



About the Book

Text Type: Fiction/Fantasy **Page Count:** 12 **Word Count:** 117

Tiny Tugboat has a huge job before him when a crowd of boats get stuck in the bay. The plucky tugboat goes to work. Students will enjoy watching him set free boats, ships, and even a submarine! Cartoony illustrations bring humor and personality to the story. *Tiny Tugboat* uses shorter sentences and dialogue appropriate for emergent readers, and also teaches students about sequencing events and quotation marks.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Sequence events
- Discriminate initial consonant /t/ sound
- Identify initial consonant Tt
- Recognize and use quotation marks
- Identify and use the high-frequency word *out*

Materials

Green text indicates resources are available on the website.

- Book—*Tiny Tugboat* (copy for each student)
- Chalkboard or dry-erase board
- Pictures of various kinds of boats
- Sheets of paper
- Cut-out pictures from an extra copy of the book
- Highlighters
- [Sequence events, initial consonant Tt, quotation 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **High-frequency words:** *are, other, out*
- **Content words:**
 Story critical: ***boats*** (n.), ***pulls*** (v.), ***ships*** (n.), ***stuck*** (adj.), ***submarine*** (n.), ***tugboat*** (n.)

Before Reading

Build Background

- Ask students to draw a picture of a boat. Have students share their picture with a partner. Invite volunteers to share their picture with the rest of the class. Discuss with students how their pictures compare and contrast, and point out to students the variety of boats and ships.

- Place on the board pictures of various kinds of boats, such as cruise ships, pirate ships, sailboats, rowboats, and so on. Invite students to identify each one.
- Write the word *boats* on the board and read it aloud with students. Explain to students that a tugboat is a small boat that tows or guides larger ships.

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).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or make pictures in their mind, as they read. Readers create visualizations using what they already know about the topic and information from the story. Explain to students that visualizing helps readers remember and enjoy what they are reading.
- Read page 3 aloud and model visualizing.
Think-aloud: When I read a book, I am constantly making pictures in my mind about what I am reading. For example, after reading page 3, I saw an ocean scene in my mind. In my visualization, five ships are crashed together in the rolling waves. They have masts and sails, and their rigging and ropes are all tangled together. The boats are talking, which is weird. I guess the boats must have faces. My five boats tangled together have faces, and they are angry. This is the image I see in my mind when I read the text on the page. Creating my visual image helped me to engage in the story and enjoy it more.
- Draw a picture on the board to represent your visualization. Show students the picture on page 3, and discuss with students how your picture compares with the one in the story. Explain to students that visualizations will be different from pictures in a story because they are personal to the reader.
- Have students close their eyes and focus on the picture in their mind when they hear the following sentence: *Tiny Tugboat goes to work.* Have students describe their visualization to a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Explain to students that stories are told in a particular order, from beginning to end. Explain that the correct order of actions in a story is called the *sequence of events*.
- Explain that certain words are used to help organize a sequence of events. Write the transition words *first*, *next*, *then*, and *finally* on the board, and read them aloud to students. Encourage students to listen for these words as you describe a sequence of events from a story they know.
- Model sequencing events using a familiar tale, such as *Goldilocks and the Three Bears*.
Think-aloud: When I tell someone the story of Goldilocks and the Three Bears, I make sure to retell the events in the correct order or the story will not make sense. First, a small girl named Goldilocks finds a house in the woods with the door unlocked. Next, she decides to enter the house even though no one is there. Then, she sees three rocking chairs in the living room. The first chair is too fast, the second chair is too slow, but the third chair is just right. Goldilocks rocks away, but she breaks the chair. Next, she ventures into the dining room and sees three bowls of porridge. Then, Goldilocks decides to taste them all! The first bowl is too hot, the second is too cold, but the third is just right. Goldilocks eats it all.
- Record the sequence on the board using key words and pictures. Invite a volunteer to share the next event in the story, and record it on the board. Continue until the end of the story.

- Point to the first event on the board, and ask students to call out the best transition word to use for this event. Write the word *first* above the first event. Point out to students that this word can only be used for the first event in a sequence.
- Explain that the words *next* and *then* can be used interchangeably for events in the middle. Point to an event on the board and invite a volunteer to choose a transition word, and then record the transition word on the board above the event. Continue until all the events have corresponding transition words.
- Write the word *finally* above the last event. Explain to students that the word *finally* indicates a final event and can only be used at the end of the sequence of events.
- Use the sequence of events recorded on the board to tell the story with events out of order. Have students nod their head if the story makes sense or shake their head if it does not. Ask students to discuss with a partner why the correct sequence of events is important for a story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *Which of these boats is the tugboat? That's right; the tugboat is the red one in front. Remember, a tugboat is a smaller boat that pulls or guides other boats.*
- Remind students to look at the picture and the letters with which a word begins to help them decode difficult words. For example, point to the word *submarine* on page 10 and say: *The tugboat is pulling an unusual type of boat in this picture. The word begins with the /s/ sound. It's a very long word, but I can use the picture to help me determine the word. The ship in the picture is under the water and has portholes and a periscope. Only a submarine travels underwater with a periscope. The word submarine begins with the /s/ sound, just like the word in this sentence. The word must be submarine.*
- Write the word *boats* on the board and read it aloud with students. Have students fold a piece of paper in half. Have students write the word on one side of the paper. Ask students to discuss the definition of the word with a partner. Then, have students draw a picture that depicts the meaning of the word on the other side of the paper.
- Repeat the process with the remaining vocabulary words. Invite volunteers to share a picture with the rest of the class, and have the other students identify the corresponding vocabulary word.

Set the Purpose

- Have students read to find out more about the stuck ships and the tiny tugboat. Remind them to visualize as they read and to think about the correct sequence of events in the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- **Model visualizing.**
Think-aloud: *On page 6, I read that the tugboat pulled out a motorboat, but the other boats were still stuck. As I read, I created a picture in my mind to go along with the words. I saw the tugboat attaching its line to a motorboat on a choppy ocean under a sunny sky. I knew from earlier pages that the tugboat was red and had a determined face. In my visualization, I saw the red tugboat pulling on a green motorboat with a sleek shape. The motorboat had a happy look on its face now that it was finally free. The picture in the story was similar to the one I visualized, albeit still different. The boat was blue, not green, and it didn't show a happy expression. Remember, there are many different possible ways to visualize a tugboat pulling a motorboat, and my visualization and the picture the artist drew for the story are just two possible interpretations.*

- Draw a picture on the board to represent the visualization described in the think-aloud. Ask students to describe to a partner a visualization they made while they read, and have students draw a picture of what they described. Ask students to work with their partner to compare their pictures with the pictures in the story.
- Place cut-out pictures from pages 3 through 5 on the board. Have students describe the sequence to a partner, using the pictures as a guide. Remind them to use transition words as they describe the sequence. Invite a volunteer to share the sequence with the rest of the class, and record the words *first*, *next*, and *then* above the pictures on the board.
- Discuss with students the events from pages 5 and 6. Ask them to share with a partner if changing the order of these events ruins the meaning of the story. Explain to students that some details in a story can be switched around without affecting the meaning while other details have to come in a certain order.
- Have students discuss with a partner whether page 4 could come after page 5. Invite a volunteer to explain to the class why the event on page 4 must come first. Point out that the order in which the tugboat pulls out the boats can be rearranged, but the tugboat must decide to get to work before it can start pulling out boats.
- **Check for understanding:** Have students read to the end of page 9. Have students draw another picture depicting a visualization they made as they read.
- Place the pictures from pages 3 through 9 on the board in the wrong order. Have students work in groups to place events in the correct sequence. Remind students to use transition words to link the sequence. Invite volunteers to share the correct sequence of events with the rest of the class. Rearrange the pictures on the board.
- Have students discuss with a partner which transition word they would choose for each event. Invite volunteers to come to the board and record an appropriate transition word above one picture.
- Discuss with students the events from pages 5 through 9. Would the meaning of the story change if the tugboat pulled out the cruise ship before the motorboat or the pirate ship before the sailboat? Point out that although the story wouldn't change if the order of boats freed were rearranged, students can still sequence the events according to the order in which the author wrote them.
- Have students read the remainder of the book. Remind them to visualize as they read and sort events from the story into the correct sequence.



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 on the last page that the tiny tugboat needed a nap, I thought about how I feel when I am tired. My eyes are sleepy, and I yawn. Combining my prior knowledge with the information from the text, I created a visualization for this page. I saw the tugboat yawning, with his eyes partly closed and looking sleepy. The waves were rocking him gently to sleep. Visualizing like this helped me to better enjoy the story, and remember the words I was reading.*
- Read the last page aloud to students, and have them close their eyes and visualize their own picture for the words. Remind students that their visualization should be different from other students' pictures. Ask students to draw a picture representing their visualization. Invite volunteers to share their picture with the rest of the class.
- Invite students to explain to the rest of the class how visualizing helped them to enjoy and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Place the pictures from the entire book on the board in an incorrect sequence. Have students work with a partner to sequence the events, and encourage them to use transition words. Remind students that *first* must be used with the first event and *finally* must be used with the last event. Invite volunteers to share the correct sequence with the rest of the class, and have a student come to the board to rearrange the pictures into the correct order.
- Discuss with students which events must come in a set order (ships stuck in a bay, the tugboat deciding to help, all the boats and ships being free, and the tiny tugboat deciding it needs a nap). Have students discuss with a partner the events that could be rearranged in a different order without changing the meaning of the story (the order in which the tugboat frees the other boats). Ask students to think about how they could simplify the middle section as one event, and guide them to a sentence that summarizes this part of the story, such as the following: *The tiny tugboat pulls out many different kinds of boats and ships.*
- Have students share with a partner how sequencing events helped them to better enjoy and remember the story. Invite volunteers to share their thoughts with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Have them discuss the worksheet with a partner to check their work.
- **Enduring understanding:** In this story, you read about a hardworking tugboat that freed ships stuck in a bay. Are you surprised that such a small boat can do such big work? What examples do you know of where people worked hard to finish a big job?

Build Skills

Phonological Awareness: Initial consonant /t/ sound

- Say the word *tiny* aloud to students, emphasizing the initial /t/ sound. Have students say the word aloud and then say the /t/ sound.
- Have students practice making the /t/ sound with a partner. Point out to students how the air explodes out while making the sound. Have students work in groups to brainstorm a list of words that begin with the /t/ sound. Invite volunteers share a word with the rest of the class, and have other students give a thumbs-up signal if it begins with the /t/ 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 /t/ sound: *top, bop, thin, tin, turn, tar, car, dell, and tell.*

Phonics: Initial consonant Tt

- Write the word *tiny* on the board and say it aloud with students.
- Have students say the /t/ 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 /t/ sound in the word *tiny*.
- Have students practice tracing the letter *Tt* with a finger on their desk while saying the /t/ sound.
- **Check for understanding:** Write the following words that begin with the /t/ sound on the board: *ten, tub, taco, tail, tugboat, and tag.* Say each word, one at a time, and have volunteers come to the board and circle initial *Tt* in each word while other students trace the letter *Tt* in the air.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Tt worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the sentence from page 12 on the board. Read the sentence aloud. Ask students to share with a partner what the tiny tugboat says in that sentence. Invite a volunteer to explain how he or she knows the words the tugboat said. Have students point to the quotation marks in the sentence and circle them.
- Explain to students that *quotation marks* are *punctuation marks that surround the words characters speak*. Draw large quotation marks on the board and have students trace them in the air.

- Point out the words *says Tiny Tugboat* in the sentence. Ask students to call out who is speaking on page 12. Explain to students that a sentence using quotation marks usually indicates who is speaking at the beginning or the end of the sentence. The sentence combines the word *says* and the character's name to show who or what is speaking.
- Have students point to the comma, and invite a volunteer to come to the board and underline it. Explain to students that a comma separates what the character is saying from the word *says*, and it always comes inside the quotation marks.
- Have students work with a partner to create other statements the tiny tugboat could have said. Invite volunteers to share a statement with the rest of the class and record it on the board. Write the words *says Tiny Tugboat* after each line, and invite volunteers to come to the board and add a comma in the appropriate place. Have students discuss with a partner where the quotation marks belong in the sentence. Invite volunteers to come to the board and add quotation marks, and have other students give a thumbs-up signal if the marks are in the right place.
- Point out to students that sometimes characters ask questions or speak emphatically. If a character asks a question, the sentence uses a question mark instead of a comma inside the quotation marks and uses the word *asks* instead of *says*. If a character is yelling or crying out, the sentence uses an exclamation mark instead of a comma and could use the words *cries* or *yells* instead of *says*. Write a few sentences on the board as examples.
- **Check for understanding:** Have students work with a partner to find all examples of a character speaking in the book. Pass out highlighters and have them highlight the words between the quotation marks. Then, have students underline the one who is speaking those lines. Discuss with students why the author used the word *cry* instead of *say*.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). Remind students that the comma or question mark comes inside the quotation marks. If time allows, discuss their answers.

Word Work: High-frequency word out

- Write the word *out* on the board and read it aloud with students. Explain to students that they will see this word often in books they read. Encourage students to memorize the word *out* so they can recognize it immediately when they see it.
- Have students trace the word *out* on the top of their desk as you spell it aloud with them. Point to each letter on the board as you say the letter name with students.
- Ask students to take a pencil out of their desk. Ask students to take a book out of their backpack. Ask students to take a paper out of a folder. Have students discuss the meaning of the word *out* with a partner. Explain to students that *out* means taken away from a place or happening and is the opposite of the word *in*.
- Have students count the number of times the word *out* appears in the book (six times). Ask students to call out the number.
- **Check for understanding:** Have students work with a partner to use the word *out* in five oral sentences. Invite volunteers to share a sentence with the rest of the class, and have other students give a thumbs-up signal if they used the word appropriately.

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 demonstrate how to visualize while reading to someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Draw a T-chart on the board, and label one side *Living Creatures* and the other side *Nonliving Objects*. Discuss with students how to identify living creatures. Brainstorm a list of words for each side of the T-chart. Point out that in some stories, authors give nonliving objects living traits. For example, in *Tiny Tugboat*, the author wrote about the boats as if they were living and could speak, and the illustrator drew them with faces and emotions. Have students choose a word from the *Nonliving Objects* side of the T-chart, and imagine that the item could move and speak and think like a person. Have students write a paragraph describing an adventure involving their personified object, and have them draw a picture of their newly animated item.

Math Connection

Ask students to count the total number of boats on page 3. Have students call out the number, and write it on the board (*eight*). Remind students that the tugboat pulled away one boat at a time. Have students draw a picture of the boats and determine how many boats were left after one boat was pulled away. Invite volunteers to share their findings with the rest of the class. Remind students that subtraction is the process of taking away. Write an equation on the board that represents what students drew in their pictures: $8 - 1 = 7$. Have students write the equation next to their picture. Ask how many boats were left after the tugboat pulled the next one away, and have students answer the question using a picture and equation. Continue the process, but vary it by asking students to figure out how many boats would be left if the tugboat towed away two boats, three boats, and so on. Ensure that the students use an equation for each problem.

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 visualizing to understand text during discussion;
- accurately sequence events during discussion and on a worksheet;
- consistently discriminate the initial consonant /t/ sound during discussion;
- accurately identify and write the letter symbol that represents the /t/ sound during discussion and on a worksheet;
- correctly use quotation marks during discussion and on a worksheet;
- accurately use the high-frequency word *out* during discussion and in oral sentences.

Comprehension Checks

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