at a few more examples.
   Write the word “remove” on the chart paper.
   If the flowers wilt in the vase, you may want to move them again or remove them. The base word is move. So remove means move again, or take away.
   Add “move again (or take away)” to the chart.
7. **Continue the procedure for the following words: refresh, replant, reform, reread, and redo.**
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. Exposed is another word for uncovered or showing. Who can use exposed in a sentence for us?
   Encourage response.
2. When you heed something, this means you…?
   Encourage response (pay attention).
3. When someone gives you advice, this means it is a suggestion or recommendation. What is some advice you have received recently?
   Encourage response.
4. Your navel is your bellybutton. What other kinds of navels do we have in our state?
   Encourage response (navel oranges).
5. Something that is dear is valuable or cherished. What is dear to you?
   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 advice did the boy get from his parent?

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 keyword or keyword phrase in the question, “what advice did the boy get from his parent?” Encourage response (advice; parent).

4. Now we scan the text for a word that means parent. Demonstrate scanning by dragging your finger through the text. Stop on the word mother.

5. Look at the word mother. Is a mother the same thing as a parent? Encourage response (yes).

6. Now we simply read the sentence containing the keyword synonym, mother. Chorally read this line of text with the students.

7. So what was the advice from his parent—or mother? Encourage response (“replace it with that extra ear”). 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 was the physician’s advice?

1. What was the keyword in the question? Encourage response (physician’s advice).

2. Now let’s scan for the keyword, or a synonym for it, in the text. Demonstrate scanning by dragging your finger through the 4th stanza. Do you see the words physician or a synonym? Encourage response (yes, doctor).

3. Let’s read the sentence containing the word. Chorally read the sentence.

4. Now can we answer the question, “what was the physician’s advice?” Encourage response (yes, although it’s tiny, if it falls off you’ll lose your heinie”). 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: Who told him to see Dr. Proctor?
1. Remember, for questions that ask about characters—often questions with the word who in them—we use our Look-Back strategy for characters. Display and refer to the Look-Back to Learn! (characters) poster as you guide students through the procedure.
2. When the question asks for characters, let’s remember to look-back to find...
   (1) names—often they’re capitalized,
   (2) titles—words like Mr., Mrs., or Dr.,
   (3) relationships like mother, sister, or grandfather., and
   (4) positions like farmer or plumber.
3. Let’s scan the text for our character words. We’ll look into the section where Dr. Proctor was mentioned.
   Move your finger back through the text to show the process of scanning.
   Stop on the word teacher at the beginning of stanza 3. What kind of character word is this?
   Encourage response (a position).
4. Now we read the sentence with that word.
   Read this stanza of text chorally.
5. So the answer to our question is...?
   Encourage response (the teacher told him to see Dr. Proctor).
6. If we remember to scan for names, titles, relationships, and positions, we can usually answer character (who) questions very easily.

Question 4: Who gave him a prescription to replace it?
1. Let’s scan for character words in the section where they were talking about replacing his bellybutton.
   Point out this stanza in the text (stanza 8).
2. Move your finger through the text to show the process of scanning.
   Do you see the character word?
   Encourage response (no).
3. Let’s scan backwards until we find the character word.
   Move your finger upward through the text to show the process of scanning and stop at Stanza 4.
   Is this a name, title, relationship, or position?
   Encourage response (a position).
4. What do we do next?
   Encourage response (read the sentence containing the word).
5. So the answer to our question is...?
   Encourage response (Dr. Proctor gave him a prescription to replace it).
6. So when the question asks who, we scan for...?
   Encourage response (names, titles, relationships, and positions).
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
1. 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 Bellybutton Buddy to tell a story or entertain us?
   Encourage response (possibly).
   Did the author write the text to recount a sequence of events?
   Encourage response (probably not).
   Did the author write the text to teach us a lesson about something?
   Encourage response (yes).
   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 that teaches us a lesson about
   taking care of our body).

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>Bellybutton Buddy</td>
<td>-to entertain the reader with a story that teaches us a lesson about taking care of our body.</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: Bellybutton Buddy

Materials: Reading Response Books, illustration paper, pencils, markers/colored pencils

1. Today you get to create a Movie Poster for a new movie about the disappearance of Donald Dutton.
2. Provide the title of the movie and the names of the actors in the starring roles.
3. Illustrate the poster in a way that would attract people to come to the film.