

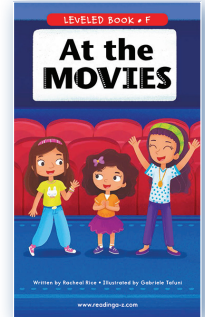
### Focus Question:

*How should people behave at the movies?*

### Book Summary

Text Type: Nonfiction/Informational

Let's go to the movies, but don't forget to bring your best manners with you! *At the Movies* provides students with an introduction to theater etiquette. Colorful illustrations support simple text for emergent readers. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of interrogative sentences.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use interrogative sentences
- ☐ Identify and use the high-frequency words *say*, *walk*, *we*

#### Materials

- ☐ Book: *At the Movies* (copy for each student)
- ☐ Author's purpose, short vowel *i*, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book.

- **High-frequency words:** *say*, *walk*, *we*
- **Words to Know**  
**Story critical:** *behave* (v.), *cheer* (v.), *movies* (n.), *ready* (adj.), *theater* (n.), *tickets* (n.)
- **Academic vocabulary:** *author* (n.)\*, *purpose* (n.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *considerate* on the board and read it aloud to students. Engage students in a discussion about the meaning of the word *considerate*. Explain that when people are considerate, they think about how their thoughts, words, and actions affect others. Provide several examples of being considerate to others. Invite students to work in small groups to discuss different ways in which they are considerate in their lives. Have volunteers share their examples with the class.
- Write the word *inconsiderate* on the board and read it aloud to students. Point out that the suffix *-in* changes the meaning of the word to its opposite. Explain that *inconsiderate* means to not think about other people's feelings. Invite students to discuss in small groups an occasion when someone was inconsiderate. Have volunteers share with the class. Discuss with students why it is important to be a considerate person.

##### Introduce the Book

- Give students their copy of *At the Movies*. 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 visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to inform means to provide information, to entertain means to amuse, and to persuade means to convince another to act or feel a certain way.
- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *At the Movies*.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about how to behave at the movies. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How should you get your ticket for the movie?* (level 1) page 4
- *How should you sit at the movies?* (level 1) page 8
- *When is it okay to cheer or laugh at the movies?* (level 2) pages 10 and 12
- *How can you be considerate at the movies?* (level 2) multiple pages
- *Why is it important to be considerate at the movies?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that pictures, or illustrations, are important when reading stories because they provide readers

with extra information that is not stated in the text. Have students work with a partner to review the pictures on pages 7 and 8. Ask students the following: *What did you learn from these illustrations that was not written in the story. How do these illustrations help you better understand how to behave at the movies?* Have students review other illustrations and discuss with their partner what they learned from them. Invite volunteers to share their thoughts with the class.

#### Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book. Remind students to use experiences from their lives to help them visualize. Point out that it is not important that their visualization match the pictures in the story.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.  
**Think-aloud:** *The story is providing me with many details about how to behave at the movies, such as not running in the theater and staying quiet during the movie. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if she has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### 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.

#### Skill Review

##### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include the following information: *People at the movies should wait their turn in line and have their money out and ready. When entering the theater, people should walk and say, "Excuse me," when passing in front of someone; keep their feet on the floor; keep their body still; and not talk during the movie. If the movie was entertaining, people may cheer and clap at the end.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: **Short vowel /i/ sound**

- Say the word *sit* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short /i/ sound. Have students practice saying the short /i/ sound to a partner. Repeat the process with the word *stick*.
- Read page 3 aloud to students and have them stand up jump each time they hear a word that contains the short vowel /i/ sound.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the short vowel /i/ sound: *dip/dot*, *hat/hit*, *mitt/mat*, *drop/drip*, *pin/pan*.
- **Check for understanding:** Say the following words one at a time, and have students tap their desk when they hear a word that contains the short vowel /i/ sound: *nip*, *sun*, *dim*, *string*, *got*, *dig*, *ran*, *snip*, *nap*.

##### Phonics: **Short vowel i**

- Write the word *ticket* on the board and read it aloud with students.
- Have students say the short /i/ sound aloud. Then, run your finger under the letters in the word *ticket* as students say the whole word aloud. Ask students to identify which letters represents the short vowel /i/ sound in the word *ticket*. Repeat this process with the word *sit*.
- Write the following words on the board, leaving out the short vowel *i*: *bit*, *drip*, *dip*, *kit*, *stick*, *tin*, *pill*, *drill*. Invite volunteers to come to the board and add the short vowel *i* to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread the story and highlight all the

words that contain the short vowel *i*. Then have students work in small groups to review their findings. Invite volunteers to share their responses with the class.

- **Independent practice:** Introduce, explain, and have students complete the **short-vowel-i worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics:

##### Interrogative sentences

- Write the following sentence on the board: *How should you behave at the movies?* Read the sentence aloud with students. Circle the question mark. Point out that this symbol is called a *question mark*. Have students say they phrase *question mark* aloud.
- Reread the sentence aloud with students. Point out that the sentence asks a question. Explain that a sentence that asks a question is called an *interrogative sentence*. Provide several examples of interrogative sentences.
- **Check for understanding:** Have students turn to a partner and create three interrogative sentences. Invite students to give a thumbs-up signal if the sentence provided by their partner asks a question.
- **Independent practice:** Introduce, explain, and have students complete the **interrogative sentences worksheet**. If time allows, discuss their answers.

#### Word Work: **High-frequency words say, walk, we**

- Write the word *say* on the board and read it aloud with students. Explain to students that they will often see this word in stories they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Say, "Excuse me," when you walk in front of someone.* Read it aloud with students and discuss with them the meaning of the word *say*.
- Have students stand and spell the word *say* aloud as they create a motion for each letter of the word. Choose volunteers to share their movements with the class as they spell the word *say* aloud. Invite students to replicate the volunteer's movements as they spell the word aloud. Repeat this process for the words *walk* and *we*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *say*, *walk*, and *we*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the high-frequency word correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.