

About the Book

Text Type: Fiction/Fantasy Page Count: 10 Word Count: 70

Book Summary

Tiger, the house cat, dreams of being a hunter but decides it is too much work. *Too Much Work!* provides an opportunity for students to visualize and distinguish between reality and fantasy. High-frequency words and repetitive phrases make this book perfect for emergent readers. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand and remember story events
- Distinguish between reality and fantasy
- Segment syllables
- Identify short /a/ vowel
- Recognize and use verbs
- Recognize and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Too Much Work!* (copy for each student)
- Chalkboard or dry erase board
- Visualize, short /a/ vowel, verbs 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

- High-frequency words: *get(s), he, him, makes, see*
- Content words: *body, eyes, fluffs, ready, stripes, tiger*

Before Reading

Build Background

- Ask students to explain what they dream about doing. Make a list on the whiteboard.
- Explain that sometimes we dream about things that could really happen, and at other times we dream about things that are make-believe.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Too Much Work!* (Accept all answers that students can justify.)

Lesson Plan *(continued)*

Too Much Work!

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator'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 story and what a person already knows about a topic. Illustrations in stories 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 two to create a picture in my mind of the information I've read. This helps me understand and remember what happened so far in the story. For example, on page 3, the author tells about Tiger wanting to be a hunter. When I read this page, I imagined a tiger crouching low to the ground and moving very slowly. I imagined that he was watching another animal and getting ready to jump on it. I created a picture in my mind using the author's words Tiger and hunter.
- Reread page 3 aloud to students and ask them to describe what the author's words led them to visualize. Have students draw a picture of what they imagined and share it with the group.

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

- Explain to students that stories can be about *reality*—things that are real—or about *fantasy*—things that are imaginary. Remind students that when something is made up and imagined only in our mind, it is called *fantasy* or *make-believe*. Explain the sometimes the title and cover pictures of a book can give clues that let the reader know if the book will be about real or make-believe things.
- Tell students that it is important to understand and know what is real and what is fantasy, especially when they are reading a book, playing a game, or watching a television program. Invite students to share predictions about this book based on the cover and title.
- Model how to identify reality and fantasy.
Think-aloud: To decide whether a story or details in a story 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 happen 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 the types of dreams they have had. Discuss whether their responses are examples of reality or fantasy. Label their responses on the board as fantasy or reality.

Introduce the Vocabulary


- While previewing the story, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model this by thinking aloud and incorporating content vocabulary while looking at the pictures. For example, on pages 3 and 4, you might say: *It looks as though Tiger is a hunter today. He puts on his hunting hat and fluffs up his coat.*
- Remind students to look at the pictures and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *creep* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Tiger making his paws stretch as he is getting ready to hunt. I have seen cats do this when they are getting ready to pounce. When I look at the first part of the word, it starts with /crl/. However, the word stretch starts with the /st/ sound, so this can't be the word. I know that another word for stretch is creep. The word creep starts with the /crl/ sound. I also hear the /pl/ sound at the end of creep. The sentence makes sense with this word. The word must be creep.*

Set the Purpose

- Have students read to find out what happens when Tiger dreams of being a hunter. Remind them to visualize as they read the words of the story and think about which things are real and which are make-believe.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model visualizing.**
Think-aloud: On page 5, after reading about Tiger and looking at the picture, I imagine his glowing eyes growing larger and larger as he stalks his prey. I also imagine his body getting closer to the ground as he tries to hide himself before he jumps.
 - Introduce and explain the **visualize worksheet**. Have students draw and write about what they visualized on each page.
 - Have students read to the end of page 8. Review the pictures and the things the author says about Tiger. Ask students if these things could really happen or if they are make-believe. Say: *On page 8, Tiger makes his body smaller and gets ready to jump. Could Tiger really do this?*
 - Invite students to share examples of fantasy and reality that they have read about so far in the story.
 - **Check for understanding:** Have students read to the end of page 10. Invite them to share other examples of fantasy and reality they discovered as they read. (Accept all answers that show students understand the difference between fantasy and reality).
 - Have students complete the visualize worksheet by drawing and writing what they visualized on each page listed.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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 10, I thought about Tiger deciding that hunting was too much work. I imagined that he was hungry and tired from all of his make-believe hunting. I pictured him curling up in a ball and tucking his head under his paws to take a long nap.*
- Invite students to share and discuss their responses from their worksheet.
- Ask students to explain how visualizing helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review characteristics of reality and fantasy. Invite students to share examples of fantasy and reality from the story.
- **Enduring understanding:** In the story, Tiger dreamed of being a hunter. He imagined himself hunting a real tiger but then decided it was too much work. Now that you know this information, why is it important to keep on trying even when things seem as if they might be hard?

Build Skills

Phonological Awareness: Segment syllables

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *hunter*. Clap each time you say a syllable (2 claps).

Lesson Plan *(continued)*

Too Much Work!

- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *animal, stripes, Tiger, hunting, away*.

Phonics: **Short /a/ vowel**

- Write the word *nap* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the word aloud. Ask students which letter stands for the short /a/ sound in the word *nap*.
- **Check for understanding:** Write the following words that have the short /a/ sound on the board, leaving out the medial *a*: *cat, tap, flat*. Say each word, one at a time, and have volunteers come to the board and add the *a* in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the **short /a/ vowel worksheet**. If time allows, discuss their responses.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 4 in their book. Read the second sentence aloud together. Ask students to name the word that identifies an action (*fluffs*).
- Write the following sentence on the board: *Tiger jumps on the mouse*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.
- Write the words *fluffs* and *jumps* on the board. Explain that these words tell about actions that are happening right now, or in the present.
- **Check for understanding:** Ask students to search the story to locate other action words and underline them. Have them work with a partner to make a list of action words. Invite students to share their lists and act out one verb from each list.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

Word Work: **Synonyms**

- Have students turn to page 5. Read the first sentence aloud with students. Write the word *big* on the board.
- Explain that writers often have many choices of words to use, and there may be several words that have similar meanings. Remind students that words with similar meanings are called *synonyms*. Ask them to suggest other words the author might have used in place of *big* (*huge, large*).
- Reread the second sentence aloud together. Have students locate the word *small*. Ask them to suggest synonyms for *small* (*tiny, little*).
- **Check for understanding:** Have students work with a partner to come up with synonyms for *coat* and *jump* (*fur, hop*). Ask volunteers to share their ideas, and write them on the board. Use the synonyms to write sentences together on the board.

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 students explain what they visualized to someone at home. Remind them to discuss the things in the story that are real and make-believe.

Extend the Reading

Fantasy Fiction Writing Connection

Have students draw a picture of something that they have dreamed of doing. Ask them to write a sentence about their picture and to explain if the dream is only a fantasy or if it might someday become real.

Science Connection

Provide students with resources about house cats and tigers. Discuss how they are alike and how they are different. Use a Venn diagram to graphically record the similarities and differences. Write a simple class book in compare-and-contrast format using the information recorded.

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:

- accurately and consistently visualize events in the story during discussion and on a worksheet to understand text
- accurately distinguish between reality and fantasy during discussion
- accurately segment syllables during discussion
- identify and write the letter symbol that stands for the short /a/ sound during discussion and on a worksheet
- accurately identify and understand the use of verbs during discussion and on a worksheet
- understand and use synonyms orally and in writing

Comprehension Checks

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