

### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 102

#### Book Summary

In *Why Can't I?* José wants to know why he can't do things he thinks are fun. Mom says his fun needs to be safe. Will José find something safe and fun to do? Students will have the opportunity to make inferences and draw conclusions as well as ask and answer questions as they read this engaging book. Detailed illustrations, repetitive text, and high-frequency words support emergent readers.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions


#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Make inferences/Draw conclusions
- Segment onset and rime
- Identify short vowel /u/
- Recognize and use question marks
- Recognize and use question words

#### Materials

Green text indicates resources available on the website

- Book—*Why Can't I?* (copy for each student)
- Chalkboard or dry erase board
- Make inferences/draw conclusions, short vowel /u/, question marks 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: *because*, *said*, *why*
- Content words:
  - Story critical: *climb* (v.), *dance* (v.), *jump* (v.), *paint* (v.), *slide* (v.), *wash* (v.)
  - Enrichment: *kitchen* (n.), *shelves* (n.)

### Before Reading

#### Build Background

- Write the following question on the board: *Why can't I \_\_\_\_?* Read it to students. Have students repeat the words.
- Ask students if they have ever asked their parents this question. Discuss how they might complete the question. Ask students what their parents say when they ask this question.

## 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 *Why Can't I?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: "*Why can't I \_\_\_\_\_?*" asked José. "*Because I said so,*" said Mom. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: Ask and answer questions

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model how to ask questions as you preview the book.  
*Think-aloud: When I look at the picture on the back cover, I see a boy who looks angry. I wonder why he is angry. I will write that question on the board. (Why is the boy angry?) I also notice that the boy and his dog are very dirty. It looks like they have something all over their clothes and fur. I wonder how they got so dirty. I can write that question on the board as well. (How did the boy and his dog get so dirty?) I will have to read the story to find out.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: Make inferences/draw conclusions

- Explain that authors don't always use details to explain everything that happens in a book. Sometimes they give readers clues to figure out what they didn't say in the words. Readers must use clues from the story and what they already know to make a guess. This is called *making an inference* or *drawing a conclusion*.
- Model how to make an inference or draw a conclusion using the front cover of the book.  
*Think-aloud: When I look at the picture on the front cover of the book, I see a boy jumping on the bed. Since the title of the book is Why Can't I? I think this might be a question the boy asks his mother. I know that children often ask this question. I also know that when children do things that make a mess or are not safe, their parents are unhappy. On the basis of the clues from the book and what I know, I can infer, or conclude, that the boy's mother is probably angry with him.*

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the pictures on pages 3 and 4, emphasize the word *jump*. You might say: José asked, "*Why can't I jump on the bed?*"
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *slide* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows José trying to run in the kitchen. When I look at the first part of the word, it starts with /s/. However, the word run starts with the /r/ sound, so this can't be the word. I know that sometimes when people run in their socks on a smooth surface, they slide. The word slide starts with the /s/ sound. The sentence makes sense with this word. The word must be slide.*

### Set the Purpose

- Have students use what they already know about children and parents to help them read the book. Remind them to make inferences as they read.

## 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 (*Why*). 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 a finger on the page number in the bottom corner of page 3. 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 asking and answering questions and making inferences.  
*Think-aloud: Earlier, I asked the question, why are the boy and his dog so dirty? When I read the story, I learned that José painted a picture on the floor. He got paint all over his shirt, the furniture, and the dog. I know that when children make a mess, parents get upset. Based on what I know and the information from the story, I can infer that Mom wants José to find something to do that is not as messy.*
- Ask students if they asked any questions while reading. Invite them to share the questions they asked. Accept all questions that students can justify on the basis of the pictures and story.
- Introduce and explain the [make-inferences/draw-conclusions worksheet](#). Have students record information from page 5 in the *What I Know* column on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Remind them to use the clues from the story and information they already know to make inferences as they read.
- Have students read the remainder of the book. Remind them to think about questions they may have as they read.



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:** *As I read the book, I thought about a question I asked earlier in the lesson. I asked why the boy was angry. As I continued to read, I learned that José wanted to do many things that were not safe or that made a mess. He was angry because his mom would not let him do the things he wanted to do.*
- Ask students to explain how asking and answering questions helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Ask students how José and his mom feel now (happy). Discuss the text clues and prior knowledge they used to help them make the inference. (They are both smiling. When people smile, they are usually happy.)
- **Independent practice:** Have students complete the third column on the make-inferences/draw-conclusions worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about José and the things he wanted to do around the house. You learned that his mom did not want him to do those things. Now that you have read and thought about this information, why is it important to listen to your parents or caregiver, even when you don't want to?

## Build Skills


### Phonological Awareness: Segment onset and rime

- Say the word *jump* aloud to students. Explain that you are going to say the word a second time and leave off the /j/ sound. Then say /ump/; *jump* without the /j/ is /ump/.
- Have students identify other words that end with the /ump/ sound (*dump, lump, stump*).
- Have students say the word *slide*. Then have them say the word *slide* without the /s/ sound (/ide/).
- **Check for understanding:** Say the following words, one at time: *can, wash, paint, climb*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.


### Phonics: Short vowel /u/

- Write the word *jump* on the board and say it aloud with students.
- Have students say the short /u/ 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 short /u/ sound in the word *jump*.
- **Check for understanding:** Write the word *fun* on the board, leaving out the short /u/ vowel. Say the word aloud and have a volunteer come to the board and add the *u* to the word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel /u/ worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Question marks

- Write the following sentence on the board: *Why can't I jump on the bed?* Read the sentence aloud with students.
- Remind students that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that this signal is called a *question mark*. Have students say the phrase *question mark* aloud. Point out that a question mark is like a stop sign because it tells readers to stop reading. It also tells readers that a question is being asked.
- Have students ask a "Why can't I . . . ?" question. Record a few questions on the board. Have volunteers come to the board and add a question mark to each sentence.
-  **Check for understanding:** Have students locate and circle all the sentences in the book that end with a question mark. Have them read the questions to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [question marks worksheet](#). If time allows, discuss their responses.

### Word Work: Question words

- Have students turn to page 3. Read the following sentence aloud: *Why can't I jump on the bed?*
- Write the sentence on the board. Point to the question mark at the end and underline the word *Why*. Tell students that this sentence ends with a question mark and therefore asks a question.
- Explain that in this sentence, the word *Why* is a question word and that questions begin with a question word.
- Have students find another example of a question in the book. Select a volunteer to come to the board and write the question word from the sentence.
-  **Check for understanding:** Write the following declarative sentence on the board: *He climbs on the shelves*. Ask students to change this sentence to a question using a question word. (Examples: *Does he climb on the shelves? What shelves does he climb on?*) Allow volunteers to share their sentences.

## 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. Have them share conclusions they drew as they read with someone at home.

## Extend the Reading

### Realistic Fiction Writing and Art Connection

Have students draw a picture that shows something José can do that is fun and safe. Have students write a sentence telling about their picture.

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

### Social Studies Connection

Discuss activities that are safe and activities that are not safe. Make a T-chart and list these activities. Have students share why the activities are safe or unsafe.

### 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 ask and answer questions to understand text
- accurately use what they know and information from the book to make inferences and draw conclusions during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /u/ vowel sound during discussion and on a worksheet
- correctly understand and use question marks during discussion and on a worksheet
- correctly identify and use question words orally in sentences

### Comprehension Checks

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