

Lesson 3 Read “Bam!”

Objective

In this lesson, students read a short story and practice reading sentences with periods and exclamation points.

You Will Need

- Blast Off to Reading!* pages 17-19
- optional: sticky notes
- Run, Bug, Run!* book

Before You Begin

Preview the Story-Related Lessons



You’ve reached the first story-related lesson in Level 1! That means that your student will read a short story today. This is a great chance to practice newly learned decoding skills and learn comprehension strategies.

And of course we want to set your student up for success! To help her get the most out of this lesson, your student will do several warm-up activities before reading the story:

- **Completing an activity sheet** that introduces a new literary concept.
- **Reading a Warm-Up Sheet** to refresh her memory about words that have been explicitly taught in previous lessons.
- **Learning new vocabulary and activating prior knowledge** about story-specific topics through interesting pre-reading discussion.

During and after the story, we ask open-ended questions because we want students to relate to and put thought into what they’re reading. We want them to contribute their ideas, test their predictions, and comprehend in a meaningful way. To encourage an active reading process, our reading comprehension strategies also focus on visualizing, questioning, summarizing, making predictions, and drawing conclusions.

Post-reading activities include discussing the main character or conflict, story sequencing, imagining alternate endings, and relating the story to your student’s life. A complete list of reading comprehension activities can be found in Appendix I.

Together, these pre- and post-reading activities move your student toward the goal of reading with comprehension.

Before You Begin

(continued)

After completing the warm-up activities in this lesson, your student will read “Bam!” in the *Run, Bug, Run!* book. All the words in the story are decodable using previously taught concepts.

What should you expect when your student reads the stories?

It is normal if your student’s reading is choppy at this very early stage. The first time she reads a story, she will probably read just one word at a time. Be patient and encouraging. Subsequent readings will be smoother and more fluent.

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound. If necessary, remind your student of the sound.



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Test your student’s Word Card memory with the game “Guess the Word.” For instructions, look for this icon in Appendix H.



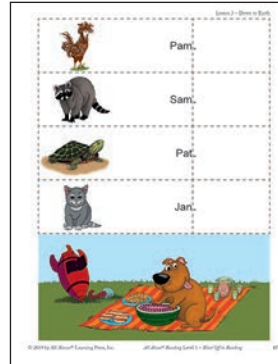
Remember: as your student masters the flashcards, move them behind the appropriate **Mastered** dividers.

How do you know when your student has mastered a card? Here are the signs:

- Your student responds quickly and easily when you hold up the card.
- You have no doubt that your student knows the card thoroughly.

Complete Activity Sheet

“In the last lesson you learned about periods and exclamation points, which you’ll also see in today’s short story. Let’s see if you can help Rocket the Dog express his excitement with exclamation points.”



Down to Earth

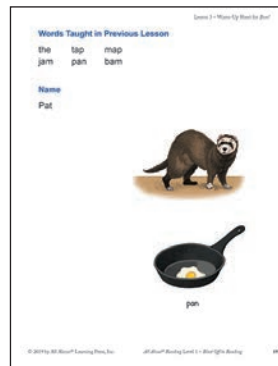
Remove pages 17-18 from the *Blast Off* activity book.

Cut out the cards at the top of the sheet.

Tell your student that Rocket the Dog has just landed back on planet Earth and is excited to invite his friends to a picnic. Place a punctuation card (flipped to the “period” side) next to each name and read the names aloud. Then have your student help Rocket the Dog show his excitement by flipping the punctuation cards to reveal the exclamation points.

Read each name again with the exclamation point at the end.

Read the Warm-Up Sheet for “Bam!”



Turn to page 19 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Bam!”

New Teaching

(continued)

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a ferret on the Warm-Up Sheet. “This is a *ferret*. Ferrets were once used in Europe to catch rats and rabbits, but now they are often kept as pets. Ferrets are quite playful, mischievous, and curious, like cats.”

“What are some funny things that cats do? What kind of trouble can they get into?” Discuss your student’s experience with and ideas about cats and their behavior.

“Ferrets can get into the same kind of trouble as cats. The story you are about to read is about a curious ferret that gets into a lot of mischief. Let’s see what happens!”

Read “Bam!”

During the story, you will stop your student in several places to model important comprehension strategies. You’ll model for your student how to stop and think about unfamiliar words or ideas. You’ll also model the beginning stages of making predictions by thinking ahead to what might happen next.

If you wish, you can place a small sticky note at the bottom of pages 13 and 15 in the reader so you remember to stop after reading those pages.

“Turn to page 9 in your reader and read ‘Bam!’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 13: “Why do you think the ferret taps the bag?”

After page 15: “What do you think is going to happen to the pan?”

After reading: “What kind of trouble does the ferret get into?” Have your student skim the illustrations for answers.

New Teaching

(continued)

Point Out *The End*

When your student gets to the last page of the story, read the phrase *The End* if your student doesn't already know it. Students generally catch on to this quickly because the phrase is at a predictable part of the story—the end!

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

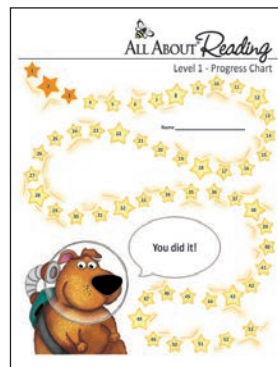
Why Read Aloud?

Reading aloud to your student is one of life's great joys, to be sure. But it's also one of the most important things you can do to promote your student's future reading ability. Reading aloud to children...

- creates a lifetime interest in reading
- extends their attention spans
- aids in language development
- strengthens their power of imagination
- builds reading comprehension
- creates a special one-on-one bond.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.



ALL ABOUT[®] Reading

The program that takes the struggle out of reading

Did you enjoy this activity? Then you'll love *All About[®] Reading!*

All About Reading is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

- Multisensory Orton-Gillingham approach
- Lightly scripted “open and go” lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- 100% guarantee and lifetime support



To learn more about *All About[®] Reading*, please visit
www.AllAboutReading.com
or call us at 715-477-1976.