



## About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 373

### Book Summary

*Broken Arm Blues* tells the story of two siblings who each have a broken arm at the same time. They go through various emotions when dealing with their injuries and eventually learn how to overcome their depression and boredom by working together. Students will be able to discuss difficult emotions and work on skills such as identifying problem and solution. Colorful illustrations accompany the story.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions

### Objectives

- Use the reading strategy of making, revising and confirming predictions to understand text
- Determine problem and solution
- Discriminate initial consonant /k/ sound
- Identify initial consonants *Cc* and *Kk*
- Recognize and use numeral adjectives
- Understand and create similes

### Materials

Green text indicates resources available on the website.

- Book—*Broken Arm Blues* (copy for each student)
- Chalkboard or dry erase board
- A photograph of peas in a pod
- Pictures of animals and objects
- Problem and solution, initial consonants *Cc* and *Kk*, adjectives 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](http://VocabularyA-Z.com).

- High-frequency words: *their*
- Content words:

Story critical: *blues* (n.), *bored* (adj.), *bulky* (adj.), *cast* (n.), *karate* (n.), *pod* (n.)

## Before Reading

### Build Background

- Ask students to raise their hand if they have ever broken their arm or another body part. Invite volunteers to share what the experience was like for them.

## Lesson Plan *(continued)*

## Broken Arm Blues

- Have students think about a time when they were injured. Ask students to write on a separate piece of paper words that describe their accident and how they felt when they were hurt. Then ask students to remember how they felt when their injury healed, and record these feelings on the separate piece of paper.

### 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 *Broken Arm Blues*. (Accept all answers that students can justify.) Record these predictions on the board
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Explain to students that good readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction that makes sense, on the basis of clues from the story, is more important than getting the prediction right, or confirmed. They can always change, or revise, predictions as they read.
- Model making predictions using information on the cover.  
*Think-aloud: When I read the title of this story, Broken Arm Blues, I receive a big clue. Someone is going to have a broken arm! The picture on the cover shows two kids with broken arms, and the boy is holding a soccer ball. They both look sad. With these clues, I can make a prediction about the story. I predict that the boy and girl are going to break their arms while playing soccer. As I read, I will check to see if I can confirm my prediction, or if I need to revise it.*
- Remind students of the predictions they made while looking at the cover. Add your predictions to the board along with theirs. Invite students to offer any further predictions they have for the story. Ask students to think about whether they want to revise any of these predictions as they read, and to keep track of confirmed predictions.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Problem and solution**

- Write the words *Problem* and *Solution* on the board. Remind students that in many stories, the character has a problem, or a difficulty that needs to be solved. The solution is how the character works through the problem and resolves it.
- Create a T-chart on the board, and label the left side *Problem* and the right side *Solutions*. Write the sentence *I forgot my lunch and now am hungry* on the board under the *Problem* heading.
- Model how to determine solutions to a problem.  
*Think-aloud: I know that when I have a problem, I can handle it in different ways. In the sentence on the board, my problem is that I am hungry because I forgot my lunch. What are some steps I could take to solve this problem? One way I could solve my problem is by borrowing money from a friend to buy a lunch. I could ask for permission to go home and get my lunch. Or I could see if a friend would be willing to share a lunch with me. These are all possible solutions I could use to solve my problem of being hungry.*
- Model filling in the chart on the board with information from the think-aloud. Point out that there are many ways to solve a problem.
- Write the following sentence on the board under the *Problem* heading: *I don't understand my math homework*. Break students in groups and have them discuss possible actions a person could take to solve this problem. Invite volunteers to share their solutions, and record these on the board under the *Solutions* heading.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *What do Kyle and Carrie have on their arms? That's right; they have a cast on their arm. Why do people wear casts?*
- Remind students to look at the letters with which a word begins and to use the rest of the sentence to figure out a difficult word. For example, point to the word *pod* on page 3 and say: *I am going to check the beginning of this word and read the rest of the sentence to figure out this word. The word starts with the /p/ sound. The sentence says "You're like two peas in a /p/ word." What do peas go in? Peas go in a bowl when I eat them, but the word bowl starts with the /b/ sound. I know that when peas grow, they are covered with a green case that is called a pod. The word pod starts with the /p/ sound. Does this word work with the rest of the sentence? You're like two peas in a pod. The sentence makes sense with this word. The word must be pod.*

### Set the Purpose

- Have students continue to make predictions as they read. Remind them to think about the problems the characters are facing, and to predict solutions for those problems.

## During Reading


### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Kyle*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making and confirming predictions.  
**Think-aloud:** *So far in the story, Kyle and Carrie both have broken arms. Kyle broke his arm playing soccer and Carrie broke her arm in karate class. My prediction was partially confirmed—Kyle did break his arm playing soccer. Carrie did not, though, so that part of my prediction has been disproved. Now they both have casts and are happy with all the special attention they are getting. I remember on the cover, though, that they looked sad. With these clues, I can make another prediction. Kyle and Carrie will be happy for a little bit, but then they will get tired of their casts and become upset.*
- Review the predictions on the board. Ask students to point at predictions that have been confirmed, and circle these predictions. Ask students if they wish to revise any of their predictions, and rewrite those as directed.
- Invite students to make more predictions, on the basis of new information from the story, and record these on the board.
- Review the problems and solution recorded on the board. Explain that students will now determine the problem from the story. Read pages 7 and 8 aloud to students.  
**Think-aloud:** *Up until this page, even though Kyle and Carrie broke their arms, they were still happy. They had fun with their casts. However, on page 7, we learned that they weren't happy anymore. They had the blues, which means they were very sad. Being sad is a big problem. Kyle and Carrie's problem is that they are sad that their casts keep them from doing things they want to do. The solution to their problem must be about how they work through this sadness.*
- Introduce and explain the **problem-and-solution worksheet**. Have students record the problem on their worksheet.
- **Check for understanding:** Have students read to the end of page 11. Encourage them to share more predictions. Emphasize any predictions they confirmed or need to revise. Record this information with the other predictions.

- Model revising predictions.

**Think-aloud:** *This far in the story, we have learned that Kyle and Carrie are not happy with their broken arms. Not only do they have the blues, but now they are angry. This would prove my earlier prediction — that they would get tired of their casts and become upset—but I want to revise that prediction. I predict that they will be upset about their casts, but because they are so close as brother and sister, they will figure out a way to do the fun things they want to do, even with their casts. I will keep reading to see if my revised prediction is confirmed.*

- Ask students whether Carrie and Kyle have solved their problem (no). Discuss with students whether they learned more about the problem (they can't play at the party, they can't play soccer, they can't clap their hands). Have students record further information about the problem on their worksheet.
- Have students think about how they might solve the problem. Ask students to think-pair-share about possible solutions: think on their own, pair with a partner, and share ideas with the class. Have students record two possible solutions on their problem-and-solution worksheet.
- Have students read the remainder of the book. Remind them to make predictions and think about the solutions to the problem Kyle and Carrie face.

 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:** *Now that I have read the entire story, I can look over all my predictions and see which ones were confirmed and which were not. My first prediction was half confirmed when Kyle broke his arm playing soccer, and half disproved when Carrie broke her arm during karate. My next prediction, that they would be upset about their broken arms but then feel better, was also confirmed by the end of the story.*
- Discuss as a class the remaining predictions. Circle the confirmed predictions, and erase the disproved predictions. Remind the class that it is more important to make a prediction that makes sense on the basis of clues in the story than it is to confirm a prediction.
- Ask students to explain how making predictions, and revising or confirming them, helped them to understand and remember the story.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the solution to Carrie and Kyle's problem. How does it compare with the possible solutions that the students created earlier? Have students share with a partner what they liked best, the solution in the book or one of the solutions they created.
- **Independent practice:** Have students complete the problem-and-solution worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, Kyle and Carrie get the broken arm blues because wearing a cast is not much fun. Describe a time when you have been angry or sad. Is it bad to have such feelings? How can you help yourself feel better when you are experiencing such emotions?

## Build Skills

### Phonological Awareness: Initial consonant /k/ sound

- Say the word *cast* aloud to students, emphasizing the initial /k/ sound. Have students say the word aloud and then say the /k/ sound.
- Have students say the /k/ sound to each other. Then have them work with a partner to think of other words that begin with the /k/ sound. Invite volunteers to share.

Lesson Plan *(continued)*


## Broken Arm Blues

- Read pages 3 and 4 aloud to students. Have students tap their desk when they hear a word that begins with the /k/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /k/ sound: *pod, cart, karate, blue, cord, city, and candle.*

**Phonics: Identify initial consonants Cc and Kk**

- Write the word *cast* on the board and say it aloud with students.
- Have students say the /k/ 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 /k/ sound in the word *cast*.
- Repeat the process with the word *karate*. Point out that both the letter *Cc* and the letter *Kk* can make the /k/ sound. Explain to students that they will need to memorize the word to know what letter makes the /k/ sound in that word.
- Have students practice writing the letters *Cc* and *Kk* on a separate piece of paper while saying the /k/ sound.
- **Check for understanding:** Write the following words that begin with the /k/ sound on the board, leaving off the initial consonant: *king, cat, card, kind, and cub*. Say each word, one at a time, and have students guess which letter begins that word. Have students form their hand into a C-shape if they think the word begins with the letter *Cc*, and use both hands to make a K-shape if they think the word begins with the letter *Kk*. Tell students the correct letter to begin the word, and invite a volunteer to come to the board and add the initial consonant.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonants-Cc-and-Kk worksheet](#). If time allows, discuss their answers.

**Grammar and Mechanics: Adjectives**

- Remind students that *adjectives* are words that describe *nouns*. Write the following phrase on the board: *the red wagon*. Have students point at the adjective.
- Draw a picture of three wagons. Ask students to point to the first wagon in the line, then the second, and then the third. Underneath each wagon, write the words *first, second, and third*, respectively. Ask students if these words are adjectives (yes). Have students share with a partner the noun that these adjectives are describing (the wagon).
- Explain that some adjectives are used to describe the order of nouns, using a number, just as they described the order of the wagons above. Point out that the words *first, second, and third* are all numeral adjectives because they are adjectives that involve a number.
- Brainstorm with students more numeral adjectives (such as *fourth, fifth, and sixth*) and write these words on the board.
- Draw a series of nouns on the board. Point to one of the nouns in the line and have students call out the numeral adjective that describes that noun. Repeat the process with different positions and different series of nouns.
-  **Check for understanding:** Have students locate and circle all the numeral adjectives in the book. Have students underline each noun the numeral adjective describes.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

**Word Work: Similes**

- Have students turn to page 3. Read the following sentence aloud: “*You’re like two peas in a pod.*” Ask students if Kyle and Carrie really are peas in a pod (no). Have students share with a partner why they think that Carrie and Kyle’s dad calls them that.
- Place a photograph of peas in a pod on the board. Ask students how close the peas are in the pod. Have students describe the peas and ask if they look alike or different. Explain that when a person calls two people “two peas in a pod,” they mean that those people are very close, and probably look alike, too.



## Lesson Plan *(continued)*

## Broken Arm Blues

- Explain that this sentence is an example of a simile. A *simile* is an expression that *compares* one object to a very different object. For example, calling a car as fast as a bullet compares a car and a bullet, or calling a person as pretty as a flower compares a person and a flower. Point out that a simile always uses the words *like* or *as*.
- Ask the students to identify what is being compared in the sentence *Kyle and Carrie are like two peas in a pod* (Kyle and Carrie, peas). Emphasize that the word *like* links Kyle and Carrie to the peas. Rewrite the simile to use the word *as*: *Kyle and Carrie are as close as peas in a pod*.
- Break students in groups. Give to each group pictures of animals and objects, using photographs or pictures cut from a magazine. Have groups place together two pictures that are alike, be it two animals, two objects, or an animal and an object. For instance, they might put a picture of the moon with a television screen because they are both bright.
- Have groups share some of their pairings. Tape the pictures on the board, and ask groups to share why they chose those two as similar. In the example above, the group may say that the moon and a television screen are bright. Write the word *bright* on the board. Guide students to create a simile with this information: *The moon is like a television screen (because it is bright)*. Rewrite the simile using the word *as*: *The moon is as bright as a television screen*.
- Repeat this process until each group has made at least one simile.
- **Check for understanding:** Write some descriptive sentences and some similes on the board. Have students discuss with a partner which of the sentences are similes. Invite volunteers to come to the board and circle the similes.

### 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 make and confirm predictions with someone at home.

### Extend the Reading

#### Realistic Fiction Writing and Art Connection

On the board, draw three sections and label them *character*, *setting*, and *injury*. For each heading, write or tape up several different corresponding options. For instance, under *character* you could write *little girl*, under *setting* you could write *the forest*, and under *injury* you could write *skinned knee*. Make sure there are multiple entries for each heading. Have students choose one setting, one injury, and one or more characters. Guide students in creating a realistic story that involves the characters in their setting, with at least one of the characters getting hurt and how they solve that problem. Have students write their story down and illustrate it with at least one picture. The writing project could also evolve into a book with several pictures.

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

#### Science Connection

Take students to the library and lead them in research about the human body, particularly the bones. In class, read to students a book about the human skeleton system; teach students some of the names of the bigger bones. Pass out copies of a simple skeleton and have students label the bones they know. Invite a guest, such as a doctor or a nurse or a scientist, to come to the class and talk about broken bones and how they heal.

**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, revise, and confirm predictions to understand text
- correctly determine problem and solution in a story during discussion and on a worksheet
- accurately discriminate initial consonant /k/ sound during discussion
- properly identify and write the letter symbols that represents the /k/ sound during discussion and on a worksheet
- correctly use numeral adjectives during discussion and on a worksheet
- accurately create similes during discussion

**Comprehension Checks**

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