



About the Book

Text Type: Fiction/Fantasy Page Count: 22 Word Count: 1,234

Book Summary

Ms. Rose's fifth grade class is a fun place to learn, but make sure you do your homework! Putting it off can get you in real trouble. The pile grows and grows. Ms. Rose turns into a monster, and life gets strange. The kids learn their lesson, and they never put off doing their homework again. Readers will enjoy the amusing way this message is expressed.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand and recall the events in a story
- Sequence events in a story
- Identify consonant *sh* digraph
- Identify and use pronouns in place of nouns
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*The Homework Lesson* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, pronouns, synonyms 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: **assignments** (n.), **enormous** (adj.), **excuses** (n.), **extensions** (n.), **immediately** (adv.), **talons** (n.)

Enrichment: *homework* (n.)

Before Reading

Build Background

- Ask students to think about a time when they put off doing something that they should have done right away. Have students share their experiences.
- Extend the discussion by having students tell what happened when they put off doing the thing and tell what they would do differently if the situation were to happen again.

Preview the Book

Introduce the Book

- 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.
- Ask students what they already know about homework. Call attention to the boy on the covers. Based on the illustrations, ask students to explain what they think the boy's problem might be and what the "homework lesson" is.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Tell students that one strategy readers use to better understand a story is to pause after reading a few pages to summarize in their own words what they have read.
- Model how to summarize.
Think-aloud: As I am reading, I am going to pause after a few pages and put what I've read about into my own words. This will help me remember what has happened so far in the story.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Reinforce new vocabulary by incorporating it into the discussion of the illustrations. For example, on page 13, you might say: *It looks as if the boy's pile of homework has gotten very big. Does anyone know another word that means the same thing as big? (enormous)*
- Model word-attack strategies to read unfamiliar words. Remind students to look at beginning and ending sounds, and other parts that they recognize, to help them say words. They should also check whether a word makes sense by looking at the picture or rereading the sentence.

Set the Purpose

- Ask students to read to find out what happens to the boy and what the homework lesson is. Remind them to pause after reading every few pages to summarize in their own words what has happened so far.

During Reading

Student Reading

- **Guide the reading:** Ask students to read to the end of page 6. Listen to individual students read to check for their use of word-attack strategies while they read. Have them go back and reread the pages if they finish before everyone else.
- **Think-aloud:** *As I read, I paused after a few pages to think about what had happened so far in the book. First, I read that on the first day of school, Ms. Rose, Ryan's teacher, gave homework to the students. She told them that it had to be turned in on Thursday. She also told them not to wait to get started on it because homework can pile up. Next, Ryan decided to watch TV at home instead of doing his homework. I will keep reading and thinking about what happens to Ryan so that I can summarize the whole story into my own words.*
- Have students read to the end of the book. Remind them to use their own words to think about what happens in the story from beginning to end.



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

- Review how summarizing the book while reading helps readers to better remember important information and understand the story.
- Model how to use important information in text to summarize the story.
Think-aloud: I paused after reading every few pages to think about what was happening in the story. This helped me remember the order in which events happened in the book. Now that I know the order of events, I can retell the story using my own words.

Teach the Comprehension Skill: Sequence events

- **Discussion:** Ask students to share any experiences with homework that were similar to Ryan's. Invite students to share their experiences.
- **Introduce and model:** Explain to students that a *sequence of events* is the order in which things happen in a story. Sometimes a sequence of events is indicated by the use of sequencing words, such as *first*, *next*, *then*, and *finally*. Tell students that if the events in the story are not listed in the right order, the story does not make sense. Putting the most important events in the story in order helps readers understand and remember what they have read.
- Direct students to page 3 in the book. Reread pages 3 through 5 aloud. Ask students to share what they think happened first in the story. Say: *The first important event that happened in the story was that Ryan got homework that needed to be done by Thursday.* Create a sequence map on the board and write this information in the first space.
- **Check for understanding:** Ask students to use the book to find the important event that happened last in the story. Invite students to share using their own words. Write the last event on the board at the end of the sequence map (*Ryan did his homework as soon as he got it*).
- **Independent practice:** Give students the [sequence events worksheet](#). Have them write the first and last events discussed in class on the worksheet.

 Have students think about a sequence of events they go through in their daily lives. (Morning: *First, I get up and eat breakfast. Next, I get on the bus to go to school.* Noon: *Then, I have lunch with my friends, and so on.*) Instruct students to use the inside back cover of their book to list the events in order.

Build Skills

Phonics: Consonant *sh* digraph

- Write the words *shelter* and *dish* on the board and read them with students. Underline the consonant *sh* digraph and explain the letters *s* and *h* together make the /sh/ sound.
- Ask students to repeat the words and listen for the sounds that the letters represent. Explain that the letter combination can be at the beginning or end of a word. Write the words *shut*, *rush*, *shape*, and *fish* on the board. Read each word aloud with students. Ask them where they hear the /sh/ sound in the words.
- **Check for understanding:** Have students review the book to find words that contain the /sh/ sound (*sheet*, *show*, *she*, *finish*, and so on).

Grammar and Mechanics: Pronouns

- Tell students that writers use *pronouns* to replace nouns so that the name of a person, place, or thing does not have to be repeated too frequently.
- Write the words *we*, *he*, *she*, *they*, and *it* on the board. Explain that these are some of the most common pronouns that writers use.

Lesson Plan *(continued)*

The Homework Lesson

- Have students turn to page 3 in their book. Ask students to point to the following sentences in the book: *On the first day of school, Ryan found himself in Ms. Rose's fifth grade class. He was kind of nervous because he'd heard that Ms. Rose could be a real monster sometimes.*
- Ask students to point to the pronoun (*He*). Have students explain who the pronoun stands for (*Ryan*).
- Have students identify other pronouns in the book and identify who or what they stand for.
- **Check for understanding:** Introduce, explain, and have students complete the [pronouns worksheet](#).

Word Work: **Synonyms**

- Have students reread page 16. Ask them to tell words the author uses to describe the teacher (*hands clenched, her smile became a sneer, she howled at the students*).
- Explain to students that authors use *synonyms*, or words with similar meanings, to make a description about something more interesting. Have students point to the word *howled* on page 16. Ask students what words mean the same thing as *howled* (*yelled, screamed*). Have students explain why they think the author chose *howled*. (It helps the reader create a better picture in his or her mind of what is happening in the story.)
- On a separate piece of paper, have students write the word *cackle* inside a circle. Have students locate the word *cackle* on page 17 and reread the sentence. To check for understanding, have students write synonyms for *cackle* around the circle (*laugh, chuckle*). Discuss how the word *cackle* made the sentence more interesting.
- **Check for understanding:** Have students identify synonyms for each of the following words from the story to make the sentences more descriptive: *nice* (page 3), *ran* (page 6), and *bad* (page 14). On a separate piece of paper, have students write each word in a circle. Around each circle, have students write synonyms for the word. When finished, have students pick a word they know and write two synonyms for that word.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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

Ask students to think about a time when they put off something until the last minute. Have them write a story that explains what it was, when it happened, and the details of the situation. Remind students to sequence the story events before they write so their story will make sense. Encourage them to use sequencing words such as *first, next, then, and finally*.

Math Connection

Have students develop calendars to help them list activities or tasks they are responsible for. They can use these calendars to organize their time and finish assignments on time. This activity can be extended to create a schedule or calendar of events for use in the classroom.

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 pause to summarize the events in a story while reading
- accurately sequence the important events in a story on a graphic organizer
- accurately discriminate the consonant *sh* digraph
- identify and use pronouns correctly on a worksheet
- accurately identify synonyms for words both within the book and from known vocabulary

Comprehension Checks

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