

About the Book

Text Type: Fiction/Poetry Page Count: 14 Word Count: 322

Book Summary

This story explores some of the wonderful possibilities children have before them when thinking about growing up. Written in poetry form, various occupations, both real and fantasy, are described in clear language and depicted through amusing photos.

Book and lesson also available at Levels E and H.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Distinguish between reality and fantasy
- Identify open vowel y
- Recognize and use proper nouns
- Recognize and understand compound words

Materials

Green text indicates resources available on the website

- Book—*I'd Like to Be* (copy for each student)
- Chalkboard or dry-erase board
- Reality and fantasy, proper nouns, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *artist* (n.), *astronaut* (n.), *athlete* (n.), *mermaid* (n.), *musician* (n.), *pirate* (n.)

Enrichment: *bold* (adj.), *crew* (n.), *dancer* (n.), *gardener* (n.), *zookeeper* (n.)

Before Reading

Build Background

- Ask students if they have ever imagined themselves as a grown-up. Encourage them to share what they know about the jobs and professions of adults they know.
- Extend the discussion by having students share their thoughts about what they want to do or the kind of person they want to be when they are adults. Explain that they don't need to know at such a young age what they want to do as an adult and that life experiences as they grow up will help them to decide. List responses on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic. Pictures in books also help readers create their own mental images.
- Read page 3 aloud to students. Model how to visualize.
Think-aloud: Whenever I read a story, I pause after each page or so to create a picture in my mind of the information I've read. This helps me understand the ideas in the book. For example, on page 3, the author tells about wanting to be a clown who can make everyone laugh, and who wears big clothes and has a bright red nose. When I read this, I pictured a round clown face with a big, silly red nose right in the center. I imagined the clown having bright red lips and dimples in her cheeks when she smiled. I imagined the clown wearing bright colored, baggy clothes. I created a picture in my mind from the author's words.
- Reread page 3 aloud to students and ask them to visualize themselves as a clown. Have students draw on a piece of paper what they pictured in their mind. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Reality and fantasy**

- Explain to students that books and stories can be about *reality* (things that are real) or about *fantasy* (things that are imaginary). Remind them that imaginary things are not real. Read the title again and ask students to think about its meaning. Explain to them that a title sometimes (not always) gives clues that let the reader know whether the story is about facts, information, and real things, or whether the book or story is about things people only imagine in their mind.
- Explain to students that it is important to understand and recognize what is real and what is fantasy, especially when they read a book, play a game, or watch a television program. Ask students if the title of the book helps them to predict whether the book is reality or fantasy.
- Model how to identify reality and fantasy.
Think-aloud: To decide whether a story or details are reality or fantasy, I ask myself the question: Can this really happen? I look at the setting and think about the characters and what is happening. I try to look for things that exist in the real world. To decide if I am reading fantasy, I ask, Can this really happen? Is it impossible? Does it only happen in my imagination?
- Review students' responses from the Build Background discussion about what they'd like to be when they grow up. Discuss whether their responses are examples of reality or fantasy.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the photographs and use the vocabulary they will encounter in the text. Model how by thinking aloud and incorporating content vocabulary while looking at the photographs. For example, on page 9, say: *It looks as if the man is going to paint something. He is wearing clothing an artist might wear and he has a paintbrush in his hand. I'll check to see if I'm right when I read that page.*


- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *athlete* on page 4 and say: *I am going to check the photo and think about what would make sense to figure out this word. The photo shows a man about to throw a basketball. He is wearing clothing a basketball player would wear. When I look at the first part of the word, it starts like /a/. However, the word basketball starts with the /b/ sound, so this can't be the word. I know that a basketball player is a type of athlete. The word athlete starts with the /a/ sound and ends with the /t/ sound. The sentence makes sense with this word. The word must be athlete.*

Set the Purpose

- As students read, encourage them to think about jobs and professions they could really have when they grow up and ones that are fantasy.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread. Have students draw what they visualized while reading one or more pages of the book on a piece of paper. Encourage them to rely on the words they are reading to create their mental pictures, not the photographs on the pages.
 - Model visualizing.
Think-aloud: *On page 5, after reading about the gardener and looking at the photo, I imagine the man in the sun, squatting on the ground and pulling weeds next to a flower he's planted in an area he's cleared using the tool.*
 - Invite students to share their drawings of what they visualized while reading. Have them explain their drawings aloud. Encourage them to visualize themselves in the occupations they are reading about.
 - Have students read to the end of page 10. Review the things the author wants to be on the pages read so far. Ask students to think about which are examples of reality and which are examples of fantasy. Say: *On page 6, the author wants to be a mermaid. Do mermaids really exist? Could the author really be a mermaid someday? On page 9, the author wants to be an artist. Is this something the author could do?*
 - Introduce and explain the [reality-and-fantasy worksheet](#). List the things the author wants to be so far on the board. Guide students to write them under the correct heading on the worksheet.
 - **Check for understanding:** Have students read to the end of page 12. Invite them to share how they visualized the text in their mind.
 - Ask students to think about details in the text and pictures on each page that give clues as to whether what is described is real or fantasy. Have them continue recording each job, profession, or type of person in the correct column of the chart.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story. Remind them to carefully consider each thing mentioned to decide if it is reality or fantasy.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 11, I thought about the types of missions that astronauts go on and the danger they must protect themselves from. I pictured a person in a big, overstuffed white suit, floating weightless in a dark sky.*
- Have students select a favorite page from the book and a drawing of what they visualized. Invite them to share and explain their drawing to the rest of the class.
- Ask students to explain how visualizing helped them to understand and remember what they read about in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review characteristics of reality and fantasy. Invite students to share where they placed the titles of people from the story on the reality-and-fantasy worksheet.
- **Independent practice:** Have students complete the reality-and-fantasy worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the things people might want to be when they grow up. Some of the things are possible to become, and some are imaginary. Is it okay to dream about becoming something imaginary? Do you think it's a good idea to think about what you want to be when you grow up? What kinds of things might young people do if they want to start preparing for what they want to do as adults?

Build Skills

Phonics: Open vowel y

- Review with students the letters that are vowels (a, e, i, o, u, and sometimes y) and the letters that are consonants (all of the other letters in the alphabet). Point out that y is the only letter in the alphabet that can be either a consonant or a vowel, depending on its use in a word. Discuss that all words need at least one vowel sound.
- Write the word *happy* on the board. Read it with students and have them locate it on page 3. Ask them what sound they hear at the end of the word (long vowel /e/ sound). Circle the letter y at the end of the word. Explain that sometimes the letter y at the end of a word makes the long vowel /e/ sound.
- Ask students to find a word on page 5 ending in y that makes the long vowel /e/ sound (*healthy*). Ask students to find the word *sky* on page 4. Ask students what is the same about the two words *healthy* and *sky* (both end in the letter y) and what is different (ending sound is different). Discuss with students that the ending sound in *healthy* is a long vowel /e/ sound and the ending sound in *sky* is a long vowel /i/ sound. Point out that although the words end with the same letter, the letter y can make two different vowel sounds at the end of a word.



Check for understanding: Have students work with a partner to find and circle words on pages 7, 8, and 9 ending in the letter y that make the long vowel /e/ sound or the long vowel /i/ sound (*every, fluffy, fancy, by, try, sky, fly*). Ask volunteers to come to the board and list words they find in the book. Read the completed list together. Sort the words by sound.

- **Independent practice:** Challenge students to think of other words, not used in the book, that have the open vowel y that makes the long vowel /e/ sound or the long vowel /i/ sound. If time allows, add them to the sorted list on the board. Look for other commonalities and patterns among the words and ways the letter y functions as a vowel.

Grammar and Mechanics: Proper nouns

- Remind students that a *common noun* names a *general person, place, or thing*. Ask volunteers to name examples of each.
- Explain that a *proper noun* names a *specific person, place, or thing*. Provide examples by saying: *The word man is a common noun. Mike is a specific man, so the word Mike is a proper noun.* Provide other examples as necessary to help students understand what makes a noun a proper noun. Explain to students that proper nouns begin with a capital letter, even if they are not found at the beginning of a sentence. Explain to students that the word *I* is a proper noun because it refers to a specific person—the writer or speaker.
- Have students turn to page 7 and find the word *cowboy*. Ask them to tell if *cowboy* is a common noun or a proper noun and to explain why. Next, ask a volunteer to give an example of a proper noun that could be used in place of *cowboy*, such as a specific cowboy's name (for example, *Pecos Bill*).
- Ask volunteers to write nouns from the story on the board. Next, ask them to name a proper noun for each noun listed. (Examples may include *gardener/Gardener John; pirate/Captain Hook*).
- ✍️ **Check for understanding:** Have students locate a common and a proper noun in the book. Guide students to realize that the only proper noun in the book is the word *I*. Have students locate and highlight every occurrence of the word *I* in the book. Ask them to whom the word refers.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

Word Work: Compound words

- Explain to students that a *compound word* is a word that is made from two words put together. The two words are words that can stand on their own and have their own meaning, but when they are put together, they mean something else. Say: *Super is a word that means great or big, and a market is a place to buy things. A supermarket is a big store where people go to buy many things.*
- Write the following words on the board and read them aloud with students: *base, ball, country, side, back, yard*. Discuss each word's meaning. Select volunteers to draw a line connecting the two words that make a compound word. Then have volunteers write the new compound words (*baseball, countryside, backyard*). Discuss the meaning of each compound word.
- Read page 3 aloud to students. Challenge them to locate a compound word on the page (*everyone*). Ask a volunteer to name the two words that make the compound word. Discuss the meaning of the two individual words and then the meaning of the compound word.
- **Check for understanding:** Have students locate other compound words in the book. Have them write the compound words on a piece of paper and circle each smaller word in the compound word. Review the lists as a class.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them point out to someone at home which occupations in the book are real and which are fantasy.

Extend the Reading

Poetry and Art Connection

Have students write a short poem about what might be fun to do when they grow up. Encourage them to use the rhyming pattern in the book and to use descriptive words to help the reader visualize what they are describing. When they have finished writing, pair students together to edit their work. Have them paint or draw a portrait of what they'd like to be and include the final draft of the poem with the portrait.

Social Studies Connection

Invite adults representing various interesting careers as guest speakers to come and tell about what they do and what they dreamed of doing when they were growing up. After the presentations, have students choose a speaker who most interested them and write a letter to that person. Have students explain how listening to the person helped to inspire them regarding their future dreams.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of visualizing to understand text
- accurately identify examples of reality and fantasy in the book, during discussion, and on a worksheet
- accurately identify open vowel y during discussion and in the text
- correctly recognize and use proper nouns during discussion and on a worksheet
- correctly use and write compound words during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**