



About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,793

Book Summary

Charly is back in the final part of her five-part series. With everyone in the town angry with her for one reason or another, who will vote for her garden over Mr. Rooney's? Readers finally discover whether Charly was able to put a smile on everyone's face.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to better understand text
- Analyze the main character in text
- Identify and understand the use of the dash
- Identify and understand the use of synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—*Let a Smiley Face Be Your Umbrella* (copy for each student)
- Chalkboard or dry erase board
- Thesauruses
- [Analyze characters, vocabulary, dash 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:

Story critical: *commotion (n.), fiasco (n.), menace (n.), responsible (adj.), route (n.), trampled (v.)*

Enrichment: *contrasts (n.), critters (n.), curiosity (n.), mob (n.), scooted (v.), uncultivated (adj.)*

Before Reading

Build Background

- Show students a copy of the first four books in the series, *Charly Did It*, *Charly's New Year's Revolution*, *Charly Dances 'til It Drops*, and *Raining Cats, Dogs, and Other Animals*. Explain that although these are books in a series, they are also like chapters in one book about the main character, Charly.
- Help students recall what they know about Charly from the first four books, reminding them that each book ends with a cliffhanger—an unresolved piece of the story that leaves readers wanting to read the next book in the series to find out what happens.
- Discuss the ending of *Raining Cats, Dogs, and Other Animals*. The story ends with Charly following behind all the animals that were chasing each other.
- Explain to students that *Let a Smiley Face Be Your Umbrella* is the last book, or chapter, about Charly's adventures, so the ending will most likely provide closure on the story of Charly.

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 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 good readers often visualize, or create pictures in their mind, while they are reading. Visualizing is based on the words in the text and what a person already knows about the topic.
- Read pages 3 and 4 aloud to students. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me better understand what I read. For example, on page 4, the narrator explains that a bunch of wild animals messed up the inside of her house after she let them inside. I pictured cats hissing and fighting with each other. I pictured tables turned over and lamps falling to the floor as the cats, raccoons, and squirrels all chased each other around the house.
- Reread pages 3 and 4 aloud to students. Ask them to use the words in the story to visualize the events. Have them share what they visualized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze characters**

- Explain to students that authors try to make their characters believable and interesting so readers feel as though they know and understand them. Readers learn about characters in a story through their thoughts, actions, and words.
- Ask students to turn to page 4 in their book. Read pages 4 and 5 of the story aloud to students while they follow along.
- Model how to analyze a character based on actions and words.
Think-aloud: After reading about Charly's recount of her past actions, I know that she gets curious about things and can be considered a curious person. Disaster seems to happen each time she acts on her curiosity. However, based on her past actions, I also know that she doesn't think about the consequences of her actions before continuing with her plans. Based on these actions, Charly also seems a little mischievous.
- Ask students to identify other clues from the first four books in the series that show Charly is curious and mischievous.
- Introduce and explain the [analyze characters worksheet](#). On the board, create a two-column chart with the heading *Charly*. Label the first column *Traits* and the second column *Clues*. Write *curious* and *mischievous* under the *Traits* heading, and phrases that support each trait under the *Clues* heading. Have students record the information from the discussion on their worksheet.

Introduce the Vocabulary

- Write each content vocabulary word on the board or on chart paper. Discuss with students what they already know about the meaning of each word.
- Point out the glossary at the end of the book. Review or explain that a glossary contains a list of vocabulary words with definitions and page numbers on which the words first appear.

- Ask a volunteer to read the definition for the word *mature*. Point out that all of the words listed in the glossary are written in bold print within the text. Ask students to find the word *curiosity* on page 3 in their book. Ask them whether the definition makes sense in the context of the sentence. Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Explain that the glossary can be used to confirm what they think a word means or help them better understand a word's meaning if context clues are not enough.
- Introduce, explain, and have students complete the [vocabulary worksheet](#). If time allows, discuss their responses. Revisit the worksheet with students after reading to check for comprehension of the words.

Set the Purpose

- Have students read the book to find out what happens to Charly, stopping after every few pages to visualize the events, characters, and setting of the story in their mind.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 11. Review the events so far in the story. Encourage those who finish early to go back and reread.
- Model visualizing the scenes for students.
Think-aloud: On page 8, I read how the animals zigzagged around and around the garden as they chased each other, trampling all the plants. I pictured the animals darting back and forth as some animals tried to get away from others. I pictured plants flattened and dirt flying everywhere as the animals ran through the garden.
- Invite students to share with the rest of the class what they visualized while reading.
- Review the discussion about Charly's character from the "Introduce the Comprehension Skill" section. Reread page 10 to students. Discuss with them what Charly's thoughts and actions tell about her character (even in the middle of a crisis, she is lighthearted and shows a sense of humor). Have students write the information from the discussion on their [analyze characters worksheet](#).
- **Check for understanding:** Have students read to the end of page 16. Ask them to visualize the information in the text as they read. Invite students to share what they visualized as they read.
- Ask students to work with a partner to write on their worksheet additional clues from the text that support one or more of Charly's character traits. Assist student pairs as needed. When they have finished, discuss their responses.
- Have students read the remainder of the book. Ask them to continue to visualize and think about the traits of the main character 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: After reading the second paragraph on page 18, I could clearly picture in my mind all of the judges standing together in a group and pondering Charly's garden. I pictured them tilting their heads from one side to another as they attempted to see the face, quietly whispering comments to each other and pointing at the garden.*

Lesson Plan *(continued)*

Let a Smiley Face Be Your Umbrella

- Ask students to explain or show how the strategy of visualizing helped them understand and remember the story. Invite them to share additional pictures they made in their mind as they read.

Reflect on the Comprehension Skill

- **Discussion:** Review with students how they got to know Charly throughout the series. Share and discuss the clues from the stories that support students' descriptions of Charly. Discuss with students how, over time, readers have come to know Charly as a creative, curious, and lovable person.
- **Independent practice:** Have students write *caring person* on their worksheet. Have them identify clues from the series that support this trait and write them on their worksheet. When they have finished, discuss their responses. (Even though she caused a lot of trouble, she was a very caring person at heart who wanted to do something for others without expecting anything in return.)
- **Enduring understanding:** During the Charly series, readers have come to know Charly as a curious, funny, impulsive character who doesn't always think about the consequences of her actions. Yet she is a very likeable character. Now that you know this information, why do people forgive others who mean well but continue to make mistakes?

Build Skills

Grammar and Mechanics: **Dash**

- Review or explain that a dash (—) is a punctuation mark used to indicate a break or omission. It is also used to clarify information within a sentence.
- Direct students to page 5 in the book. Locate and write the following sentence on the board: *You see, I was trying to find out what a cat—not raccoons or—drags in, as when someone says, "Look what the cat dragged in."* Ask students how the dash is used in this instance (to clarify the animal that is the focus of the sentence).
- Direct students to page 6. Locate the first sentence on the page. Ask students how the dash is used in this instance (to add a thought and clarification to the end of the sentence about the garden).
- Review or explain that hyphens are used in compound adjectives, such as *squinty-eyed* on page 11. Point out that hyphens are shorter in length and are used to connect words together to create new words. Remind students not to confuse a dash with a hyphen.
- **Check for understanding:** Have students locate and circle the last sentence on page 6. Ask students to explain how the dash is used in this instance (to add a thought and clarification about the plaque).
- **Independent practice:** Introduce, explain, and have students complete the [dash worksheet](#). If time allows, discuss their responses.

Word Work: **Synonyms and antonyms**

- Write the word *evening* on the board. Ask students to suggest a word that means almost the same thing (*night*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students to suggest a word that means the opposite of *evening* (*morning*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Ask students to explain why understanding the meanings of words and carefully selecting words are important when writing (to describe or explain information in a correct way so that readers do not misunderstand the message).
- Show students a thesaurus. Review that a thesaurus is a tool writers use to identify synonyms, and sometimes antonyms. Write the word *dark* on the board. Model using the thesaurus to identify synonyms for the word *evening*.

- Have students turn to page 17 in the book. Read aloud the following sentence: *Two dark spots where animals dug holes were the eyes.* Ask them to identify the word that describes the color of spots (*dark*). Ask students to suggest words that mean the same or almost the same as *dark* as it is used in this sentence (*dull, dim, murky*, and so on). Have them check their responses by locating the word *dark* in a thesaurus. Ask students to suggest a word that means the opposite of *dark* (*bright*).



Check for understanding: Give students a thesaurus. Ask them to find the word *wonderful* and name the synonyms listed. If the thesaurus lists antonyms, have them find antonyms for *wonderful*. Otherwise, have them use the list of synonyms to write a list of antonyms. If needed, provide additional practice using a thesaurus.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can read 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 share with someone at home their analysis of Charly's overall character.

Extend the Reading

Realistic Fiction Writing Connection

Explain to students that realistic fiction is a made-up story based on something that could actually happen. Have students write about a character like Charly who does something nice for someone else without expecting anything in return.

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

Math Connection

Ask students to create story problems using the context of this story. For example: When Charly's dog, Murray, chased the animals into the garden, out came one cat, two raccoons, three squirrels, four chipmunks, five baby rabbits, and a groundhog. How many animals ran out of Charly's garden? Encourage students to create addition, subtraction, and multiplication problems with an answer key. Have them share their problems and have the group solve them.

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 tell about the mental pictures they create while reading
- correctly analyze the main character of the story by examining her thoughts, words, and actions during discussion and on a worksheet
- correctly identify and understand the use of dashes in text during discussion and on a worksheet
- accurately identify synonyms and antonyms for words and understand their use during discussion and on a worksheet

Comprehension Checks

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