

About the Book

Text Type: Fiction/Realistic Page Count: 6 Word Count: 729

Book Summary

Emily tells a story from the point of view of a young girl, Mary. She and her mother are on their way to meet Harry, her mother's "significant other." Mary already has strong feelings against Harry because he has taken her mother away every weekend. She expects Harry to be nothing like her dad, and she's prepared to act nicely for her mother, but knows she will not like much about the day. Little does she know that a special surprise awaits her—Harry's daughter, Emily.

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
- Make inferences
- Identify and use compound hyphenated adjectives
- Identify and understand the meaning of compound words

Materials

Green text indicates resources available on the website

- Book—**Emily** (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Prediction, content vocabulary, make inferences, hyphenated compound 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

- **Content words:** *cooperative, countryside, energetic, fidgety, kilometers, ridiculous, sarcastically, significant*

Before Reading

Build Background

- Display the front cover of the book. Point to the illustration and ask students to discuss what they see. Ask if the girl looks happy to be in the car and how her body language clues are different from the woman's. Ask students how they feel when they are in the car with another person when they are unhappy about something. Ask them what they do to pass the time. As students share their emotions and experiences, write them on the board.
- Ask students if they have ever been nervous to meet someone new. Ask volunteers to share how they felt about the experience and if their feelings changed once they talked to the new person.

Preview the Book

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, fiction or nonfiction, 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: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book based on the series of events and what the characters say, do, and think in the story. As they read the story, readers make, revise, or confirm predictions based on what they learn from reading.
- Model using the title and cover illustration to make a prediction. Have students look at the front cover of their book.
Think-aloud: When I look at the cover illustration, I see a girl and a woman. It looks as though they are driving somewhere in a car. I see that the woman is smiling and also looking in her mirror, perhaps to better see the girl's face. It looks as though the girl is upset about something and is looking out the window to avoid the woman. I see that the book title is a name—Emily. Maybe the girl's name is Emily, and the woman is her mother. I know that sometimes people try to avoid each other after having an argument. Perhaps the girl and her mother had an argument, and the girl is still upset. I'll have to read the book to find out what happens.
- Introduce and explain the **prediction worksheet**. Create a similar chart on the board. Model writing a prediction in the *Predict* section, such as: *A girl named Emily and her mother had an argument and Emily is still upset.* Invite students to make a prediction based on the cover illustrations and title, and write it on their worksheet in the *Predict* section. Share and discuss the predictions as a group.
- 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**

- Explain that not all the information in a book is directly stated. Sometimes readers need to make inferences by using details in the story to understand the indirect language used. Explain that an *inference* is a conclusion drawn by connecting clues in text to information already known. Making inferences allow readers to understand ideas in text at a deeper level.
- Ask students to turn to page 3. Read the first paragraph of the story aloud as they follow along. Invite students to share the emotions the girl is experiencing (frustration, anger). Model making inferences.
Think-aloud: The girl seems to be feeling frustrated and upset. The words "feeling trapped?" make the reader think she wants to get away, and the words "as if I couldn't comprehend them on my own" make the reader think that she is frustrated and upset with her mother. I know that when I get upset with someone, I sometimes get quiet and try to avoid that person. The author doesn't tell the reader that the girl is feeling these things, but story clues and my own prior knowledge help me infer her emotions. As I read, I will look for other opportunities to make inferences. I know that good readers do this, and that making inferences helps them understand what they read. I will think about what I already know and make inferences as I read Emily.

Introduce the Vocabulary

- Write the words from the content vocabulary list on the board. Point to each word, read it aloud, and ask students to give the thumbs-up signal if they know the word or have heard it before. Circle any words that most students are unfamiliar with.

- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary to locate a word's meaning.
- Distribute the [content vocabulary worksheet](#). Instruct students to cut out the vocabulary words across the bottom of the page to make word cards. Have them sort the words on the chart according to how well they understand each word: *I Know the Word*, *I Think I Know the Word*, and *I Do Not Know the Word*. Have them set aside their charts. Explain to students that they will learn these words better after reading the book and using context clues. Tell them they will return to their chart after reading.

Set the Purpose


- Have students read the book to find out more about the girl and her mother. Remind them to make, revise, and confirm predictions as they read. Have them also think about what they can infer about the characters and their emotions as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 4 and then stop to think about the events that have happened so far in the story. Encourage students who finish early to go back and reread.
- Model revising a prediction.
Think-aloud: I predicted that the girl's name was Emily and that the woman was her mother. I thought that perhaps the girl and her mother had argument. So far, I've learned that the girl's name is Mary and that the woman in the car is her mother. I will write this information in the Actual column on the chart on the board. I also learned that they were driving to Canada to meet a man named Harry. Based on what I've read, I know that Harry is her mother's "significant other" and that Mary is not at all excited about meeting him. Mary and her mother didn't appear to have an argument about this, though. Maybe when she meets Harry, she will find out that he is not so bad after all. I will write my revised prediction in the Predict section on the chart on the board.
- Have students review the prediction they made before reading. Have them write a new or revised prediction on their worksheet in the *Predict* section. Ask students to place a check mark in the prediction box if that prediction was confirmed.
- Based on the information in the book, ask students to tell how they might infer that Mary's mother was nervous for Mary to meet Harry. Have students share the story clues and prior knowledge they used to make that inference. (Clues: *"Oh, Mary, please don't be moody...I told Harry all about how polite and intelligent and cheerful you are"; "this trip might be the time when he pops the question"; "The only obstacle before him was meeting me"; Prior Knowledge: When someone already has a negative outlook on something, his or her disposition does not always change. Therefore, Mary's mother is likely nervous that Mary will continue to be negative toward Harry, causing the mother to be nervous about their interactions together.*)
- Introduce and explain the [make inferences worksheet](#). Have students write this information on their worksheet.
- **Check for understanding:** Have students read to the end of page 5. Remind them to use the illustrations, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, and/or confirm a prediction on their worksheet. When students have finished, discuss whether their prediction turned out to be true or whether they needed to revise it. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy.

- Have students make an inference about Mary's impressions of Canada (she was relying on stereotypes). Invite them to share the story clues and prior knowledge that supports their inference. (Clues: *no guys in flannel logging shirts or those big ridiculous hats with earflaps*; Prior Knowledge: *When people experience something new, they sometimes draw on popular descriptions and explanations until they have experienced it themselves.*)
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest 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

- **Think-aloud:** *I predicted that when Mary finally met Harry, she might find out that he was not so bad after all. It turns out that he and Mary's mother had a surprise up their sleeves. When they arrived at Harry's house, Mary met his daughter, Emily, who was about her age. Mary also noticed that Harry had a nice smile and thought that there was no reason why she and Emily couldn't be friends. I will write this information in the Actual column on my prediction chart.*
- Have students complete their prediction worksheet. Ask them to explain other predictions they made while reading. Invite students to discuss whether their prediction turned out to be true or whether it needed to be revised. If time allows, ask students to explain how making, revising, and confirming predictions helped them to understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Ask students what can be inferred about why Mary doesn't want to like Harry. Have students share the story clues and prior knowledge they used to make that inference. (Clues: *"I missed my Mom-weekends."*; *"...much happier than she ever looked after a weekend spent with me"*; *"...a new puppy Harry had bought to make me like him?"*) Have them write this information on their make inferences worksheet.
- **Independent practice:** Ask students to think about what can be inferred about how Mary's mother and Harry feel about each other. Have students complete the make inferences worksheet by writing their answer on their worksheet. When they have finished, discuss their answers as a group.
- **Enduring understanding:** In this story, the daughters of a couple met each other for the first time. It seemed as though all four people experienced a lot of emotions for different reasons. Now that you know this, why is it important to think about others and what they might be feeling in common situations?

Build Skills

Grammar and Mechanics: Hyphenated compound adjectives

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one, how many, or what kind*.
- Read the first sentence on page 3 of the story. Have volunteers point out the adjectives in the sentence (*passenger, tight*). Then have them identify the nouns that each adjective describes (*seat, seat belt*).
- Tell students that some adjectives are hyphenated and that these adjectives are called hyphenated compound adjectives. Write the following sentence on the board: *We used to make popcorn and watch late-night TV*. Have a volunteer come to the board and underline the hyphenated compound adjective (*late-night*). Have another volunteer underline the noun that the adjective describes (*TV*).

- Point out that in a hyphenated compound adjective, neither word in the adjective can correctly describe the noun on its own. For example, it wouldn't make sense to describe the noun as a *late TV* or a *night TV*.



Check for understanding: Have students work with a partner to compare and contrast adjectives and hyphenated compound adjectives using words in the book. Check with each pair to ensure understanding of the definition of a hyphenated compound adjective.

- **Independent practice:** Introduce and explain the [hyphenated-compound-adjectives worksheet](#). Discuss answers aloud when students have finished working.

Word Work: **Compound words**

- Write the word *popcorn* on the board. Ask students which two words they see in the word *popcorn* (*pop* and *corn*). Explain that *popcorn* is called a *compound word*. A compound word contains two words that make up one word meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (corn that is popped).
- Have students turn to page 4. Read the first sentence aloud while students follow along. Have students identify the compound word in the sentence (*boyfriend*). Ask them which two words are joined together in the word *boyfriend* (*boy* and *friend*).
- Ask pairs of students to use the meaning of each separate word in *boyfriend* to identify the meaning of the whole word (a friend who is a boy). Discuss their answers.



Check for understanding: Have students work with a partner to identify and circle all the closed compound words in the book. When they have finished, discuss with them the meaning of each word.

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 students investigate a room in their home with someone at home. Have them use clues to make inferences about what events may have taken place previously or may happen in the future.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a story about a character who has to spend time with a family member but wished he or she could be doing something else. Have students explain why the character did not want to be there and what he or she did to solve the problem.

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

Social Studies Connection

Create a safe discussion environment for students, placing chairs in a circle without desks. Use Mary's situation with her mother and Harry to talk about how all families are different. Ask them to discuss whether they think about whether Mary's mother and Harry will get married and, if so, whether Mary and Emily will like being sisters. Ask what challenges they might face with the changes they experience.

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 making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet
- use story clues and prior knowledge to make inferences while reading and on a worksheet
- recognize hyphenated compound adjectives used in the text during discussion and on a worksheet
- correctly identify and understand the meaning of compound words during discussion

Comprehension Checks

- Book Quiz
- Retelling Rubric