

Lesson 57 Read “Charlie’s Sick Day”

Objective

In this lesson, students learn common Greek phrases and read a short story.

You Will Need

- Soar with Reading* pages 345-348
- The Voyage* book

Before You Begin

Preview Words from Greek Mythology

Greek mythology offers monsters, heroes, villains, and ancient stories of love, hate, courage, and fear. Myths have inspired art and literature for centuries, and many mythological references can still be found in modern pop culture, such as *Nike* (fashion), *Styx* (rock band), and *The Clash of the Titans* (film).

Today your student will become familiar with seven common allusions to Greek mythology, including *Herculean effort*, *Achilles’ heel*, and *the Midas touch*. Then he will read “Charlie’s Sick Day,” which includes the phrase *Herculean effort* and words of Greek origin that were taught in the previous lesson.

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.



Your student may enjoy reviewing Word Cards with the activity “Tell a Story.” For instructions, look for this icon in Appendix N.

Complete Activity Sheet

“Do you like myths? Today’s story contains a phrase from Greek mythology. Let’s look at some more common sayings from myths.”



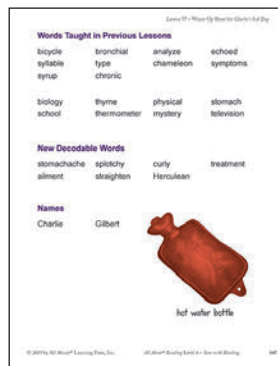
Words from Greek Mythology

Remove pages 345–346 from the *Soar with Reading* activity book.

Cut out the cards on page 345 and place them on the table with the words facing up.

Have your student select the cards one by one and read both sides of the card aloud. Discuss any unfamiliar words or stories with your student. He may then stack the cards and staple them into a booklet.

Read the Warm-Up Sheet for “Charlie’s Sick Day”



Turn to pages 347–348 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Charlie’s Sick Day.”

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
stomachache splotchy curly treatment ailment straighten	Build and decode the base words first and then add the suffixes.
Herculean	Follow the Two Consonant Tiles, One Consonant Tile, Part 1, and Two Vowel Tiles division rules. Her cu le an

New Teaching

(continued)

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the hot water bottle on the Warm-Up Sheet. “A *hot water bottle* is a rubber container that you can fill with very hot water and place on aching muscles. Many people use them when they don’t feel well.”

“Have you ever visited or helped a sick relative, friend, or pet? What kinds of things did you do to help the sick person or animal feel better?”

“In today’s story, a lizard tries to help a friend feel better. Let’s see what happens.”

Read “Charlie’s Sick Day”

“Turn to page 169 in your reader and read ‘Charlie’s Sick Day’ aloud.” Discuss your student’s ideas for the questions below when you come to them.

After page 175: “What do you think is going to happen when Charlie drinks the cough syrup?”

After page 179: “Do you think Charlie is really sick?”

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

“Although Gilbert and Charlie are friends, they are not exactly alike. Which character seems more like the leader to you? Why?”

“Why does Charlie think he is sick? What does that say about his character?”

“If Charlie had told Gilbert that he looked sick instead, do you think Gilbert would have reacted the same way as Charlie? Why or why not?”

“Are the characters similar in any way? How?”

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

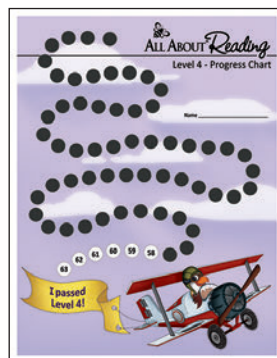
Explain New Vocabulary

If your student asks you what a word means during a read-aloud, by all means stop and define the word for her. But don't feel that you need to explain every unfamiliar word you come across. It would take a long time to get through a book if you did that!

Even if your student doesn't know the specific meaning of a word, more often than not she will pick up on context clues to form meaning. So as you read, choose just a few words to stop and define. You can always explain different new words the next time you read the book together.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 57 on the Progress Chart.



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