



### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 232

#### Book Summary

Young or old, we all need help sometimes. In this story, a boy needs a lot of help when he falls off a cliff and hurts his ankle. Lucky for him, a Search and Rescue team is ready and waiting. *The Day I Needed Help* teaches students about the people who work to keep us safe and help us heal. The adventurous plot and detailed illustrations will sustain emergent readers' interest from beginning to end.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making predictions and then revising or confirming them to understand text
- Determine cause and effect
- Discriminate s-blends
- Understand and recognize s-blends
- Recognize and create interrogative sentences
- Identify and use question words

#### Materials

Green text indicates resources available on the website

- Book—*The Day I Needed Help* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, s-blends, interrogative sentences 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 [Vocabulary a-z.com](http://www.readinga-z.com).

- High-frequency words: *like, says, too*
- Content words:
  - Story critical: **ambulance** (n.), **hospital** (n.), **Search and Rescue** (n.), **sprain** (n.), **stretcher** (n.), **X-ray** (n.)
  - Enrichment: *ankle* (n.), *trails* (n.)

### Before Reading

#### Build Background

- Have students share with a partner about a time when someone had to help them.
- Write the word *help* on the board. Ask volunteers to share stories of situations in which they needed help. Draw a simple picture on the board to represent each story, with the pictures in a circle around the word *help*.

## Preview the Book

### 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 *The Day I Needed Help*. (Accept all answers that students can justify.) Record students' predictions on the board.
- 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 make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction that makes sense, on the basis of clues from the story, is more important than getting the prediction right, or confirmed. Reassure students that they can always change, or revise, their prediction as they learn new information.
- Model making predictions using the information on the covers.  
*Think-aloud: When I read the title, I know that someone is going to need help in this story. In the picture, I see a boy on crutches, which means he hurt his leg in some way. Using these two clues, I predict that the boy is going to need help because something happens to his leg. As I read, I will check to see if I can confirm my prediction or if I need to revise it.*
- Remind students of the predictions that they already made while looking at the covers. Invite them to offer any additional predictions, and add these to the other recorded predictions. Keep these predictions for later use.
- 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**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Explain that a *cause* is an event that makes something happen, and the *effect* is what happens as a result of the event.
- Draw a T-chart on the board with two columns, one labeled *Cause* and the other *Effect*. Write the following sentence under the *Cause* heading: *I forgot to put gas in the car.*
- Model identifying a series of cause-and-effect relationships.  
*Think-aloud: If I forget to put gas in the car, I may run out of gas. If I run out of gas, I might be late for work. If I am late for work, no one will be here when the students arrive. Sometimes a cause and its effects cause other events to happen.*
- Retell the series of cause-and-effect relationships about running out of gas. Ask students to identify the causes and effects. Write each cause and its effects on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

### Introduce the Vocabulary

- As you preview the book, ask students what they see in the pictures, and introduce the vocabulary. For example, while looking at the picture on page 3, you might say: *What is the boy doing? That's right, he is walking on a dirt road, or a path, in nature. The story says he and his parents like to find trails. A trail must be a path in nature.*
- Remind students to look at the pictures to help them figure out the meaning of words and to use their word-attack strategies to decode new words. Explain that one word-attack strategy is to break a bigger word into pieces, or chunks, and then blend those sounds together. For example, point to the word *ambulance* on page 8 and say: *This is a long word. I am going to break this word into chunks to help me decode it. The first part of the word is am, and I recognize that word! It sounds like /am/. The last chunk looks like another word I know, lance. In between these two pieces are the letters bu. Now I will blend all three chunks together: /am/ /buh/ /lancel/. That sounds like the word ambulance. In the picture, I see that the workers are carrying a boy toward a truck, which could be an ambulance. The word must be ambulance.*

### Set the Purpose

- Have students revise or confirm predictions as they read the story. Ask them to think about the time they spend outdoors and what help they might need while playing outside.

### 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 (*Mom*). 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 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making predictions and revising or confirming them.  
*Think-aloud: The boy tripped and fell. He looks hurt. This confirms my earlier prediction that the boy will need help. I still don't know if he hurt his leg or not, so I can't confirm my prediction that he needs help because of his leg. Now that I have some more information, I will revise my prediction. I still think the boy needs help because of his leg, but now I predict that he hurt his leg by tripping and falling down that cliff, so he will need help walking. That is why he will need crutches. I can also make a new prediction with new clues from the story. The boy sees a man wearing a blue jacket. I see in the picture that the man is carrying a first aid kit. I predict that the man is there to help the boy.*
- Review the predictions that students made earlier in the lesson. Ask students if they wish to revise any predictions; if so, change them on the board. Also, check to see if they can confirm any predictions, and add a check mark next to those.
- Invite students to make more predictions, now that they have read more of the story.
- Return to the *Cause and Effect* T-chart on the board and write the following sentence under the *Cause* heading: *He sees a big blue butterfly*. Explain that this story has many cause-and-effect relationships. Have students read with you the new sentence in the *Cause* column.  
*Think-aloud: In this story, the boy sees a butterfly. What happens because he sees the butterfly? He calls to his parents to look at it. This is an effect.*
- Write the effect on the T-chart. Ask students to share any other effects that are caused by him seeing a butterfly (*he chases after it, or, he tries to catch it with his net*).
- Introduce and explain the [cause-and-effect worksheet](#). Have students write the sentence from the *Cause* column in the first box on the worksheet. Guide students to choose one effect that happened because of this cause, and write that effect in the second box on the worksheet.
- **Check for understanding:** Have students read to the end of page 9. Encourage them to share more predictions. Emphasize any predictions that they confirmed or need to revise. Record this information with the other predictions.
- Have students read the remainder of the book. Remind them to use their predictions to help them understand new information 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: When I read page 9, I learned that the boy has a hurt ankle. This confirms my prediction that he hurt his leg and could not walk. I also can confirm my prediction that the*

*man was there to help the boy. Now that we finished reading the story, we can check all of our predictions to see whether or not they are confirmed.*

- Discuss as a class the remaining predictions. Put a check mark by those that were confirmed and a line through those that were not. Remind students that it is more important to make a prediction that makes sense, on the basis of clues in the story, than it is to confirm a prediction.
- Ask students to explain how making predictions, and revising or confirming them, helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the *Cause and Effect* T-chart. Invite volunteers to share new causes to write on the board. Remind students that causes are actions that characters take.
- Discuss possible effects for the causes listed on the board. Record all reasonable answers that students provide.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a boy who was rescued from an accident, and you learned about some of the people who help us when we are hurt. What would you need to do in case of an emergency? Do you know how to get help?

### Build Skills

#### Phonological Awareness: **Discriminate s-blends**

- Say the word *sprain* aloud to students, emphasizing the initial phoneme. Ask students what sound they hear in the beginning of the word (/sp/).
- Tell students that this sound is a *blend*, or a phoneme that has two consonant sounds running together. Explain that it is called an *s-blend* because it starts with the letter *s*. Explain that for a word to count as an *s-blend*, it has to start with the letter *s* and one more consonant.
- Read pages 7 and 8. Have students raise their hand every time they hear a word that begins with an *s-blend* (*smell*, *stretcher*).
- **Check for understanding:** Say the following words aloud: *skip*, *search*, *nurse*, *smart*, *ankle*, *spin*, *start*, and *break*. Have students give the thumbs-up signal if the word starts with an *s-blend*.

#### Phonics: **Recognize s-blends**

- Write the words *stretcher* and *stop* on the board. Have students repeat the words after you say them.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students to identify what two letters make the /st/ sound. Circle those two letters.
- Repeat the process with the words *sky*, *smell*, and *sprain*.
- Remind students that these are examples of words that begin with *s-blends*. Explain that in the story, they read words that began with four different *s-blends*: /sk/, /sm/, /sp/, and /st/. Write these four blends on the board.
- Brainstorm with the class other words that begin with these four blends. Write the words under the appropriate *s-blend* on the board.



**Check for understanding:** Have students read the book with a partner and circle all the words that begin with an *s-blend*.

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

#### Grammar and Mechanics: **Interrogative sentences**

- Write the following sentences on the board: *What do you like to do outside? I like to go down slides.* Read the sentences aloud with students. Guide students to identify which sentence is asking a question.

## Lesson Plan *(continued)*

## The Day I Needed Help

- Circle the question mark at the end of the sentence. Review or explain that this punctuation mark is called a *question mark* and that it is a signal that tells everyone that the sentence is asking a question. Explain that when people want to know information, they ask questions.
- Review or explain that sentences that ask a question are called *interrogative sentences*. They always end in a question mark, and people use a different tone of voice, or inflection, to ask an interrogative sentence.
- Read the interrogative sentence on the board, this time with a flat tone of voice as if it were a declarative sentence (statement). Then read it again with proper rising inflection. Have students give the thumbs-up signal when the sentence sounds correct.
- Have students read page 6 with you. Have them point to the interrogative sentence on the page. Read the sentence as if it were not a question, and ask students if it sounds right. Have a volunteer read the sentence with the proper inflection.
- Remind students that interrogative sentences are used to ask for information. Have students think of information they want to know about you, their classmates, or a topic you taught recently. Have students think-pair-share questions: think about a question in their mind, then pair with a partner and share the question, and finally share the question with the class.
- As volunteers share their interrogative sentences with the class, have other students trace a question mark on their desk. Write the interrogative sentences on the board but leave off the punctuation. Have volunteers come to the board and write the missing question marks.



**Check for understanding:** Have students locate and circle all the interrogative sentences in the book. Have students read the sentences to a partner, practicing the proper inflection for an interrogative sentence.

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

### Word Work: Question words

- Have students point to the interrogative sentence on page 5. Read the sentence with students.
- Write the sentence on the board. Have students point to the question mark, and remind them that this signal tells us we are reading an interrogative sentence. Underline the word *which*.
- Explain that the word *which* is a question word. Some interrogative sentences begin with a special word that lets people know they are reading a question; they are signals, just like the question mark.
- Make a list on the board of common question words: *who, what, when, where, why, which, and how*. Explain that not all questions start with these words, but if a sentence does start with one of these words, it is probably an interrogative sentence.



Have students find and circle all the interrogative sentences in the book. Then have students highlight only the interrogative sentences that start with a question word.

- Write the following declarative sentence on the board: *She rode her bike*. Ask students to change this sentence to an interrogative sentence using a question word. For example, *When did she ride her bike?* or *What did she ride?* Ask volunteers to share their sentence.
- **Check for understanding:** Write several more declarative sentences on the board. Have students work in pairs to turn all sentences into interrogative sentences using question words. Have partners share their sentences. Discuss the different interrogative sentences created from the same declarative sentence, using different question words.

## 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 them identify cause-and-effect relationships with someone at home.

### **Extend the Reading**

#### Realistic Fiction Writing and Art Connection

Search and Rescue teams help people in all types of situations, including if they are trapped outside, stranded in the ocean, or stuck in a storm. Discuss with the class some of the scenarios that call for a Search and Rescue team. Have students write several sentences that describe an imagined adventure that a Search and Rescue team has while trying to help someone. Ask students to draw one picture to illustrate their story.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

#### Science Connection

Take the class outside for a nature walk. Have students bring a science journal and look for plants and animals that are living nearby. Ask students to draw a picture of what they see and record all the information they can about the plant or animal. Back in the classroom, have students compare journals and share what they found. Encourage them to add more entries to their journals, on the basis of what others share.

#### 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 make predictions, and then revise or confirm them, to understand text during discussion
- accurately establish cause-and-effect relationships during discussion and on a worksheet
- consistently discriminate initial s-blend sounds during discussion
- correctly associate the letter symbols of particular s-blends with their respective phonetic elements during discussion and on a worksheet
- consistently recognize and create interrogative sentences during discussion and on a worksheet
- accurately identify question words during discussion

#### Comprehension Checks

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