



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 503

Book Summary

Holidays are beloved days that light up the year for children. *Sam's Fourth of July* features one of the United States' brighter holidays, the Fourth of July, complete with fireworks, parades, and music. In this story, Sam is a dog who loves the Fourth of July. The town decides to make Sam the leader of the parade, and he loves every minute of it . . . until the loud fireworks begin. What's a dog to do? Use this inviting story, coupled with cute illustrations, to teach students how to retell, sequence events, and use simple sentences.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text
- Sequence events
- Identify vowel digraph -ay
- Recognize and analyze simple sentences
- Identify and use compound words

Materials

Green text indicates resources available on the website.

- Book—*Sam's Fourth of July* (copy for each student)
- Chalkboard or dry erase board
- Illustrations cut out from an extra copy of the book
- Sticky notes
- Sequence events, simple sentences, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if 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: *barbecue* (n.), *fireworks* (n.), *Independence Day* (n.), *mayor* (n.), *parade* (n.), *patriotic* (adj.)

Enrichment: *Grand Marshal* (n.), *snout* (n.), *veterans* (n.)

Before Reading

Build Background

- Draw some fireworks on the board. Ask students to name holidays that involve fireworks. Write the phrase *Independence Day* on the board beside the drawing of fireworks. Point to the phrase as you read it aloud to students. Explain that Independence Day is another name for the Fourth of July holiday.

- Have students describe to a partner what they do on Independence Day. Ask them to explain why the United States celebrates the Fourth of July. Invite volunteers to share their reasons. If necessary, give a brief history of the holiday's background.

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 (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Review or explain to students that good readers stop now and then while they are reading to retell in their mind what is happening in the story. Stopping to retell the events of a story helps readers understand and remember what they are reading.
- Remind students that when people retell a story or event, they explain the details in order.
- Model retelling a familiar story, such as *Little Red Riding Hood*, in detail. Have students write key words from the retelling on a separate sheet of paper as they listen.
Think-aloud: I am going to retell Little Red Riding Hood, using my own words to describe details in the story. In this tale, a young girl wearing a hooded red cloak sets off to see her grandmother, who is sick. Little Red Riding Hood must walk through the forest, and her mother warns her not to stray from the path. The Big Bad Wolf sees Little Red Riding Hood walking down the trail and thinks that she looks like a tasty treat. He tricks her into telling him where she is going, and he tells her that he knows where she can pick beautiful flowers for her grandma. She leaves the path to find the flowers, and the Big Bad Wolf races ahead to her grandmother's house.
- Invite students to share details that should be included in the remainder of the retelling. Remind them that the details must be listed in the right order. Have students work with a partner to finish retelling the story.
- Point out to students that the retelling includes the most important characters, the problem, and the solution. Remind them to always use their own words in the retelling.
- Have students put sticky notes on pages 6, 9, 12, and 15. Explain that as they read, they should stop at these pages to think about what has happened so far in the story. Then, they will retell the story details in their mind.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that stories are typically told in order from beginning to end. First one thing happens, then another event happens, next a third event occurs, and so on. Explain that when things happen in a certain order, it is called a *sequence of events*.
- Write the words *first*, *then*, *next*, *after that*, and *finally* on the board. Explain to students that readers use these words to help place events in order. Point out that the words *then*, *next*, and *after that* can be used interchangeably when sequencing events and can be used over and over. However, the word *first* only comes before the first event, and the word *finally* only comes before the last event.
- Have students review the key words they used when retelling *Little Red Riding Hood*. Model how to sequence events from that tale.
Think-aloud: Earlier, we retold the story of Little Red Riding Hood. When I did the retelling, I made sure to put the events of the story in the correct order. Let's take a look at the proper sequence of events. We will sequence only the most important events in the story. First, a girl named Little Red Riding Hood sets off to visit her sick grandmother. Then, the Big Bad Wolf tricks Red Riding Hood into leaving the path, and he hurries to her grandmother's house ahead of her. Next, the

wolf eats the grandmother and pretends to be her. After that, Red Riding Hood comes to the house and sees the Big Bad Wolf dressed as her grandmother. Next, Red Riding Hood realizes that the wolf is tricking her. Then, Red Riding Hood runs away from the Big Bad Wolf. Finally, a woodcutter hears the noise and arrives in time to kill the wolf and save Red Riding Hood and her grandmother.

- Point to the transition words on the board as you sequence the events. Emphasize that you used the words *next* and *then* multiple times to organize the sequence of events, but you only used the words *first* and *finally* one time each.
- Invite volunteers to come to the board and sequence the events of the story by writing a transition word on the board and key words about the next event beneath each one. For example, the first volunteer will write the word *first* on the board, and beneath that will describe the first event that occurred in the story; the second volunteer will write the word *then* or *next* or *after that*, and beneath that will write a description of the next event that occurred in the story. Encourage students to use key words and complete sentences.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the illustration on page 8, you might say: *When people dress up in the colors of their country's flag, we say they are being patriotic because they are showing loyalty to their country by wearing its flag's colors. The United States' flag is red, white, and blue. Are these people being patriotic? Point to the word patriotic. It is in bold print and starts with the /p/ sound.*
- Remind students to look at the sentence and use chunking to figure out a difficult word. For example, point to the word *parade* on page 3 and say: *I am going to chunk this word and check the sentence to think about what would make sense to figure out this word. The word has two syllables, so I can easily break it in two pieces. The second chunk, or the last syllable, ends in a silent -e. I know that rule: the silent -e makes the vowel say its name! The second chunk sounds like /rade/. The first chunk, the letters pa, looks like the word pa. Now I am going to combine the two chunks, the word pa and the sound /rade/. Pa-rade. That sounds like the word parade. I will check the sentence to make sure the word parade makes sense. The sentence says that the town made Sam the Grand Marshal of the parade. A Grand Marshal is an honorary leader of a parade. The sentence makes sense with this word. The word must be parade.*

Set the Purpose

- Remind students to stop at the sticky notes and retell in their mind the details of the story up to that point. Have them think about the events that happened first, next, after that, and so on.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6. Encourage students who finish before others to reread the text.
- **Model retelling.**
Think-aloud: *After reading page 6, I stop to retell what has happened so far in the story. Sam is a dog who loves the Fourth of July. He always knows when the holiday is coming. In fact, he is so excited about the holiday that the town decides to make him the Grand Marshal of the parade. The sewing club dresses him in a suit of stars and stripes, and he is so happy that he gives them all a thank-you lick. The town is decorated in red, white, and blue. Everyone comes to see Sam lead the parade. The school band plays patriotic songs, and Sam wags his tail and barks in time to the music.*
- Have students point to the sticky note in their book. Remind them that it is time to stop and retell. Invite students to retell what they have read so far and remind them to use their own words in the retelling.

Lesson Plan *(continued)*

Sam's Fourth of July

- Review the sequenced events of the *Red Riding Hood* tale. Explain to students that just as they sequenced the events of this story in the correct order, they can also place the events of *Sam's Fourth of July* in the proper sequence, using the most important events that a person would need to tell the story correctly.
- Cut out the illustrations from an extra copy of the book and place the illustrations from pages 3 through 5 along the chalkboard ledge.
- Point to the illustration from page 3. Explain that the first important event in the story is that the town decides to make Sam, a dog, the Grand Marshal of the Fourth of July parade because he loves the holiday so much. Tape this illustration under the word *first* on the board. Have students write, on a separate sheet of paper, the word *first* and then key words to describe the first event in the story.
- Point to the illustration from page 4 and ask students to describe what important event happened next in the story (they dressed Sam in a suit with stars and stripes). Tape the illustration beneath the word *then* on the board and have students write, on their separate sheet of paper, the word *then* and key words that describe the second event in the story. Repeat this process with the illustration from page 5.
- **Check for understanding:** Have students read to the end of page 9. Encourage them to work with a partner to share their own retellings of the story in their own words. Remind them to retell details of the story in the correct sequence. Invite partners to share to share their retellings with the class.
- Place the illustrations from pages 6 through 9 along the chalkboard ledge in the wrong order. Have students work in pairs to sort the illustrations in the proper sequence. Invite volunteers to come to the board and tape the illustrations under the proper transition words *then*, *next*, and *after that*. Remind students that the words *then*, *next*, and *after that* can be used more than once and in whatever order a student chooses. Write more transition words on the board as needed to accommodate the illustrations from the story, lining up all the illustrations in the correct sequence along the chalkboard ledge.
- Call on students and have them describe the important events that occurred in this sequence. Have students record the key words that describe these events in a correct sequence on their separate sheet of paper.
- Have students read the remainder of the book. Remind them to take breaks when reaching the pages with sticky notes to retell the important events in the story in their own words, and encourage them to tell all events in the right order.



Have students make a 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:** *As I read this story, I stopped every few pages to think about what had happened. After I had read the entire book, I could retell the whole story, using my own words. I included all the important events and made sure to include characters, problem, and solution. In this story, Sam was a dog who loved the Fourth of July so much that he always knew when the holiday was coming. The town decided to make him the Grand Marshal of the parade, so they dressed him up in a suit and hat of stars and stripes. The town was decorated in red, white, and blue, and everyone came out to see Sam lead the parade. He barked when the school band played patriotic songs, and he danced on his back legs. That is how I started my retelling of the story. How would you start yours?*

- Have students retell the story from the beginning with a partner.
- Ask students to explain how retelling helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events taped to the board. Place the illustrations from the remainder of the book out of order along the chalkboard ledge. Have students sequence the remainder of the book by calling on students to select which event comes next and to describe it. Tape each illustration on the board in the correct sequence. Have students write a description of the events beneath the appropriate transition words on their separate piece of paper. Tape the last illustration of the book under the transition word *finally*, and remind students that this word only comes before the last event in the story.
- Take down the illustrations and erase the descriptions. Place the illustrations back along the chalkboard ledge in the wrong sequence and have students try to retell the story to a partner. Ask students to explain why it is important to keep events in the proper sequence (the story does not make sense out of order).
- **Independent practice:** Take down all the illustrations from the board. Introduce, explain, and have students complete the [sequence events worksheet](#). Encourage them to refer to their book as needed for assistance. If time allows, discuss their responses.
- **Enduring understanding:** In this book, Sam has the chance to participate in activities for a holiday he loves. Why do you think we like to celebrate holidays? If you could be involved in an event for a holiday, like Sam and his involvement with the parade, what would you do and why?

Build Skills

Phonics: **Vowel digraph -ay**

- Review with students the long /a/ vowel sound. Write the word *play* on the board and say it aloud with students.
- Have students say the long /a/ sound aloud. Then run your finger under the letters in the word *play* as students say the whole word aloud. Ask students to identify which two letters represent the long /a/ sound in the word *play* (*ay*).
- Point out that there are different methods of creating the long /a/ sound in words and that the letter combination *ay* is one of those methods. Review other means of creating the long /a/ sound, such as the VCe rule and the vowel digraph *-ai*.
- Remind students that if a word has more than one syllable, the vowel digraph *-ay* may be in just one syllable of that word. Write the word *mayor* on the board and underline the first syllable. Ask students how they would read that syllable. Then read the word *mayor* aloud with students.
- Have students work in groups to brainstorm other words that contain the long /a/ sound. Encourage groups to think of words that have more than one syllable. Call on groups and have them share a word. Record the words on the board. Ask students to point to the letter combinations that create the long /a/ sound. Invite volunteers to come to the board and circle words that use the vowel digraph *-ay* to create the long /a/ sound.
- Have students practice writing the *ay* letter combination on their desk while saying the long /a/ sound.



Check for understanding: Have students work with a partner to find and circle all the words that contain the vowel digraph *-ay*. After finding and circling each word, have pairs say the word aloud to each other.

Grammar and Mechanics: **Simple sentences**

- Write the following sentence on the board: *Sam leads the parade*. Ask students to identify who the sentence is about (Sam). Ask students to describe what Sam is doing (leading the parade).

Lesson Plan *(continued)*

Sam's Fourth of July

- Remind or explain to students that the *subject* of a sentence tells who or what the sentence is about, and since this sentence is about Sam, Sam is the subject of the sentence. Circle the word *Sam*.
- Remind or explain to students that the *predicate* of the sentence tells what the subject is doing. Underline the phrase *leads the parade* in the sentence and point out that since that phrase explains what Sam is doing, *leads the parade* is the predicate of this sentence.
- Explain to students that sentences that contain one subject and one predicate are called *simple sentences*.
- Write several simple sentences on the board and read them aloud with students. Have students point to the subject of each sentence. Invite volunteers to come to the board and circle the subject or underline the predicate.
- Have students work with a partner to think of four simple sentences. Remind them that each sentence should have one subject and one predicate. Invite volunteers to share their sentences, and record some on the board. (If a shared sentence is not a simple sentence, discuss with the class how they can change the sentence so that it only has one subject and one predicate.)
- Call on students to come to the board and either circle the subject or underline the predicate in one of the sentences.



Check for understanding: Have students turn to pages 8 and 9 and read the sentences on those pages with a partner. Working with their partner, have students circle the subject and underline the predicate in each sentence.

- **Independent practice:** Introduce, explain, and have students complete the [simple sentences worksheet](#). If time allows, discuss their responses.

Word Work: **Compound words**

- Write the word *birthday* on the board and say it aloud with students. *Ask students if they can see two smaller words in this word (birth and day). Write the words birth and day separately beneath the compound word.*
- Explain to students that a *compound word* is a new word made from two smaller words. The two small words have their own meaning, but when they are put together, they mean something new. Point out that the word *birthday* is a compound word.
- Discuss with students the meaning of the words *birth* and *day*. Lead them in a comparison of the meanings of these words with the meaning of the word *birthday*. Point out that the meanings of the smaller words give clues to the meaning of the compound word (a birthday is the anniversary of someone's birth).
- Write the following words on the board and read them aloud with students: *lady, bed, sand, brow, bug, news, eye, time, box, and paper*. Discuss each word's meaning. Invite volunteers to come to the board and draw a line connecting two words that make a compound word. Have volunteers write the new compound words on the board. Guide the class in discussing the definition of each compound word, using the smaller words as guides.



Check for understanding: Have students locate and circle compound words in the story. Have them write the compound words on a separate piece of paper and circle each smaller word in each compound word. Ask students to work with a partner to discuss the meaning of each compound word, using the two smaller words to guide their definitions. Review the lists of compound words and their corresponding definitions 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

- Allow 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 retell the story to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Ask students to imagine an adventure they could have on the Fourth of July. Instruct them to include themselves and one other character in the story. Have them think of an imagined problem they would have during their adventure and how they would solve their problem. Have them write a story at least one page long that describes their fictional Fourth of July adventure, and ask them to illustrate their story with a drawing.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Place a picture of the original Declaration of Independence on the board. Ask students to raise their hand if they recognize this image. Have them take turns describing the picture to a partner. Explain to students that the Declaration of Independence is an important document in United States history. Explain that the United States commemorates the adoption of the Declaration of Independence on July 4 of every year. Bring in several different illustrations of the signing of the Declaration of Independence and of the writers of the document (John Adams, Benjamin Franklin, Thomas Jefferson, Robert R. Livingston and Robert Sherman). Assign student groups one of the writers to research. Have the groups include information such as where the writers were from, what their profession was, and other important historical information about them. After a period of time, have all the groups pass the material around in a circle until all groups have had a chance to look at all of the material. Lead a discussion on why the signing of the Declaration of Independence is celebrated in the United States.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently retell story events to understand text
- accurately sequence events in a story during discussion and on a worksheet
- correctly identify and write the vowel digraph -ay letter combination that represents the long /a/ sound during discussion
- accurately analyze simple sentences during discussion and on a worksheet
- correctly identify and use compound words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)