

# Lesson 3      Read “Twist and Stomp”

## Objective

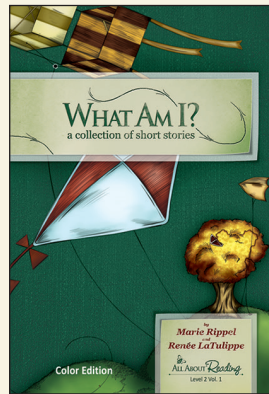
In this lesson, students read a short story and use pantomime to act out actions from the story.

## You Will Need

- ☐ *Leap into Reading* pages 31–33
- ☐ optional: sticky notes
- ☐ *What Am I?* book

## Before You Begin

## Preview the Story-Related Lessons



You’ve reached the first story-related lesson in Level 2! 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 J.

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 “Twist and Stomp” in the *What Am I?* book. All the words in the story are decodable using previously taught concepts.

## 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.



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.

## New Teaching

### Complete Activity Sheet

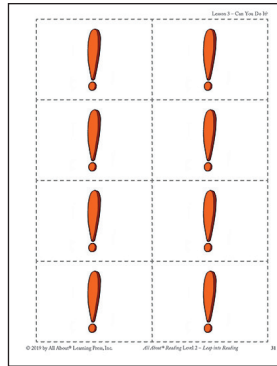
“There are many different ways you can move. Show me how you can wave.” *Student waves.*

“Show me how you can jump.” *Student jumps.*

“Good. Let’s act out more ways of moving.”

## New Teaching

(continued)



### Can You Do It?

Remove pages 31-32 from the *Leap into Reading* activity book.

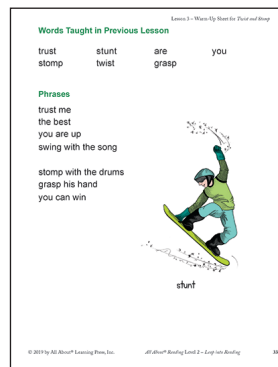
Cut out the cards and arrange them on the table with the words facing up.

Read each card with your student so you are both familiar with the words. Then mix the cards and place them in a pile with the words facing down.

Have your student choose a card and act it out in pantomime. Try to guess which card your student is acting out.

Continue until your student has acted out all the cards.

## Read the Warm-Up Sheet for “Twist and Stomp”



Turn to page 33 in the activity book.

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

If your student is reading words with blends very easily, you can skip this Warm-Up Sheet.



## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the stunt on the Warm-Up Sheet. “A *stunt* is a daring trick, like doing flips on a snowboard. In the movies, a person who performs daring stunts is called a *stuntman* or *stuntwoman*.”

“Have you ever seen someone do a stunt? What did the person do? Was it scary or funny?”

“In today’s story, a lot of animals perform stunts in a contest. Let’s see who wins.”

## Read “Twist and Stomp”

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 to 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 21 of the reader so you remember to stop after reading those pages.

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

**After page 13:** “Whose stunts do you like better, the pigs’ or the dogs’? Why?”

**After page 21:** “Why does the animals’ pyramid fall down? Look at the illustration for clues.”

**After reading:** “Do you think that Fox’s team wins the stunt competition? If not, which team do you think wins the competition, the pigs or the dogs? Why?”

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

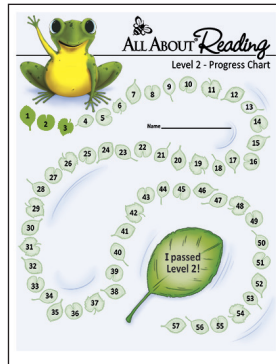


#### Read-Aloud Tip!

#### Increase a Short Attention Span

Since young children have short attention spans, start small with your read-alouds. Begin by choosing shorter books or books with less text. As your student’s attention span increases, gradually add in a mix of longer, more complex stories.

### Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.



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

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