

### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 148

### Book Summary

*Cleaning My Room* is the story of one little boy and his very messy room. After his mom instructs him to clean up the mess, the boy asks for the reader's help to locate and sort various objects in his room. Lively illustrations and engaging text support emerging readers. Students will have the opportunity to identify story elements including characters, plot, and setting in this humorous story.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Retell to understand text
- Identify characters, setting, and plot
- Discriminate short vowel /e/ sound
- Identify short vowel e
- Recognize and use question marks
- Recognize and use the high-frequency words *can*, *me*, *my*, *you*

#### Materials

Green text indicates resources are available on the website.

- Book—*Cleaning My Room* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Dictionaries
- Crayons
- Story elements, short vowel e, question marks 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](http://VocabularyA-Z.com).

- High-frequency words: *can*, *me*, *my*, *you*
- Content words:  
Story critical: *clothes* (n.), *find* (v.), *help* (v.), *pile* (n.), *room* (n.), *sort* (v.)

### Before Reading

#### Build Background

- Write the phrase *Messy Room* on the board. Ask students if they have ever had a messy bedroom. Ask students to share examples of what might be found in a messy room and list their responses on the board (clothing on the floor, toys out, unmade bed, and so on).

- Ask students if they have ever had an adult tell them that they must clean their room. Invite students to share how they felt when they were required to clean up. Have students share their experiences with the class. Ask students if they have ever had someone help them clean up and how this made them feel.
- Invite students to share any strategies they may have for cleaning up their room such as picking up all the toys, then the clothes, then the books, and so on.
- Explain to students that they will be reading a story about one little boy with a very messy room and his mother, who wants him to clean it up.

### Book Walk

#### 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, 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).
- Have students turn to page 4. Point out the repetitive question *Can you help me find them?* Have students read this question aloud. Explain to students that this question repeats throughout the book. Have students turn to page 5. Point out the repetitive sentence *Thank you for your help!* Explain to students that this is a sentence that repeats throughout the book. Remind students to use letter and picture clues to identify unfamiliar words.

#### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then to retell in their mind the details of what is happening in the story.
- Explain that when people retell a story or an event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or a funny event that occurred.
- Model retelling a life event.  
**Think-aloud:** *Yesterday, before I left for school, I was about to take my dog for a walk when she nudged past me and ran straight out the door! She had spotted a squirrel and started chasing it. Once she started running, however, she didn't stop. I started to chase after her and called her name for her to come back. Over the neighbors fence she jumped. Under the bushes she crawled. She just kept going! I realized that I wasn't going to be able to keep up with her, so I got in my car to go look for her. Up and down the streets I drove looking. She was like a streak in the distance, and she ran from one neighbor's yard to the next. For thirty minutes I looked for her until it was time for me to leave for school. What was I going to do? As pulled into my driveway, there she was! She was waiting for me at the front door, ready to come back in the house and take a rest from her great adventure!*
- Reinforce the importance of telling the details of an event in the correct order.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Identify characters, setting, and plot**

- Explain to students that a story is made up of many parts, called *story elements*. Three important story elements include characters, setting, and plot. Characters are the people, animals, or imaginary creatures in the story. The setting tells where and when the story takes place. The plot is what happens to the characters in the story.
- Model identifying characters, setting, and plot.  
**Think-aloud:** *When people tell a story, they include information about the characters, the setting, and the plot in order for the story to make sense. For example, in the story about my runaway dog, the characters are me and my dog. The setting of the story was my neighborhood. The plot includes all the events in the story including my dog running away and eventually coming back home on her own.*

- Write the words *Who*, *Where*, and *What* on the board in three columns. Explain to students that the characters in the story refer to who, the setting is where, and the plot is what. Ask volunteers to help complete the chart using the information from the think-aloud.

### Introduce the Vocabulary


- Write the following story-critical words on the board: *clothes*, *help*, *sort*, and *pile*.
- Point out that these words can be found in the story. Divide students into two groups and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. After they are finished, as a class, create a definition for each word using students' prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *help* in the dictionary. Invite a volunteer to read the definition for *help*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *help* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about the boy and his messy room. Remind them to pause as they read to quickly retell in their mind the details of the story so far.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 4 and then stop to think about what has happened so far in the story. Remind them to use the pictures as clues for any unfamiliar words. Encourage students who finish before others to reread the text.
- Model retelling.  
*Think-aloud: I stopped reading after a couple of pages to retell in my mind what I had read so far. I learned that the boy's mom has asked him to clean his room. I also know that the boy has asked for the help of the reader to find his red socks.*
- Remind students that all stories have characters, a setting, and a plot. Review the columns on the board labeled *Who*, *Where*, and *What* with the corresponding story elements.
- Have students review the pictures on pages 3 and 4. Ask them who the characters are in this story (the boy and his mom). Write this information on the board under the *Who* column. Explain to students that some stories, like *Cleaning My Room*, will have one or two characters and other stories will have many characters.
- Model how to determine setting.  
*Think-aloud: Sometimes a story tells where it takes place, and sometimes I have to figure it out for myself as I am reading. On this first page of this story, I can tell from the words in the book and by the pictures that this story will take place in the boy's bedroom. Sometimes the setting can change throughout a story. As I read, I will pay attention to the words and the pictures to see if the whole story takes place in the boy's room or if the setting changes.*
- **Check for understanding:** Have students read to the end of page 7. Invite students to retell what they have read so far. Ask students how the pictures in the story helped them better understand the setting.
- Have students read the remainder of the book. Remind them to pause often to retell in their minds the events of the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section that follows.
- 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.

### 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

- Retell in detail the events of the story after the boy's mom tells him to clean his room.  
**Think-aloud:** *After the boy's mom asked him to clean his room, he first looked for all of his red socks. He found four red socks and put them in a pile on the floor. Next, the boy looked for all of his blue socks. He found six blue socks and put them in a pile on the floor too. Then, the boy looked for all of his green shirts. He found three green shirts and put them in a pile next to his socks.*
- Have a volunteer continue to retell the rest of the story. *Remind them to tell the events of the story in the correct order.*
- Have students retell the story from the beginning to a partner. Listen for whether they include all events in the correct order.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how the pictures in the story helped students to determine the setting. Ask students if the setting changes during the story and how they can tell. Record this information about the setting on the board in the column labeled *Where*.
- Remind students that the plot of a story refers to what happens in the story. Explain to students that when telling the plot of a story, it is important to include any problems the characters encounter. Ask volunteers to describe the plot of the story. Record this information on the board in the column labeled *What*.
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, the little boy asks for help to clean his room. Why is it important to be able to ask for help?

### Build Skills

#### Phonological Awareness: Short vowel /e/ sound

- Say the word *pen* aloud to students, emphasizing the short vowel /e/ sound. Have students say the word aloud and then say the /e/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that contains the short vowel /e/ sound (*help, red, them*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the short vowel /e/ sound: *pet, me, nest, night, can, men, reach, step*.

#### Phonics: Short vowel e

- Write the word *mess* on the board and say it aloud with students.
- Have students say the short vowel /e/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /e/ sound in the word *mess*.
- Have students practice writing the letter e on a separate piece of paper while saying the short vowel /e/ sound.
- Write the following words with the short vowel /e/ sound on the board, leaving out the vowel: *set, desk, pen, stem*. Say each word one at a time, and have volunteers come to the board and add the short vowel e to each word.



**Check for understanding:** Have students work with a partner to circle all the words containing the short vowel e on pages 3 through 12. If time allows, discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-e worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Question marks

- Review or explain that at the end of a sentence asking a question we always use a *question mark*. Model a voice intonation when reading a question compared to reading a statement.
- Have students turn to page 3. Ask students to identify the question word on page 3. Have students identify the question mark at the end of the sentence.
- Have students suggest questions. Write each question on the board, leaving off the question marks. Have volunteers come to the board and add the question marks at the end of the sentences. Have students practice reading each sentence with correct intonation.



**Check for understanding:** Have students circle or highlight the question words and question marks in the book. Review the words when they are finished.

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

### Word Work: High-frequency words *can, me, my, you*

- Explain to students that they are going to learn several words that they will often see in books they read. Write the word *can* on the board and read it aloud. Have students read the word with you.
- Ask students to write *can* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the second sentence on page 3 aloud to students. Point to the word *can*. Explain that *can* is often used to mean *to be able*. Point out that the word *can* is often used as a question word. Have students use the word *can* in a sentence with a partner.



Have students use a blue crayon to color each occurrence of the word *can* in the text. Have them write the word several times on a separate sheet of paper.



Repeat the above procedure for the following high-frequency words: *me, my, you*. Have students use a different color crayon for each word when identifying high-frequency words in the story.

## 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 identify the characters, setting, and plot to someone at home.

## Extend the Reading

### Informational Writing Connection

Have students consider how their room is similar to and different from the boy's room in the story. Provide each student with a blank Venn diagram template. Review or explain how to complete a Venn diagram. Have students complete the diagram to compare their messy room to the room in the story. Have students summarize this information in several sentences, using correct capitalization and punctuation.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### Social Studies Connection

Provide access to printed resources and the Internet for students to research different types of homes in different cultures. Have students choose a particular country to research. Invite students to consider what the messy room of a child in that part of the world might contain and how would it be similar to or different from their own room. Have students record this information in rough draft form. Have students create a diorama of the messy room of a child from another culture. Invite students to create a final copy of the information they have collected. Be sure students can locate the country of interest on a map. Have students present their findings and diorama to the class.

### 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 use the strategy of retelling to understand text during discussion
- accurately identify the characters, setting, and plot during discussion and on a worksheet
- accurately discriminate short vowel /e/ sound during discussion
- correctly identify short vowel e in text, during discussion, and on a worksheet
- correctly understand and identify question marks in the text and on a worksheet
- consistently identify and use the high-frequency words *can, me, my, you*

### Comprehension Checks

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