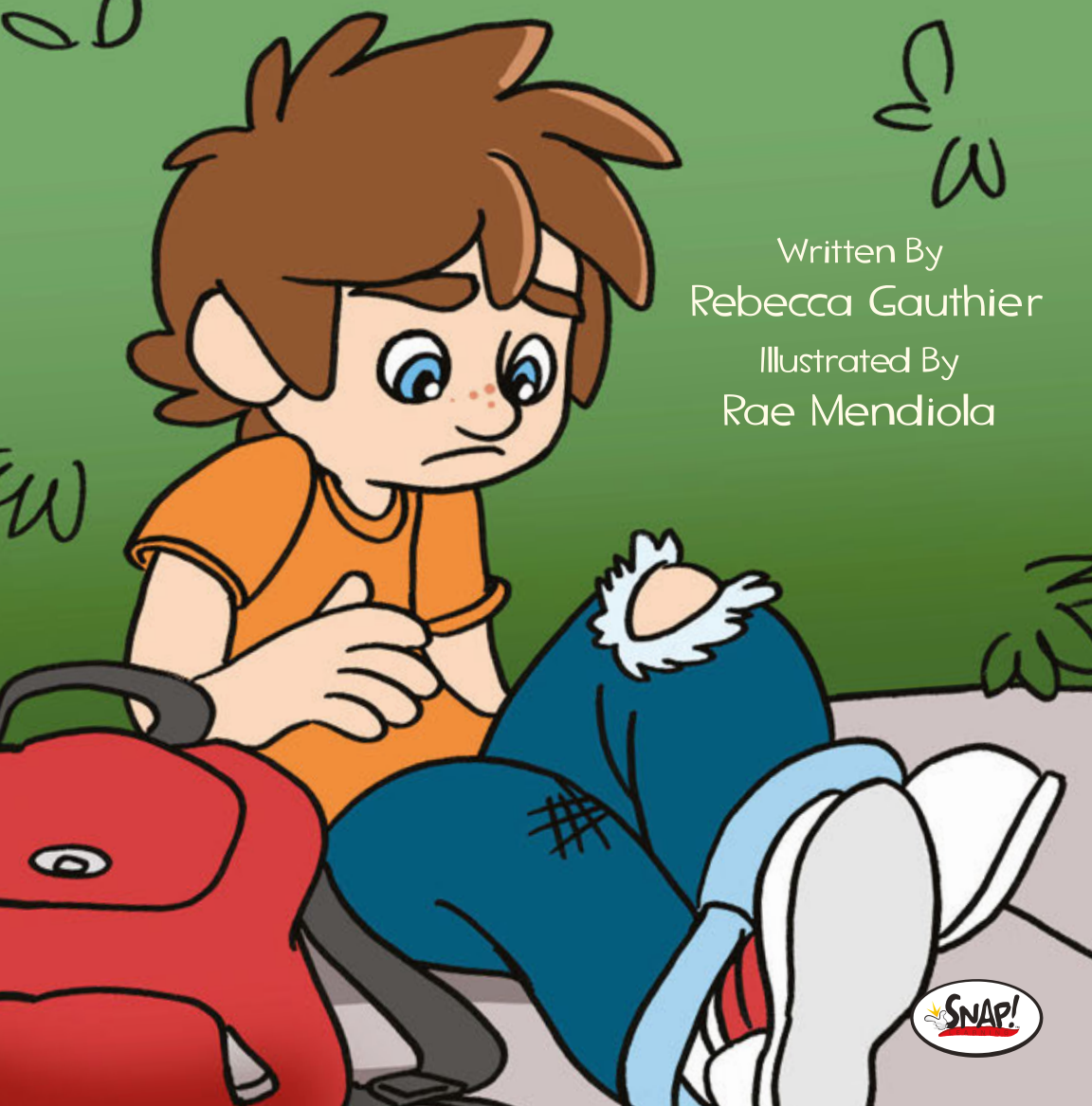


LP

Mike's Bad Day

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K-1



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Mike's Bad Day

Table of Contents

Introduction	4
Before Reading	6-10
High Frequency Word Work	6
Fun Word Practice Activities	7
Oral Reading Fluency	8
Building Background Knowledge	10
Text Reading	11-26
Book Walk	
Read and Discuss	
Retelling Guide	27
Strategy	28
Phonological Awareness/ Phonics and Word Recognition	31
Extended Activities & Assessments	34
College and Career Readiness Standards	35



STRUCTURED GUIDED READING

INTRODUCTION

Organization

Lesson plans for the K-1 books are organized into seven sections.



Before Reading

BR

It is highly recommended that Structured Guided Reading lessons always begin with **high frequency word work** and **oral reading fluency practice** as described in the pages that follow.

Building Background Knowledge

BBK

Teachers introduce the book by engaging students in a conversation about how the title and illustration on the cover of the book can tell the reader what the story or expository text is about. Students make a prediction. The teacher also explains the difference between fiction and non-fiction books.

Text

Text Reading

During text reading, teachers do a Book Walk, provide a purpose for students to read on their own, and discuss a focus question.

Ret

Retell

Retelling frames are provided for both fiction and nonfiction books.

INTRODUCTION

Str

Strategy Lesson

Every book has a strategy lesson. The strategy is taught within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

PA

Phonological Awareness Lesson

Every book has a phonological awareness lesson.

Act

Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading kits.

Activity Packs also may be accessed from our website to view, project, and print.



Structured Lessons

Lessons are structured, systematic, and predictable.

Black font or **white font** color indicates what the teacher says.

Blue font color indicates a direction, an answer to a question, background knowledge for the teacher.

High Frequency Word Work

Ph
WR

Take 3-5 minutes to teach high frequency word work using the word list found at the back of the student book. These words represent one group of Fry's 1000 Instant Words.

The number beside each word indicates its position within the 1000 words. As students move up reading levels, the group of words moves up the 1000 word list as well. This same group of words appears in each book at this level. The goal is for students to be able to read each word in the group in 1-2 seconds over the course of all the books published for these levels.

HIGH FREQUENCY WORDS	
Group 11	#251-275
251 important	264 took
252 until	265 river
253 children	266 four
254 side	267 carry
255 feet	268 state
256 car	269 once
257 mile	270 book
258 night	271 hear
259 walk	272 stop
260 white	273 without
261 sea	274 second
262 began	275 later
263 grow	

Teach

Create flashcards for 2-3 words from the high frequency word list found at the back of the student book.

Place the cards on the table in front of students.

Please look at the cards on the table.

Select one of the words to say.

Listen to me say the word.

Model saying the word.

Say it together with me.

Say it one more time by yourself.

Have students write the selected word in the air with you.

Model by turning your back to the students and writing the word in the air from left to right while displaying the word card.

Have students practice writing with their index finger on the carpet, table, or hand. Repeat this process with the 2-3 selected words.

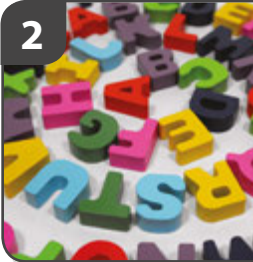
Fun Word Practice Activities

1



Pour a layer of salt or sugar on a cooking sheet, tray, pan, or plate. Practice writing the words on it.

2



Spell out the words with plastic letters.

3



Write two sets of words on cards, turn them over, and play a matching game.

4



Write the word on a card, cut the letters apart, scramble the letters, and then reassemble the word.

5



Practice reading the words using Word Book 2000 flashcards in the Mobl21 app.

TEST High Frequency Word Work

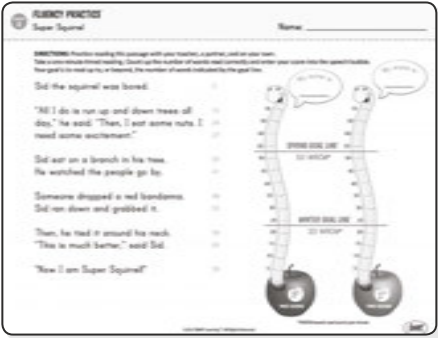
DIRECTIONS TO TEACHER: Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read. To avoid frustration, stop the check after students miss 5 words. Record the score in the score box.

Before moving to another title, test students using the High Frequency Word Checklist found in the student Activity Pack.

Oral Reading Fluency

FI

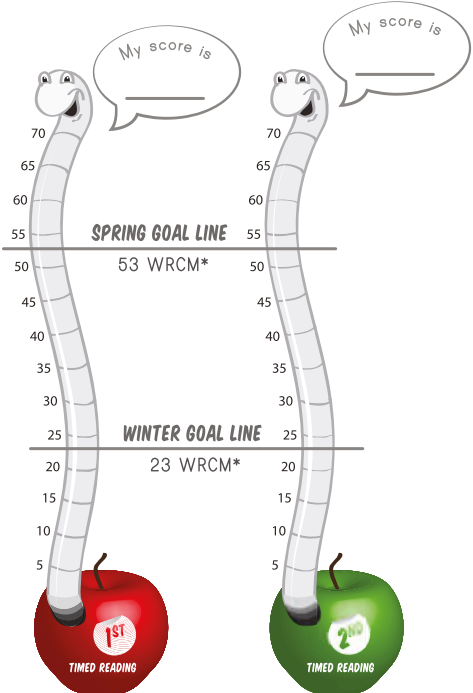
Continue with oral reading fluency practice after word recognition work.



The Activity Pack contains a passage taken from this book with numbered lines and two score worms.

The numbered lines help students count the number of words read correctly after a one-minute timed reading.

Each score worm contains a speech bubble to record the number of words read correctly after a one-minute timed reading.



The score worm is designed to work like a bar graph.

The goal lines indicate the approximate 50th %ile (Hasbrouck & Tindal, 2006) for this level book at two different times of the year.

*WRCM=words read correct per minute

Fluency Practice

Using the passage in the Activity Pack, students practice oral reading fluency for 3-4 minutes daily.

Practice may include the following:

Choral Reading

Partner Reading

Independent Reading

Fluency Practice Assessment



On the first day, administer a one-minute timed cold read.

At the end of one-minute, students make a mark in the passage at the last word read.

Using the numbered lines, students count the number of words read correctly (WRC) and record the WRC in the speech bubble for the first worm.

Students color in the worm up to the number of their score. Students set a goal for the next timed reading.

On subsequent days, administer a one-minute timed reading after 3-4 minutes of fluency practice. Students record the final score in the score bubble for the second worm.

AI

Here's the title of this book.

Point to the title.

Please read it with me.

Read title together.

There's also an illustration on the cover of the book.

The title and illustration tell you what the story or expository text will be about.

AaA

What do you think this text is about? *Pause.*

CD

Discuss students' predictions.

Answers may vary. Confirm or clarify the subject of the text.

F/NF

For fiction say:

A story has a setting, characters, and events.

CSE

It usually includes a problem and solution.

IS

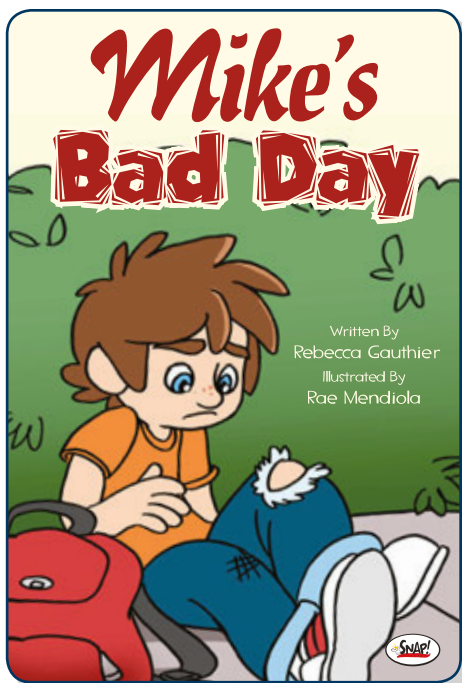
The illustrations aid your comprehension of the story.

TF

For non-fiction text say:

An expository text presents information.

It may have illustrations, photographs, headings, labels, diagrams, a glossary, or an index to aid your comprehension.



AaA

Wo
Ph

IS

TF

Book Walk

At this level of text, the Book Walk becomes less supportive and encourages students to take more responsibility in the reading of the text. As the teacher, you must decide when to release support.

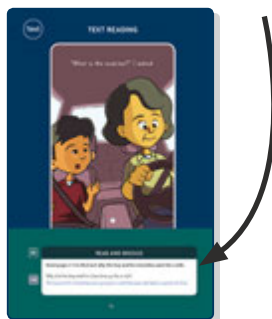
If students are having difficulty, continue the supportive Book Walk introduction until students are ready to read on their own.

Steps

- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).



- 2 Stop at the **Read and Discuss** page.



- 3 Set a purpose for reading, "Read page ____ to find out ____."



- 4 Students read the pages on their own in a "small voice."
- 5 Ask the question on the Read and Discuss page.



- 6 Students share their answers.

For English Learners

The Book Walk supports English learners through:

- Previewing vocabulary
- Explaining idioms
- Modeling syntax
- Reinforcing comprehension strategies
- Speaking in complete sentences

**BOOK WALK** Pages 2-5

Look at **pages 2 and 3**.

What do you see?

A boy was asleep, and his Grandpa woke him up.

3 "Hurry up, Mike!" called Grandpa.

4 "You will be late for school."



BOOK WALK *Pages 2-5*

Yes, that's Mike. I hope he's not late for school.

⁵ But Mike didn't want to go to school.

⁶ His favorite shirt was dirty.



BOOK WALK *Pages 2-5*

Look at **pages 4 and 5**.

What do you see?

Mike is mad because his shirt is dirty.

That's probably his favorite shirt, isn't it? *Pause.*

Is he in a good mood or a bad mood? *Pause.*

- ⁷ Mike didn't want to wear a different shirt.
- ⁸ He wanted his shirt to be clean.



CD

READ AND DISCUSS

Read pages 2-5 to find out how Mike's day started.

CSE

How did Mike's day start?

Mike didn't wake up and his favorite shirt was dirty.

- 9 When it was time for breakfast, he saw that they were out of his favorite cereal.



BOOK WALK Pages 6-9

Look at **pages 6 and 7**.

What do you see?

There isn't enough cereal, and he's mad about the toast.

¹⁰ "Just have some toast," said Grandpa.

¹¹ "This day stinks!" said Mike.

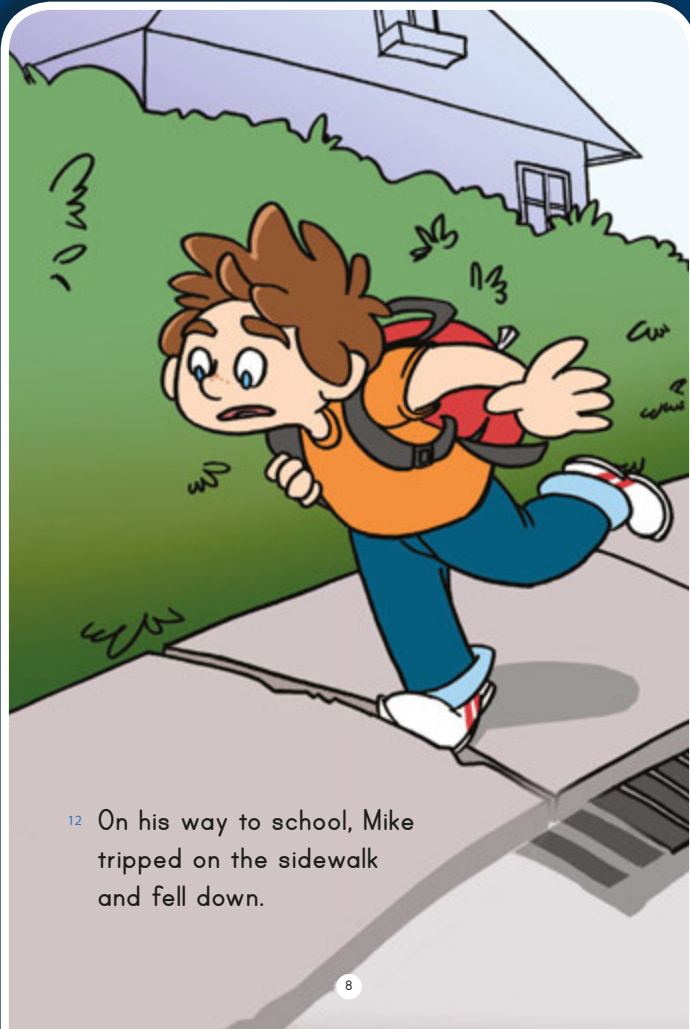


BOOK WALK Pages 6-9

Yes, he's having a bad day.

Have you every had a day that started out badly?

Answers may vary.



¹² On his way to school, Mike tripped on the sidewalk and fell down.

8

BOOK WALK *Pages 6-9*

Look at **pages 8 and 9**.

What do you see?

Mike tripped on the sidewalk and tore a hole in his jeans.

Where do you think he was going?

He was going to school because he had his backpack.

¹³ The knee of his jeans ripped.

¹⁴ Mike knew Grandpa would be mad at him.



CD

READ AND DISCUSS

Read pages 6-9 to find out what happened when Mike tripped.

DT

What happened when Mike tripped?

He fell down and ripped a hole in his jeans.

¹⁵ "Where is your homework?"
asked Mike's teacher.

¹⁶ Mike remembered that he had
left it on the table.



10

BOOK WALK Pages 10-13

Look at **pages 10 and 11**.

Why do you see?

It looks like Mike forgot his homework and didn't get to play recess.

17 He had to go to detention at recess.

18 Mike felt really unhappy.



BOOK WALK Pages 10-13

Do you think his day will get better?

Answers may vary.



- ¹⁹ He finally made it to lunch.
- ²⁰ Then Mike saw it was fish sticks.
- ²¹ "I hate fish sticks!" said Mike.
- ²² But he had to eat them anyway.

12

BOOK WALK Pages 10-13

Look at **pages 12 and 13**.

Now what's wrong?

Mike doesn't like his lunch.

23 Mike made it through the rest of the day.



13

CD

READ AND DISCUSS

Read pages 10-13 to find out how his day went at school.

CSE

How did his day at school go?

He forgot his homework, had detention, and didn't like lunch.

²⁴ He walked home tired and worn out.



BOOK WALK *Pages 14-16*

Look at **pages 14 and 15**.

How is Mike feeling?

Mike looks tired and sad.



²⁵ Grandpa was there when he came in.

²⁶ "What happened to your jeans?"
asked Grandpa.

²⁷ Mike told Grandpa all about his day.

15

BOOK WALK Pages 14-16

What do you think he is telling Grandpa?

He's probably telling him all about his day.

What do you think Grandpa will do? Make a prediction.

Answers will vary.

Look at **page 16**.

Was your prediction correct? *Pause.*

²⁸ Grandpa told him that tomorrow would be a better day.

²⁹ "I hope you're right!" said Mike.



CD

READ AND DISCUSS

Read pages 14-16 to find out what Grandpa said to make Mike feel better.

DT

What did Grandpa say to make Mike feel better?

Grandpa said tomorrow would be a better day.

IS

How does the illustration help you understand the text?

Grandpa has his arm around Mike, and Mike is smiling.

ReT

CSE

The purpose of the Retelling Guide is to provide practice in retelling, through which the learner is likely to experience deeper levels of understanding and increased communicative competency.

For English Learners

Retelling has been found to significantly improve comprehension and sense of story structure while enhancing oral language proficiency. Language is supported through the use of sentence frames and a predictable structure.

This story is about _____.

The story takes place _____.

The main characters are _____.

The problem in the story is _____.

The problem is solved _____.

CSE

We are going to learn how to use *connecting* to help us understand the text. Good readers make a connection with the text when they're reading.

They connect the text to their lives, what is going on in the world, or what they have read in other texts. This helps them comprehend the text and relate to the characters.

Model



- But Mike didn't want to go to school.
- His favorite shirt was dirty.

Turn to **page 4**.

Hold up the book so students can see the illustration. Read the text.

Mike was mad because he wanted to wear his favorite shirt, but it was dirty. I have felt that way when my favorite piece of clothing was dirty or torn. I read the text and make a connection in my mind.

What can you use to help you understand the text better?
Students should respond with a complete sentence.

We can use connecting to help us understand the text better.

Let's read **page 4** together. *Read page together.*

Guided Practice

Turn to **page 6**. Read the text.

How did Mike feel? *Pause.*

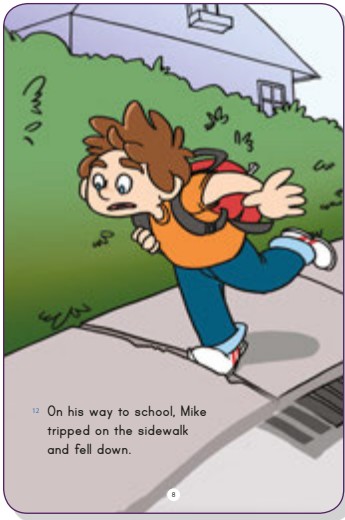


What can you do to help you understand the text better? *Pause.*

We read the text and make a connection in our minds.

Let's read **page 6** together. *Read page together.*

Independent Practice



Try it on your own.

Turn to **page 8**.

What will you do first?

I will read the text and make a connection in my mind.

Read the text.

What connection can you make?

Did students read the text and make a connection in their mind?

If not, say: OK, let's try it again.

Good readers always read the text and make a connection in their mind.

What do good readers do?

Good readers read the text and make a connection in their mind.

Share and Reflect

How can connecting with the text help you as a reader?

Connecting with the text can help us understand the text because it helps us understand the characters and their actions.

PHONOLOGICAL AWARENESS / PHONICS AND WORD RECOGNITION

Ph
APh
WR

Today you are going to *change the beginning sound (onset)* of the words I say to create a new word. Good readers can change the onset of a word to create new words with the same ending (rime).

These new words belong to the same word family as the first word. They are also rhyming words. This helps us to be better readers because we can use known words to read unknown words.

Model

Listen to this word

late

- I am going to separate the beginning sound(s) from the rest of the word:

/l/

/ate/

- I am going to use a new beginning sound, or sounds, to make a new word.
If I use the sound(s) /d/, my new word is **date**.

d

+

ate

=

date

- Do late and date rhyme? *Pause.*
- Do they belong to the same word family? *Pause.*

Guided Practice

Are you ready to make some more new words?

late

We will say the word together and separate the beginning sound(s) from the rest of the word.

late

/l/

/ate/

We are going to use new beginning sounds to make new words.

Can you think of other sounds we can use to make a new word?

Have students look at an alphabet chart to find letters that make words. Below are letters that will make words.

d **f** **g** **h** **l** **m** *and* **r**

Do they rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

Independent Practice

Find the word **late** in sentence 4 of the text.

Make a new word from the word **late** by separating the beginning sound(s) from the rest of the word. *Pause.*

Do your words rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

Share and Reflect

How can learning to make new words by separating the beginning sound(s) from the rest of the word help you become a better reader?

Learning to separate the beginning sound(s) from the rest of the word can help us become better readers because it helps us read unknown words.

CSE

SUMMARY SENTENCE

For fictional stories, students write a summary sentence about the story. Students write who the story is about, what the character did in the story, and why the character did it. An example is provided for students.

Summary Sentence

Write your story and summarize about the following:

I read a book about Goldilocks. I learned _____.

MI

DT

For nonfiction, students write two facts learned from the book using a beginning frame.

I read a book about _____. I learned _____.

Ph
WR

WORD FAMILIES PRACTICE

Write the word and then the story or make four or more new words by changing the beginning sound/letter from the rest of the word. Check your work by saying them and listening to see if they rhyme.

sh is a s i g h t f u l l o n
a n g e l s a n d a n g e l s

1. _____

2. _____

3. _____

4. _____

WORD FAMILIES PRACTICE

This activity is tied directly to the phonics lesson in the lesson plan book.

Students write four or more words by separating the beginning sound or letter from the rest of the word. Students check the words written by saying each word and listening for the rhyme.

DT

COMPREHENSION CHECK

1. Goldilocks sat _____.

☐ beds

☐ seats

☐ stools

2. The three bears ate a _____.

☐ soup

☐ pudding

☐ sandwich

3. Three Goldilocks lived _____.

☐ under

☐ near

☐ inside

COMPREHENSION CHECK

Students complete a multiple-choice comprehension check. There are six questions for students to answer.

CSE

STORY STRUCTURE

Write a story summary using the following frames:

In the beginning,

Then,

At the end,

STORY STRUCTURE

For fictional stories, students write a summary of the story by completing the frame for beginning, middle, and end of the story.

MI

DT

TOPIC/DETAIL GRAPHIC ORGANIZER

Write a story about the topic Goldilocks.

Topic

Detail

Detail

Detail

TOPIC/DETAIL GRAPHIC ORGANIZER

For nonfiction books, students identify the main topic and three key details to complete the graphic organizer.

COLLEGE AND CAREER READINESS Standards

Literary Text

- DT** Details in Text
- ReT** Retell
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- F/NF** Differences between Fiction/NonFiction
- AI** Author and Illustrator **PoV** Point of View
- IS** Illustrations in Stories
- CC** Compare and Contrast
- TC** Text Complexity

Writing

- I/E** Informational / Explanatory
- Nar** Narrative
- RoW** Range of Writing

Foundational Skills

- PC** Print Concepts
- PhA** Phonological Awareness
- Ph WR** Phonics and Word Recognition
- Fl** Fluency

Informational Text

- DT** Details in Text
- MI** Main Idea **ReT** Retell
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TF** Text Features
- AI** Author and Illustrator **IT** Illustrations and Text
- ID** Illustrations and Details
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

Speaking and Listening

- CD** Collaborative Discussion
- AaA** Ask and Answer

Language

- WM** Word Meaning

k-1

K-1

SNAP!	RIGBY*	GLE*	RR*	FP*	DRA*	WORD COUNT
13	13	1.6	13	H	14	213

**Estimated Level*
GLE: Grade Level Equivalent
RR: Reading Recovery
FP: Fountas and Pinnell
DRA: Developmental Reading Assessment

