



About the Book

Text Type: Fiction/Humorous Page Count: 26 Word Count: 910

Book Summary

Who can resist a customized sandwich? This book takes the reader to Irma's Sandwich Shop, where Irma makes sandwiches for *all* of her customers, whether they're little boys or vultures. Humorous illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions


Objectives

- Make, revise, and confirm predictions
- Analyze character traits
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Recognize and use possessive nouns
- Understand the purpose of bold print in text

Materials

Green text indicates resources available on the website

- Book—*Irma's Sandwich Shop* (copy for each student)
- Chalkboard or dry erase board
- Analyze character, vowel digraphs *ee*, *ea*, and *ie*, possessive nouns 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: **impressive** (adj.), **ingredients** (n.), **patiently** (adj.), **rancid** (adj.), **Reuben** (n.), **tasty** (adj.)

Enrichment: **horseradish** (n.), **opossum** (n.), **pumpernickel** (n.), **rye** (n.), **sauerkraut** (n.)

Before Reading

Build Background

- Talk to students about opening a new business, such as a sandwich shop. Ask them what kinds of materials and supplies they might need to get started. Ask what other things or information they might need before opening their business.
- Ask students what their favorite kind of sandwich is. List students' responses on the board. Encourage students to look for these types of sandwiches in the book as they read.

Preview the Book

Introduce the Book

- Explain to students that guessing, or predicting, what might happen in a book is a fun way to read that will help them understand a story.
- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the front cover. I see a woman hanging a sign for a sandwich shop. On the back cover, I see a vulture imagining a sandwich with dead rodents in it! Since the title of the book is Irma's Sandwich Shop, I think this might be a story about a woman named Irma who opens a sandwich shop for animals. I'll have to read the book to find out.
- Encourage students to make predictions about what they think they will learn about the sandwich shop in the book.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 18. Have them find the word *patiently*. Model how they can use context clues to figure out the meaning of the word. Ask students to look for words in the sentences around the sentence that contains the unfamiliar word to find clues to the meaning of *patiently* (sat on the counter, waited for service). Explain to students that, from the context clues, you have decided that *patiently* must be how Val the Vulture waited. Explain that when we wait at school we wait *patiently*. Explain that this word must mean *to wait politely without complaining*. Have students follow along as you read the sentence on the page to confirm the meaning of the word.

Set the Purpose

- As they read the book, encourage students to make predictions about what will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the characters.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 13. Encourage them to read to find out if Irma opens a sandwich shop for animals. Have them underline the words or phrases in the book that tell about her opening a sandwich shop. If they finish before everyone else, they can go back and reread.
- When they have finished reading, ask students to tell what they have learned so far about Irma's Sandwich Shop.

Lesson Plan *(continued)*

Irma's Sandwich Shop

- Model making, revising, and confirming predictions.
Think-aloud: So far, my prediction about Irma opening a sandwich shop is right, but I thought it would be a shop for animals. It now looks like the shop is for people, not animals, to come and buy sandwiches. From what I've read about Irma, it sounds as though she would make a sandwich for anyone (or anything) who asked for one. I'll have to keep reading to find out if my prediction about animals is true.
- Have students turn to page 8 in the book. Read the sentence *If she didn't have the ingredients, it never took her long to get them.* Ask students what this tells them about how Irma feels about making her customers happy. Ask them if they think she will change her mind if someone asks for something on their sandwich that she can't buy at the store.
- Encourage students to continue to make, revise and confirm their predictions as they read the remainder of the story.
- ✎ 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

- Discuss how making predictions about what will happen in the story keeps students actively involved in the reading process and helps them understand and remember what they read.
- *Think-aloud: I predicted what I thought this story would be about by looking at the front and back covers of the book. My prediction about Irma opening a sandwich shop was correct. But my prediction that the shop was for animals was only partly correct. She made sandwiches for people and animals. It didn't matter to her who (or what) they were!*


Teach the Comprehension Skill: **Analyze characters**

- **Discussion:** Ask students to identify the characters in the story (Irma, Reuben, Joey Talltree, Sammy Snake, Val the Vulture, Billy the Goat). Ask them what they can tell about the characters from the illustrations. Have students tell how they get to know the main character, Irma (through the author's words). Ask how they think the story might be different if Irma were telling the story.
- **Introduce and model:** Explain that there are many ways to learn about a character in a story. One way is to look at a character's words. Another way is to look for things the character does. Explain to students that a character's words, thoughts, and actions are how the author lets the reader get to know the character and form an opinion about him or her.
- Read pages 19 and 20. Ask students what Irma's words tell about her. Remind students that Irma asks Val the Vulture, *"So what'll it be, my fine feathered friend?"* When Val asks for a sandwich with dead opossum, squashed crow, and rancid mouse, Irma smiles and says, *"Coming right up."* (Irma is friendly, not judgmental, etc.)
- Read page 20 again. Ask students what the author's words tell about Val the Vulture (she is creative, she eats rancid food, etc.).
- **Check for understanding:** Read pages 23 and 24. Ask students what Irma's words and actions tell about her (she is cheerful, she is willing to work hard to make her customers happy, and so on).
- **Independent practice:** Introduce, explain and have students complete the **analyze characters worksheet**. When students are finished, discuss their responses.


✎ **Extend the discussion:** Discuss the plot and whether or not students think it is believable and why. Instruct students to use the last page of their book to write which character they liked best and why. Have students read their responses to the group.

Build Skills

Phonics: Vowel digraphs *ee*, *ea*, and *ie*

- Write the word *beef* on the board and point to the letters *ee*. Explain to students that the letters *e* and *e* together stand for the long /e/ vowel sound they hear in the middle of the word *beef*.
- Explain that the *ee* letter combination is one of the letter combinations that stand for the long /e/ vowel sound. The other combinations are *ea* and *ie*. Explain to students that these combinations of letters together are called *long vowel digraphs*.
- Write the words *seed* and *sad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *beef*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words containing a digraph with the long /e/ vowel sound the same as in *beef*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 4. Instruct them to find and circle the word *peanut*. Write the word *peanut* on the board. Point out the letter combination that stands for the long /e/ vowel sound and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *beef*. Explain that the long /e/ vowel sound comes from the digraph in the middle of this word. Next, run your finger under the letters as you blend the sounds in *peanut*: p/ea/n/u/t/. Point out that even though there are six letters, only five sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *cheese*, *meat*, and *believe*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ vowel sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.
-  **Check for understanding:** Have students turn to page 22 and reread it. Have them underline any word that contains the long /e/ vowel sound. Ask students to tell the words they underlined (*Each*, *seemed*). Have students tell the vowel digraph in each word.
- **Independent practice:** Introduce, explain, and have students complete the **vowel digraphs *ee*, *ea*, and *ie* worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Possessive nouns

- Review or explain that a *possessive noun* is formed by adding an 's to the end of a word to show ownership, or possession.
- Direct students to the title page. Ask them to find the possessive word (*Irma's*). Explain the rule of possession indicated by an 's (the shop belongs to Irma). Write a volunteer's name on the board and ask that volunteer to name something that he or she owns. Then add an 's to the end of the name before writing the item. For example, write *Jenny*. Then add 's *pencil*. Repeat the example for other volunteers who would like to contribute.
- Choose a name that ends in *s* to explain that the 's would follow the *s*. For example, *Thomas* would be changed to *Thomas's*.
-  **Check for understanding:** Have students underline the possessives in the book, along with the items that each character owns. (*Irma's* shop, *Joey's* sandwiches, *Val's* order).
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers aloud.

Word Work: Bold print

- Review or explain that bold print in text is lettering that is thicker and stands out from the other lettering on the page.

- Have students turn to page 4. Ask them to identify the bold words on the page (*Irma Opens a Shop*). Ask why they think the author chose to use bold print for those words (to make them stand out, because it is the chapter title). Have students turn to page 7. Ask them to identify the bold words on the page (*Irma's Tasty Sandwich Shop. You name it, and I make it*). Ask why they think the author chose to use bold print for those words (to make them stand out, because they tell what's written on her sign). Talk about the other ways the author might have chosen to make the words on the sign stand out (changed the font or lettering).
- Direct students to the other chapter titles on pages 8, 14, and 22. Discuss the author's purpose in choosing bold print to write each title. Point out that the chapters are not numbered or underlined, so bolding the words is a strategy used to make sure the reader knows that the words are special and need to stand out from the rest of the text.

 **Check for understanding:** Have students go through the story and underline all of the bold words.

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.

Extend the Reading

Writing Connection

Show students how to make a web that will help them write character descriptions. Elicit headings, such as physical characteristics, family, age, friends, hobbies, pets, etc. Instruct students to choose a character and write his or her name in the center circle of the web. Then have students fill in the remainder of the web. When students have completed their webs, have them write short, descriptive paragraphs using the information they have written and draw pictures of the characters. Post on a bulletin board titled "What a Character!"

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Science Connection

Discuss why some animals can eat rancid meat but humans shouldn't. Talk about why foods spoil and why some bacteria are harmful to humans. Invite a nutritionist or food inspector to speak to the group about food that is not fit for human consumption.

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 make logical predictions based on available pictures and text; revise and/or confirm predictions as they preview and read the book
- accurately analyze the thoughts, feelings, and actions of the book's characters
- correctly identify and spell words containing vowel digraphs *ea*, *ee*, and *ie* during discussion and on a worksheet
- correctly recognize and use possessive nouns
- identify and understand the use of bold print

Comprehension Checks

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