

### About the Book

Text Type: Fiction/Humorous Page Count: 14 Word Count: 320

### Book Summary

*Soup and a Sandwich* is an entertaining story about a boy who is tired of eating the same kind of lunch every day. He decides that if he can't get the sandwich he really wants, he will create it himself. The only problem is that he creates more than he can handle.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions


#### Objectives

- Use the reading strategy of making logical predictions based on text information
- Sequence story events
- Discriminate final /ch/ sound in words
- Recognize and read final consonant digraph *ch* words
- Identify and discuss use of the hyphen and dash
- Identify and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Soup and a Sandwich* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Sequence events, final consonant digraph \*ch\* worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- High-frequency words: *ate, off, saw, use*
- Content words: *eye-watering, gigantic, glob, jiggly, mile-high, monster, mountain-high, piling*

### Before Reading

#### Build Background

- Have students talk about what they like to eat and what they usually eat for lunch. Invite them to share a time when they wished they could eat something special and to tell what it was.
- Ask students what they would make if they could have anything they wanted for lunch. Discuss their experiences with cooking and ask whether they have ever tried to make something and it didn't turn out the way they wanted or expected.

#### Preview the Book

##### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask them what they might read about in a book called *Soup and a Sandwich*. (Accept any answers students

## Lesson Plan *(continued)*

## Soup and a Sandwich

can justify.) Discuss with students the title and the word Sandwich. Ask them whether this is a word they have heard before. Discuss possible meanings of the word.

- Show students the title page. Discuss with them 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 in a story. Explain to them that making predictions can help people make decisions, solve problems, and learn new information. Emphasize to students that making predictions is more important than whether the prediction is right, or confirmed.

- Model using the cover pictures to make a prediction.

*Think-aloud: I know that good readers always look at the cover of a book to get an idea of what the book is about. Looking at the picture on the front cover, I see a boy holding a very big sandwich. When I look closer, I see that the huge sandwich is in a bubble. I wonder whether this means that the boy is thinking about the gigantic sandwich. I predict that the book is about different kinds of sandwiches the boy wishes he could eat. I am going to read the book to find out whether my prediction is correct. I may need to revise, or change, my prediction as I read.*

- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Model strategies to figure out difficult words. For example, have students turn to page 6 in their book. Point to the word *loaf* and ask students how they might figure out the word. Have them think about what the picture tells them and the sound of the first letter of the word. Read the sentence out loud and ask students whether the word *loaf* makes sense.
- Remind students to look at the beginning and ending sounds and other parts that they recognize to help them say words. They should also check whether a word makes sense by looking at the picture or rereading the sentence.
- Encourage students to add new vocabulary words to their word journals.

### Set the Purpose

- Have students read the book to find out whether the boy's sandwich comes true. Remind them to make, revise, and/or confirm predictions as they read based on the pictures and the text.

## During Reading


### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place their finger on the number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Model revising a prediction.

*Think-aloud: I predicted that the boy dreams about the different kinds of sandwiches he could eat. As I read, I learned about the kind of sandwich the boy wanted. Then the boy began making the sandwich. So, I want to revise my prediction. Now I think he will fix himself something else for lunch.*

- Invite students to make, revise, and/or confirm a prediction based on what they have read. Invite them to share the outcomes of the prediction they made before reading.
- Have students read the remainder of the story. Encourage them to make, revise, and/or confirm predictions as they read the rest of the story.

 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

- Invite students to discuss whether their predictions turned out to be true or whether they need to be revised. Reinforce that revising or confirming their predictions about the book helps them better understand and enjoy what they are reading and remember the details.
- **Think-aloud:** *I predicted that the boy would ask someone to fix him a different lunch. My prediction was not correct because in the end the boy ate his usual lunch of alphabet soup and a peanut butter and jelly sandwich. Stopping to think about what might happen next in the story and reading on to check my prediction helped me understand the story better.*
- Discuss with students additional strategies students used to gain meaning from the book.

## Teach the Comprehension Skill: Sequence events

- **Discussion:** Discuss with students what they would like in their dream sandwich and the sequence of steps it would take to make their sandwich.
- **Introduce and model:** Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. Explain to students that the order in which something happens is called the *sequence*. Point out the sequence in this story.
- **Think-aloud:** *This story tells how the boy doesn't want his lunch. He wishes for a sandwich with all his favorite fillings. He imagines filling a sandwich with different kinds of cheese, then many different kinds of meat. Finally, he adds lettuce, tomato, and onion, and tops it with a slice of bread. But his monster sandwich is too big to eat. So he wishes for his usual lunch, which he eats happily.*
- Explain to students that the author uses words like *first* to help the reader remember the order of the story. Have them look through the text with a partner and find other places the author has used words to help the reader remember the order of the story (page 7, *next*; page 8, *then*; page 10, *finally*). Have students share the words they found that show the order of what happens.
- **Check for understanding:** Have students share the sequence of events through the end of the story. If necessary, use the pictures in the book as a guide.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.



**Extend the discussion:** Have students use the inside back cover of their book to draw a picture of their favorite lunch and write a sentence or two describing the lunch and why they like it.

## Build Skills

### Phonological Awareness: Discriminate final /ch/ sound

- Say the word *sandwich* aloud to students, emphasizing the final /ch/ sound. Have students say the word aloud and then say the /ch/ sound.
- Read page 4 aloud to students. Have them raise their hand when they hear a word that ends with the /ch/ sound.
- Say the following words one at a time and have students give the thumbs-up signal if the word ends with the /ch/ sound: *wish, lunch, special, peach, which*.

### Phonics: Final consonant digraph ch

- Write the word *sandwich* on the board and say it aloud with students.
- Have students say the /ch/ sound aloud. Then run your finger under the letters in the word as students say the word aloud. Ask students which two letters together stand for the /ch/ sound.
- Have students practice writing the *ch* letter combination on a separate piece of paper while saying the /ch/ sound.

## Lesson Plan *(continued)*

## Soup and a Sandwich

- Write the following words that end with the /ch/ sound on the board, leaving off the final digraph: *each, much, such*. Say each word, one at a time, and have volunteers come to the board and add the final digraph *ch* in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [final digraph ch worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Hyphens and dashes**

- Write the word *grown-up* on the board. Explain to students that the mark between the words is called a *hyphen*. Tell them that a hyphen is sometimes used to join two or more words describing a noun, or thing. Have students look on page 4 and find another word that uses a hyphen (*mountain-high*). Ask them to say what word, or noun, the adjective is describing (*sandwich*).
- Explain to students that a dash is longer than a hyphen and is used to add more details about the word before it. Have them look on page 8 and find the dash. Point out that in this example, the words after the dash give more details about the word *meat*.
- Have students look through the rest of the story to find the other places hyphens and dashes are used (page 9, *eye-watering*; page 11, *mile-high*; page 14, *jelly-jam*; page 14, *Thanks*). Discuss the nouns that the hyphenated adjectives are describing (*onion, meal, sandwich*) and the effect of the dash after *Thanks*.

### Word Work: **Content vocabulary**

- Write the content words from the story on the board. Read them aloud to students. Explain to them that one way to learn new words is to experience them in different ways. Point to the word *jiggly*. Read and discuss the meaning of the words with students. Ask them to act out jiggly Jell-O™ on a plate.
- Select the words *mile-high*, *mountain-high*, and *piling*. Read the words aloud with students and discuss their meaning.
- Have students act out piling something mile-high or mountain-high.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

## **Extend the Reading**

### Writing Connection

Have students write about a meal that their family or friends cook on a special occasion such as a family celebration or holiday. Have them write what makes the meal special. Ask students to illustrate their story. Collect the stories and display on a bulletin board titled *Special Meals*.

### Health and Art Connection

Review the major food groups with students. Have them list types of food that belong in each food group. Then ask students to draw and label a healthy meal on a separate piece of paper.

### 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.

Lesson Plan *(continued)*

## Soup and a Sandwich

- 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:**

- make logical predictions about the book based on available information and revise and confirm predictions as they gain more information
- accurately sequence events in the story during discussion and on a worksheet
- accurately discriminate the final /ch/ sound in words
- consistently recognize final consonant digraph *ch* during discussion and on a worksheet
- recognize and understand the function of hyphens and dashes in text
- understand and correctly use content words during discussion

**Comprehension Checks**

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