

Lesson 19 Read “The Spy Guy and the Case of the Stolen Soup”

Objective

In this lesson, students learn about collective nouns and read a short story.

You Will Need

Soar with Reading pages 115-122

Heirloom Antics book

Before You Begin

Preview Collective Nouns

A collective noun is a noun that denotes a group of individuals, like a *school of fish*. In today’s lesson, your student will learn about collective nouns by matching up animals with their collective name.

Collective nouns can be fun to collect! If your student is intrigued by the concept of collective nouns, suggest that he start a list of collective nouns that he runs across, or help him research more collective nouns. Here are some interesting ones to start with.

<u>pride</u> of lions	<u>prickle</u> of porcupines	<u>gaggle</u> of geese
<u>glint</u> of goldfish	<u>wisdom</u> of wombats	<u>battery</u> of barracudas
<u>quiver</u> of cobras	<u>paddling</u> of ducks	<u>pounce</u> of cats
<u>swarm</u> of bees	<u>scurry</u> of squirrels	<u>shiver</u> of sharks
<u>sloth</u> of bears	<u>cackle</u> of hyenas	<u>romp</u> of otters
<u>parliament</u> of owls	<u>gang</u> of turkeys	<u>parade</u> of elephants

Collective nouns are commonly used for categories of people as well.

<u>jury</u> of citizens	<u>army</u> of soldiers
<u>audience</u> of listeners	<u>crew</u> of sailors
<u>band</u> of thieves	<u>panel</u> of experts
<u>choir</u> of singers	<u>team</u> of baseball players
<u>board</u> of directors	<u>house</u> of senators

Collective nouns can also be used for things.

<u>bouquet</u> of flowers	<u>galaxy</u> of stars
<u>group</u> of islands	<u>range</u> of mountains
<u>bunch</u> of bananas	<u>chest</u> of drawers
<u>forest</u> of trees	<u>pack</u> of lies
<u>strand</u> of pearls	<u>bushel</u> of apples
<u>flight</u> of stairs	<u>deck</u> of cards

Before You Begin Preview the Use of Italics

(continued)

Italics are used to highlight particular words and phrases within a text. Most commonly, italics are used

- to distinguish the titles of books and newspapers: *The New York Times*;
- to show someone's thoughts: *I wish I could run faster*, thought Gary;
- for emphasis: I said I *might* bake cookies, not that I *would*!

Your student has already encountered italicized words and phrases, but today's lesson will provide additional information that will aid fluency and comprehension.

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).

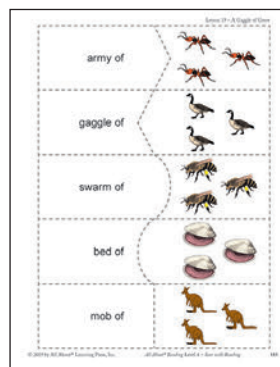


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Learn about Collective Nouns

"When we talk about groups of people or animals, we often give the groups names like *herd of cattle* or *flock of sheep*. Words like *herd*, *flock*, and *group* are called *collective nouns*. In this activity, you'll learn some fun collective nouns for animals."



A Gaggle of Geese

Remove pages 115-118 from the *Soar with Reading* activity book.

Cut apart the puzzle strips on the dotted lines. Place the animal puzzle pieces in a pile with the illustrations facing up. Mix up the collective noun puzzle pieces and spread them out on the table.

New Teaching

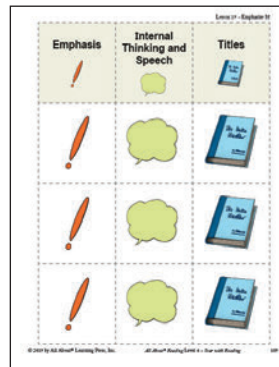
(continued)

Have your student discover the collective noun for each animal group by matching each animal puzzle piece to its corresponding collective noun piece. When the student finds a match, he should read the phrase on the collective noun piece.

Continue until all the animals have been matched with their collective nouns.

Learn about Italics

“When reading, we often come across words or phrases in *italics*. When something is written in italics, the print is slanted. Let’s check out some examples of italics.”



Emphasize It!

Remove pages 119-120 from the activity book.

Cut out the cards. Place the three italics heading cards in a row on the table. Mix the sentence cards and place them in a pile with the words facing up.

Have your student select a card, read the sentence aloud, and decide how the italics are being used.

He should then place the sentence card under the appropriate heading card.

If your student needs a hint, the illustration on the back of the sentence card matches the illustration on the corresponding heading card.

Continue until all the sentence cards have been read and placed under the correct heading.

Read the Warm-Up Sheet for “The Spy Guy and the Case of the Stolen Soup”

Lesson 19: Read “The Spy Guy and the Case of the Stolen Soup”

Words Taught in Previous Lesson

guy	soup	accent	guard
toucan	guitar	accept	guest
guidebook	guilty	accuse	disguise
guinea	success	Guatemala	accident

New Decodable Words

everybody	instantly	unlikely	unaware
flattered	accomplishment	southern	tourist
commotion	conversation	inquires	renders
magnitude	savor	stolen	superb
recipe	pleasant		

Phrases

group of tourists
wear a disguise
a soup snatcher
a pleasant Southern accent

I should be flattered.
I'm going to stand guard
music to my ears
delightful lemon cake



toucan

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Turn to pages 121-122 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Spy Guy and the Case of the Missing Soup.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Word	Decoding Tips
everybody	Look for the two smaller words in this compound word.
instantly unlikely unaware flattered accomplishment southern tourist	Build and decode the base words first and then add the prefixes and suffixes. Note that <i>ern</i> is a suffix meaning “a place” and <i>ist</i> is a suffix meaning “a person who does a specific action or activity.” In the word <i>southern</i> , the <u>ou</u> says a sound that hasn’t been taught yet. Although the word consists of <i>south</i> + <i>ern</i> , the <u>ou</u> sound changes when the suffix is added.
commotion	Follow the Two Consonant Tiles and Suffixes division rules. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px 10px;">Open Syllable</div> <div style="border: 1px solid black; padding: 2px 10px;">Closed Syllable</div> </div> <p style="text-align: center; margin-top: 5px;">com mo tion</p>
conversation	<i>Conversation</i> comes from the word <i>converse</i> , meaning <i>to talk</i> . converse + a + tion Alternatively, follow the Two Consonant Tiles division rule twice, and then the One Consonant Tile, Part 1 division rule. con ver sa tion

New Teaching

(continued)

Word	Decoding Tips
<p>inquires renders</p>	<p>Follow the Two Consonant Tiles syllable division rule.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Name Game Syllable</div> </div> <p style="text-align: center;">in quires</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Bossy R Syllable</div> </div> <p style="text-align: center;">ren ders</p>
<p>magnitude</p>	<p>Follow the Two Consonant Tiles and One Consonant Tile, Part 1 syllable division rules.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Name Game Syllable</div> </div> <p style="text-align: center;">mag ni tude</p> <p>Although the <u>i</u> is in an open syllable, it says its short sound.</p>
<p>savor stolen superb</p>	<p>Follow the One Consonant Tile, Part 1 syllable division rule.</p>
<p>recipe</p>	<p>Follow the One Consonant Tile, Part 2 and Part 1 syllable division rules.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> </div> <p style="text-align: center;">rec i pe</p> <p>Point out that:</p> <ul style="list-style-type: none"> • the <u>c</u> says /s/ • the <u>i</u> says its short sound • the final <u>e</u> is not silent; it says its name, /ē/.
<p>pleasant</p>	<p>Follow the One Consonant Tile, Part 2 syllable division rule. Guide your student in using the second sound of <u>ea</u>.</p>

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the toucan on the Warm-Up Sheet. “A *toucan* is a bird with a large, brightly colored bill. Toucans mostly live in tropical regions.”

New Teaching

(continued)

“A *potluck* is a meal to which everyone brings a dish to share with the other diners. Have you ever been to a potluck dinner? If you were invited to a potluck, what dish would you make to pass around?”

“Have you ever lost something? What did you do to try to find it?”

“Have you ever read a detective story or watched a show about detectives? What are some of the things they do to try to solve a mystery?”

“The main character in today’s story is a detective who tries to solve a mystery. Let’s see what happens.”

Read “The Spy Guy and the Case of the Stolen Soup”

“Turn to page 117 in your reader and read ‘The Spy Guy and the Case of the Stolen Soup’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 121: “Can you find the two collective nouns on this page?”
Group (of tourists) and gaggle (of geese).

After page 128: “Why is Mr. Guinea confused? What do you think happened?”

After reading: Guide your student in discussing the following questions, skimming the text for clues as needed.

“On page 120, The Spy Guy says that he is the right person to handle the case. Why does he say that? What does this statement tell you about his character?” *He is confident; he is overly sure of himself.*

“What important clue does The Spy Guy miss on pages 123 to 127?”
Everyone is eating or serving soup, including The Spy Guy.

“The Spy Guy suspects various animals of being the soup thief. Whom does he suspect? Why does he suspect them?” *The geese because they are strangers (page 122); the turkey based solely on how he looks (page 123).*

“Reporters use six question words to gather facts: who, what, when, where, why, and how. Detectives also use these questions to solve cases. What answers did The Spy Guy find for these questions? Skim the text for information.”

“Do you think The Spy Guy is a good detective? Why or why not?”

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

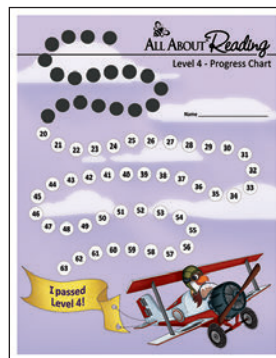
When Your Student Reads Too Fast

Reading too fast may not seem like a problem to worry about, but there are definite drawbacks to it. Your fast reader may skip or add words, ignore punctuation, mumble, or have a hard time remembering details of the story. Here are some strategies to slow your reader down!

- Model the same passage reading fast with no expression, and then again slowly with expression. Can your student hear the difference?
- See if having a physical reminder, like using a piece of paper as a guide, helps your student slow down.
- Invent a code phrase, like “speedy bunny,” to remind your student to slow down.
- If your student ignores punctuation, have her pinch her fingers together when she gets to punctuation at the end of sentences. This is a good physical reminder for her to slow down.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 19 on the Progress Chart.



*I'm a little embarrassed.
As a member of the feathered friend
species myself, I'd like to think we're a
smart bunch of birdies. But you wouldn't know it
from the display in this story! I guess the
guinea fowl and the geese were okay, but the
Spy Guy toucan? I mean, come on!
How can you miss all those clues?*

*The first rule in aviation is to be aware
of everything around you. Humph.
Maybe Spy Guy needs
a new pair of goggles!*



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