

Lesson 43 Read “Ten Wishes” and “Fast Fun”

Objective

In this lesson, students complete an activity about rhyme and read two short stories that give them practice with plural words.

You Will Need

☐ *Blast Off to Reading!* pages 291–295

☐ hyphen tile

☐ *Cobweb the Cat* book

☐ Other Tiles label

Before You Begin

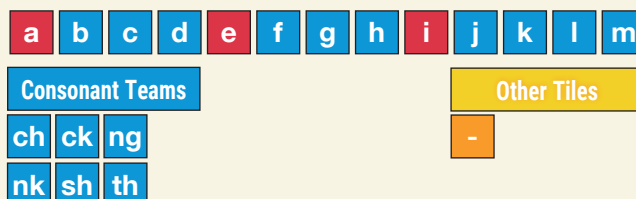
Preview the Purpose of the Activity Sheet

Both of the stories in this lesson make use of rhyme. After reading the first story, your student will complete a rhyming activity. Rhyming is an important component of reading since it helps develop overall memory, language, and reading skills. It can also be a fun motivator for reluctant readers.

Preview the *Other Tiles* Category

If you are using the Letter Tiles app, you’ll see that the hyphen tile has been added to the Other Tiles category.

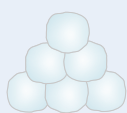
If you are using a magnetic white board, place the Other Tiles label and the hyphen tile below the alphabet row.



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).



Liven up today’s Phonogram Card review with the “Snowball Fight” activity. For instructions, look for this icon in Appendix G.

Review

(continued)

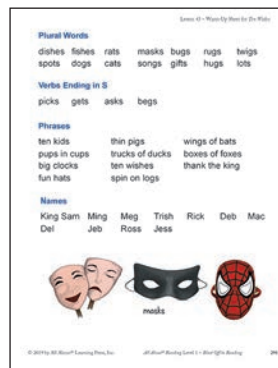


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Story 1: "Cobweb the Cat"

Read the Warm-Up Sheet for "Ten Wishes"



Turn to page 291 in the *Blast Off* activity book.

Have your student practice reading words and phrases that will be encountered in "Ten Wishes."

Teach Vocabulary and Activate Prior Knowledge

Point out the illustrations of the masks on the Warm-Up Sheet. "A *mask* is a disguise that covers all or part of your face. Do you recognize any of these masks?"

"Have you ever dressed up in a costume with a mask? What kind of mask was it?"

"Suppose that for one day you could have the one thing you want most in the world. What would you ask for?" Discuss your student's ideas.

"Let's see what the children in this story would ask for."

New Teaching

(continued)

Read “Ten Wishes”

Your student may notice that the king in “Ten Wishes” is the same King Sam as in the story “The Bat and King Sam.”



“Turn to page 41 in your reader and read ‘Ten Wishes’ aloud.” Discuss your student’s ideas for the question below when you come to it.

After reading: “Which of these wishes would you like the most? The least? Why?”

Complete Activity Sheet

“Did you notice that many of the wishes rhyme? In this activity, you’ll match the characters with their rhyming wishes.”



Rhyme Time

Remove page 293 from the activity book.

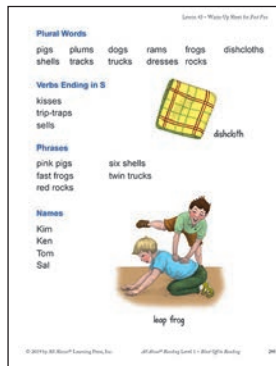
Cut out the character cards and rhyme cards.

Mix the character cards and place them face down in a pile. Mix the rhyme cards and spread them face up on the table. Have your student draw the character cards one at a time, read the card out loud, and then choose the matching rhyme card.

Continue until your student has matched all the cards.

Story 2: “Fast Fun”

Read the Warm-Up Sheet for “Fast Fun”



Turn to page 295 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Fast Fun.”

Your student may notice the hyphen in the words *flip-flop* and *trip-traps*. A hyphen joins two words together to combine their meanings.

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a dishcloth on the Warm-Up Sheet. “A *dishcloth* is a piece of fabric used to wash or dry dishes. It’s also called a *dishrag*, *washcloth*, and *kitchen cloth*. What does your family call it?”

Point out the illustration of children playing leapfrog on the Warm-Up Sheet. “These kids are playing a game called *leapfrog*. In this game, one person bends down and another person vaults right over his back, like a frog.”

“Do you know what a tongue twister is? It’s a silly sentence that’s hard to say, like *Rubber baby buggy bumpers*. Do you know any tongue twisters?”

“Let’s see if you can say the tongue twisters in the next story.”

Read “Fast Fun”

“Turn to page 57 in your reader and read ‘Fast Fun’ aloud.”

Encourage your student to repeat each tongue twister several times in a row. How fast can he go?

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

Read Poetry

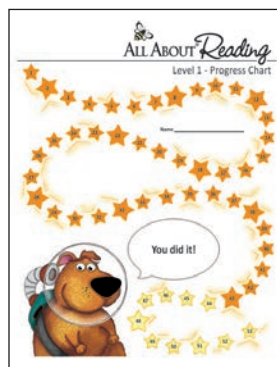
Besides being a delightful and engaging form of writing, poetry benefits students in many ways.

- Rhyming poems help develop your student's memory, memorization skills, and rhythmic awareness.
- Poetry helps develop an awareness of language and phonic patterns.
- The distilled nature of poetry helps students focus on sentence-level skills such as adjectives, adverbs, powerful verbs, and specific nouns.
- Poetry helps students express their own experiences through writing.

Check out our poetry picture book reading list on our blog at blog.allaboutlearningpress.com/poetry-books-for-kids for some ideas to get you started.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 43 on the Progress Chart.



Hey, space dude!

I've been floating around the universe,
mulling over these compound and plural words.
Aren't they astounding? So now I don't need to fly
just one rocket, because I can fly two rockets!

And I had another great idea to change my name to
a compound word. I am no longer Rocket the Dog,
but ...

ROCKET THE SPACEDOG

Master of the Universe

Pretty stylish, eh? I'm going to have it printed in
stardust on my air bubble.

Your turn—what's your new
compound name?



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