

Lesson 45 Read “The Lost List” and “No Mud for Max”

Objective

In this lesson, students read two short stories and skim the text to answer questions.

You Will Need

- Blast Off to Reading!* pages 299–303
- M&Ms, raisins, or nuts
- Cobweb the Cat* book

Before You Begin

Preview Skimming

Part of being a fluent and flexible reader is knowing how to skim text. *Skimming* is a reading technique in which the reader moves quickly through the text to get a general idea of the material. The post-reading activity sheet gives your student practice in skimming.

Related to skimming is *scanning*, another fast-reading technique readers use to find specific facts quickly.

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.



Get silly with today’s Word Card review with the activity “Yucky Snacks.” For instructions, look for this icon in Appendix H.

Story 1: “The Lost List”

Read the Warm-Up Sheet for “The Lost List”



Turn to page 299 in the *Blast Off* activity book.

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

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of hot cross buns on the Warm-Up Sheet. “A *hot cross bun* is a spiced, sweet bun made with currants or raisins and marked with a cross on the top.”

Point out the illustration of a badger on the Warm-Up Sheet. “This is a *badger*. Badgers are strong, nocturnal mammals in the weasel family. They usually have a gray and black coat.”

“There is a badger in the next story that likes to help with the grocery shopping. Let’s see if he does a good job.”

Read “The Lost List”

“Turn to page 69 in your reader and read ‘The Lost List’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 73: “Uh-oh, Finn lost the list! Do you remember the four items he is supposed to get?”

After page 78: “Did Finn get all the right items? How do you think his mother will react to his purchases?”

After reading: “Why do you think Mom and Dad aren’t mad at Finn?”

Complete Activity Sheet

“Let’s use the story to answer some questions about the facts.”



Lesson 45 - Check the Facts

In The Lost List ...	Yes	No
Did Finn drop the list?		
Did the list get lost?		
Did Finn get the things Mom had on the list?		
Was Mom mad at Finn?		
Did Finn get burns?		
Did Finn get fish?		

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Check the Facts

Remove page 301 from the activity book.

Have your student read each question in the first column and then mark his answer in the appropriate *yes* or *no* column. If desired, mark each answer with an M&M, raisin, or nut.

Show your student how to skim the text to find the answers.

Story 2: “No Mud for Max”

Read the Warm-Up Sheet for “No Mud for Max”



Lesson 45 - Warm-Up Sheet for No Mud for Max

Phrases

fun in the sun	snag the jet	with a stick
in the mud	big belt	step in the mud
think a bit	swing and grab	toss the belt
bad stuff	in the mud	

Names

- Max
- Lil
- Jeff

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Turn to page 303 in the activity book.

Have your student practice reading words and phrases that will be encountered in “No Mud for Max.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the hippopotamus on the Warm-Up Sheet. “This is a *hippopotamus*, or *hippo* for short. A hippo is a large African mammal with thick skin, huge jaws, and big tusks. Hippos live on land and in the water.”

Point out the illustration of a remote control on the Warm-Up Sheet. “This is a *remote control*. You probably have a remote control for your television. Remote controls are used to operate machines or even toys from a distance.”

New Teaching

(continued)

“Have you ever lost a toy in a tree or in a hole or under something? How did you get it back?”

“The hippo in this story loses his favorite toy. Let’s see if he gets it back.”

Read “No Mud for Max”

“Turn to page 83 in your reader and read ‘No Mud for Max’ aloud.”
Discuss your student’s ideas for the questions below as you come to them.

After page 87: “If you were to help Max, how would you get the plane out of the mud?”

After page 91: “What do you think is going to happen?”

After reading: “Do you think Max has anything in common with Tam from the story ‘Yuck!’?” *Possible answer: They both think they don’t like something but then find out it is not so bad.*

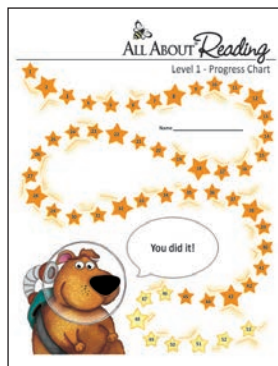
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 45 on the Progress Chart.



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