

Lesson 19 Read “Get Them!” and “The Red Pen”

Objective

In this lesson, students read two short stories and complete a character motivation activity.

You Will Need

- Blast Off to Reading!* pages 105-108
- Run, Bug, Run!* book

Before You Begin

Avoid Making Corrections Too Soon

When your student misreads a word in a sentence, resist the temptation to correct him immediately. Let him reach the end of the sentence before you interrupt, giving him the chance to realize on his own that he made a mistake.

For example, if your student reads *The hot sat with a thud*, he will probably self-correct because the sentence obviously doesn't make sense. He will look back to see where his error is and reread the sentence correctly as *The hog sat with a thud*. If he does continue reading without correcting himself, ask him if the sentence he just read makes sense.

When you interrupt your student immediately after he makes an error, he is deprived of the opportunity to monitor what he is reading for meaning. In the example above, the phrase *The hot...* does make sense in itself, as it could be *The hot day* or *The hot lunch*. If you give your student time to reach the end of the sentence, though, it will most likely be clear to him that he has misread a word.

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(s). If necessary, remind your student of the sound(s).



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.

Story 1: “Get Them!”

Complete Activity Sheet

“You probably have a reason for doing everything you do. This is called your *motivation*. In this activity, you’ll discover the reasons various animals do what they do.”



Why Did They Do That?

Remove page 105 from the *Blast Off* activity book.

Cut out the cards and place them face down on the table. Have your student draw one card at a time and then answer one of the character motivation questions below.

Q: Why is the cat licking her paw?

Possible answers: She wants to be clean; it hurts.

Q: Why is the seal balancing the ball?

Possible answers: He’s been trained; to make people laugh.

Q: Why is the meerkat standing guard?

Possible answers: He wants to protect his family; to make sure enemies stay away.

Q: Why does the bird have a twig in her mouth?

Possible answer: She wants to build a nest.

Q: Why is the lion roaring?

Possible answers: He wants to show who is boss; he wants to scare others away.

Q: Why does the monkey want the banana?

Possible answer: He’s hungry.

Discuss your student’s answers.

New Teaching

(continued)

Read the Warm-Up Sheet for “Get Them!”



Turn to page 107 in the activity book.

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

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a pug on the Warm-Up Sheet. “A *pug* is a small dog with a flat nose and a very wrinkled face. There is a pug in today’s story.”

Point out the illustration of a bun on the Warm-Up Sheet. “A *bun* is a small cake or bread. Have you ever had a cinnamon bun or a dinner bun with butter? The pug in the next story is very fond of buns!”

“Have you ever been on a team or in a group to play a game or do a project? How did it go?” Discuss any experience your student has had as part of a team.

“Do you prefer to do things by yourself or with a team or group? Why?”

“In this next story, a pug gets help from a group of people. Let’s see what happens.”

Read “Get Them!”

“Turn to page 151 in your reader and read ‘Get Them!’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 154: “Hopping doesn’t work. What else could the pug do to get the bun?”

After pages 157-158: Point to the ellipses (three dots) on page 157. “When you see three dots like this, it means there is a big pause in the sentence.” If necessary, model for your student how to read the sentence on pages 157-158.

New Teaching

(continued)

After page 158: “What is the pug going to do with all these people?”

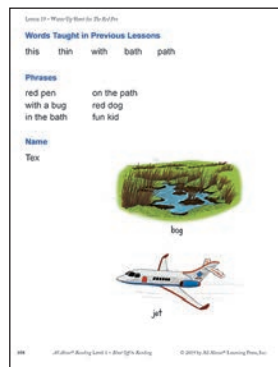
You may need to explain the word *nab* on page 159 to your student. *Nab* means *to grab* or *to catch*.



After page 161: “Do you think the pug is going to get away with the bun? Why or why not?”

Story 2: “The Red Pen”

Read the Warm-Up Sheet for “The Red Pen”



Turn to page 108 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Red Pen.”

Point out the name *Tex* in the Name section. “Tex is a nickname for Texas.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a jet on the Warm-Up Sheet. “A *jet* is a large, very fast airplane.”

Point out the illustration of a bog on the Warm-Up Sheet. “A *bog* is an area where the ground is wet, muddy, and spongy. It is hard to walk in a bog!”

“If you could be anything for a day, like a bird or a tree or a cloud, what would you be?” Discuss what your student would do during his day as his chosen object.

“The boy in the story you are about to read has a big imagination. Let’s see what he would like to be.”

New Teaching

(continued)

Read “The Red Pen”

“Turn to page 165 in your reader and read ‘The Red Pen’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After reading: “Tex imagines that he is many things. Why do you think he would like to be a pen? A log? A box?”

“Look at the illustrations on pages 167 and 176. Based on the items in Tex’s bedroom, what are some things that Tex likes to do?” *Possible answers: Play basketball, play guitar, listen to music, draw, read, play with his dog.*

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



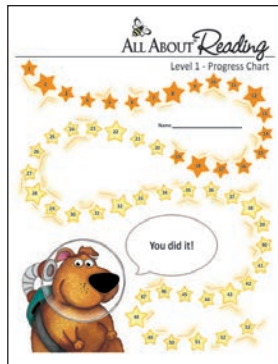
Read-Aloud Tip!

Reading to Kids Who Can’t Sit Still

If you have a wriggler, you know how hard it is to keep his attention during read-aloud time. Here are some strategies for making sure your active student is getting the most out of reading time.

- Read after physical activity so your student gets all his energy out.
- Look for interactive books with flaps, sounds, tabs, or things to count.
- Listen to audio books in the car.
- Find books that appeal to your student’s unique interests.
- Eliminate distractions like phones, television, and computer games.
- Keep your student’s hands busy with quiet toys and activities like playdough, building blocks, lacing cards, or coloring books.

Mark the Progress Chart



Have your student mark Lesson 19 on the Progress Chart.



HARF HARF HARF HARF!
Hoo-boy, how about that story about the pug and the bun? If that one didn't make your ears flap in the wind, I don't know what will. That little guy has a lot of spunk.

In fact, he'd make a great astro-pup, don't you think?



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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!

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