

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 1,113

Book Summary

Charly's back in her next misadventure as she tries to "turn over a new leaf" and make her New Year's "revolution" come true. In this second part of a five-part series, readers get to know Charly better through her hilarious thoughts and actions as she struggles to become more mature.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand the text
- Understand and identify cause-and-effect relationships
- Identify and understand irregular past-tense verbs
- Identify and understand homophones

Materials

Green text indicates resources available on the website

- Book—*Charly's New Year's Revolution* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- Prediction, cause and effect, irregular past-tense verbs, homophones 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: allowance (n.), cooperate (v.), drought (n.), permit (n.), plaque (n.), revolutions (n.)

Enrichment: behavior (n.), literally (adv.), mature (adj.), refreshing (adj.), reservoir (n.), study (n.)

Before Reading

Build Background

- Ask students about their favorite chapter book. Discuss the differences between a chapter book (novel) and a picture book (chapter books are longer, divided into sections, take longer to read, and so on).
- If students have not read the first book in the Charly series, show them a copy of *Charly Did It*. Explain that although both *Charly Did It* and *Charly's New Year's Revolution* are separate books in a series, they are also like chapters in one book about the main character, Charly. Help students recall other serial books they may be familiar with.

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: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions about what might 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 revise or confirm their predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model using the title and cover illustrations to make a prediction as you preview the book.
Think-aloud: Looking at the front cover, I see a girl behind a man. They are surrounded by bushes and other plants. The girl seems to be holding a rake. The man seems to be keeping her behind him on purpose. There is also an older man pictured on the cover. He has his hand over his face and also does not appear very happy. Since the girl is holding a rake, maybe she was doing yard work for the older man and made a lot of mistakes. Perhaps she ruined some plants. I'll have to read the book find out what happens.
- Create a four-column chart on the board with the headings *Make, Revise, Confirm, and Actual*. Model writing a prediction in the first column, *Make*. (For example, *The children try to convince their father to have a New Year's party.*)
- Introduce and explain the [prediction worksheet](#). Invite students to make a prediction and write it on their worksheet before they begin reading.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Review or discuss that a cause is an event that makes something happen, and the effect is what happens because of, or as a result of, the cause. Write the following sentence on the board: *I put on my hat.*
- Model identifying cause-and-effect relationships.
Think-aloud: I know that there are reasons, or causes, for events to happen. When I put on a hat, it might be because it is hot outside. The hat shades me from the sun and keeps me cool. So a cause for putting on the hat might be because it is hot and I want to stay cool. However, I also sunburn easily. Since a hat shades my face from the sun, another cause, or reason, to put on a hat is to prevent me from getting sunburned. Sometimes more than one cause is associated with an effect.
- Create a two-column chart on the board with the headings *Cause and Effect*. Write *I put on a hat* under the heading *Effect*. Ask students to identify from the discussion the two causes for the effect (*it is hot outside; to prevent sunburn*). Write these under the heading *Cause*.
- Invite students to explain other possible causes for putting on a hat (*it is cold, windy, raining; it is part of a costume; and so on*).
- Write each of the following sentences on an index card: *I go to sleep. I am tired. I put on my coat. It is cold outside. I drink water. I am thirsty. I eat an apple. I am hungry.* Mix up the cards and give each volunteer a card. Have volunteers find a match to their sentence on one of the other cards. Then have each student in the pair identify the cause and the effect. Ask the remaining students to explain whether or not the match and explanation are correct.

Introduce the Vocabulary

- Write the words from the glossary in a list on the chalkboard. 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 with which most students are unfamiliar.
- Explain to students that good readers can 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 the glossary or a dictionary to locate a word's meaning.
- Ask students to take turns reading the glossary words and their definitions. After each definition has been read, have them find the sentence on the page where the word is located. Read the sentence aloud to confirm the definition.
- Prepare index cards ahead of time that have the glossary words and definitions written on them, one word or definition per card. Spread out the cards face down on the table and have students play Concentration to match the words with their definitions. Have them use the glossary to confirm whether they have made a match.

Set the Purpose


- Have students read the book, making predictions about what will happen in the story based on the events and what the characters say, do, and think. Remind students to revise or confirm their predictions as they learn more about the events of the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish early to go back and reread.
- Ask students if they have read enough of the story yet to confirm their first prediction. Model revising a prediction.
Think-aloud: I predicted that the girl on the cover was doing yard work for the older man and made a lot of mistakes, perhaps even ruining some plants. As I read, I learned that that girl on the cover is Charly. I learned that she wanted to make New Year's "revolutions" and that one of them was to create something beautiful that put a smile on people's faces. Based on what I've read, I want to revise my prediction. I think Charly wants to make a special garden, but some people don't think it is a good idea. I will write this prediction next to my original prediction under the heading Revise.
- Encourage students to use the information they've read and discussed to revise or confirm their prediction. Have them write their new prediction under the heading *Revise* on their worksheet. Remind them that if their first prediction has been confirmed or has not yet been proven, they may write another prediction in the *Make* section of their worksheet. Model for students how to think through whether or not their predictions were confirmed, and if not, to explain why not. Invite students to share their predictions.
- Write *Charly ate a bunch of watermelon seeds* under the *Cause* heading in the chart on the board. Ask students to identify effects of eating the seeds (she got sick, had to be rushed to the doctor, and so on). Write their statements under the *Effects* heading in the chart on the board.
- Introduce and explain the **cause-and-effect worksheet**. Have students write this information under the heading *Effect* and write *Charly ate a bunch of watermelon seeds* under the heading *Cause*.
- **Check for understanding:** Have students read to the end of page 8. Have them record a prediction about what will happen when Charly acts on her idea for the flowerbeds in Brewster Park. Then have them read to the end of page 10 and complete the columns on their worksheet for their prediction.

- Ask students to explain what the neighbors did when they saw Charly in the flowerbeds (they called the Parks Department). Have students explain the reason why the neighbors did this (she was raking out the flowerbeds). Have students use this information to record a cause-and-effect relationship on their worksheet. Invite them to share their responses.
- Invite students to 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 Charly wanted to make a special garden, but some people didn't think it was a good idea. I learned that Charly wanted to create something beautiful that put a smile on people's faces. She decided to rake out the leaves in the flowerbeds at Brewster Park and put in new plants. Although Charly had good intentions, her actions made people in the neighborhood angry.*
- Ask students to share their predictions about what they thought might happen in the story. Ask them to compare their predictions with what actually happened in the story and to share any predictions that were confirmed. Reassure students by explaining that using story events and prior knowledge to make predictions, rather than predicting correctly, is the purpose of this reading strategy.
- Ask students to explain how the strategy of making, revising, and confirming predictions helped them understand and enjoy the story.
- **Independent practice:** Tell students the title of the next book in the series: *Charly Dances 'til It Drops*. Ask them to write a prediction about what might happen in the next book on the back of their worksheet.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the cause-and-effect relationships listed on their worksheet. Ask students to explain or show how the strategy of identifying cause-and-effect relationships helped them understand the story.
- **Independent practice:** Have students work with a partner to identify at least one more cause-and-effect relationship and write it on their worksheet. If time allows, discuss their responses.
- **Enduring understanding:** We've learned from this story that there are always effects, or outcomes, of our actions. However, Charly doesn't always think through the effects of her actions ahead of time. Now that you know this information, how will you change your thinking when you approach a task or situation?

Build Skills

Grammar and Mechanics: Irregular past-tense verbs

- Direct students to page 4 and have them locate the following sentence: *I wanted even more watermelon, but we ran out.* Ask them to identify the verbs in the sentence (*wanted, ran*). Explain that these are *past-tense* verbs that describe feelings and actions that happened in the past. Write the phrase *past tense* on the board.
- Write the phrase *present tense* on the board. Explain that present-tense verbs describe feelings and actions that happen in the present, or right now. Ask students to name the present-tense forms of *wanted* and *ran* (*want, run*).

- Point out that the past-tense form of the verb *want* is created by adding the suffix *-ed*. Ask students for other examples of past-tense verbs they know that have the *-ed* suffix at the end of the word.
- Point out that the word *run* is an irregular past-tense verb because its past tense is not formed by adding the suffix *-ed* to the end of the word.
- Ask students to turn to page 5. Point out the following verbs in the second sentence: *thought* and *grew*. Have them identify the present-tense forms of these verbs (*think*, *grow*). Write these examples in the chart on the board under the appropriate headings. Ask students to explain how they know these words are irregular past-tense verbs.
- Have students locate the verbs *happened* and *rushed* on page 5. Invite students to identify the present-tense forms of these verbs (*happen*, *rush*). Write these examples on the board under the appropriate heading.



Check for understanding: Ask students to work in pairs to locate and circle all the past-tense verbs on page 8. Have them write each verb's present-tense form in the margin. When students have finished working, ask them share their responses. Write their responses on the board and discuss with students whether each past-tense verb is irregular.

- **Independent practice:** Introduce, explain, and have students complete the [irregular-past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: Homophones

- Have students turn to page 6. Read aloud the last sentence. Explain to students that the sentence provides an example of *homophones*—two words that sound the same but are spelled differently and mean different things.
- Write the words *sow* and *sew* on the board. Reinforce the different meanings of these words by rereading the sentence in the book.
- Ask students to turn to page 7 and read the last sentence. Write the word *one* on the board. Ask students whether there is another word they know that sounds the same but is spelled differently and has a different meaning (*won*).
- Invite students to share other homophone pairs they may know. Write these pairs on the board.
- **Check for understanding:** Write the homophone pairs *know/no* and *would/wood* on the board. Have students work with a partner to use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their responses.

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 identify cause-and-effect relationships that happen at home. For example: *I set the table* (effect); *It is time for dinner* (cause). Have them write each cause and effect on a piece of paper and practice matching them with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Review or explain to students that realistic fiction stories are based on characters, setting, problems, events, and solutions that could happen in real life. Have students write a story about someone who wants to do something nice for another person but faces a problem when trying to complete the task.

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

Science Connection

Review with students the things plants need to grow (sun, water, soil). Discuss with them which area around their school would be best for growing a flower garden. With the permission of the school, have students create a class flower garden. Have them maintain and chart the progress of the flower seeds they plant.

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 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:

- make logical predictions based on available pictures and text; revise and/or confirm predictions as they preview and read the book, and write predictions on a worksheet
- understand and identify cause-and-effect relationships in text during discussion and on a worksheet
- identify, form, and correctly use irregular past-tense verbs during discussion and on a worksheet
- identify homophones and their definitions during discussion and on a worksheet

Comprehension Checks

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