



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 520

#### Book Summary

Josie is excited about her friend Ceci coming to her house to play. Will her feelings change when Ceci does not act like the guest Josie imagined? In *I'm the Guest*, students read about a friend who takes advantage of an invitation and acts selfishly. Children will easily relate to Josie's feelings of confusion and frustration. The complications of friendship provide a rich story that teachers can use to lead students in analyzing character and retelling.

### About the Lesson

#### Targeted Reading Strategy

- Retell


#### Objectives

- Use the reading strategy of retelling to understand text
- Analyze characters in the text
- Identify long /a/ vowel
- Identify and use pronouns
- Define and use compound words

#### Materials

Green text indicates resources available on the website.

- Book—*I'm the Guest* (copy for each student)
- Chalkboard or dry erase board
- Extra copy of the book with the pages cut apart
- Sticky notes
- [Analyze characters, pronouns, compound words 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 [VocabularyA-Z.com](#).

- Content words:

Story critical: **glared** (v.), **guest** (n.), **hissed** (v.), **hostess** (n.), **polite** (adj.), **yanked** (v.)

Enrichment: *actually* (adv.), *nervously* (adv.), *squeezed* (v.)

### Before Reading

#### Build Background

- Ask students to think about times when they have had friends over to play. Ask them to think about days that went very well and also about days that were not as fun as they had expected.
- Invite students to share their anecdotes with the class.
- Have students imagine that they had a friend come over and that their friend did not follow the rules of the house and did not play fair. Ask them to share, with a partner, how that would make them feel.

## 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 (genre, text type, fiction or nonfiction, 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: **Retell**

- Remind students that one way to understand and remember what they read is to stop now and then during reading to retell in their minds what is happening in the story.
- Explain that when a person retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as when they tell their parents what they did at school or when they tell a friend about something that happened when that friend was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, for example, *Goldilocks and the Three Bears*.  
**Think-aloud:** *In Goldilocks and the Three Bears, Goldilocks breaks in to the bears' house while they are out for a walk. She is hungry, so she tries the porridge. The first bowl of porridge is too hot, the second one is too cold, but the third one is just right. She eats it all. When she wants to sit down, the first chair is too bumpy, the second chair is too soft, but the third chair is just right. She accidentally breaks it.*
- Continue retelling in detail to the end of the story. Invite students to aid in the retelling.
- Have students place sticky notes on pages 7, 11, and 16. Explain that as they read, students should stop on these pages to retell in their mind what has happened in the story so far.
- 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**

- Remind students that all stories have characters, setting, and plot. Remind them that characters are the people or animals who are in the story. Point out that readers can learn about characters by paying attention to what they say, do, and think, and what others say about them.
- Explain to students that readers try to find out what a character feels and thinks, what his or her personality is, and how that character changes over the course of the story.
- Read pages 3 and 4 of the story. Model how to analyze Josie's character, based on her actions.  
**Think-aloud:** *After I read page 4, I learn that Josie is having a friend come over to play and that she runs to the door to answer it. I know that when someone I like comes to visit me, I am very happy. If I run to the door, it's because I'm excited. Based on Josie's actions, I think she is feeling excited and happy. I can also see in the illustration on page 3 that she is smiling as she licks the cake batter, and that confirms my idea that Josie is happy. I will keep looking for clues about how Josie is feeling and how she changes by watching what she says and does as I read the story.*
- Have students reread pages 3 and 4. Ask them how they feel when a friend comes over to play. Point out that different people might feel differently about the same situation. Ask students how a person would act if he or she was not happy about a person coming over to play (not run to the door, frown, ask if they really have to play, and so on).
- Introduce and explain the [analyze characters worksheet](#). Have students record Josie's feelings.

### Introduce the Vocabulary

- Write the words from the book's glossary (story critical vocabulary) on large pieces of paper and hang them up around the room.

- Place students in small groups and assign each group to a word poster. Have them discuss what they know about the meaning of their word and write a definition and a picture on the paper. Rotate the groups a few times so several groups have a chance to visit each word poster.
- Review each word and the information about the word that students wrote on the paper. Create a definition based on students' knowledge and write it on the board.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a glossary to find a word's meaning. Have them locate the word *hostess* in the glossary and point at the word. Read the definition for *hostess* aloud. Compare the glossary definition with the definition on the board. Repeat with the remaining content words.
- Remind students of the word-attack strategies they can use to decode unfamiliar words, such as checking the picture and the beginning or ending sound of the word, breaking the word into smaller pieces (chunking it), or reading the rest of the sentence and using context to decode the difficult word.


### Set the Purpose

- Have students read to find out how Josie and her friend Ceci will spend their play date together. Remind them to stop after every few pages to retell the story in their mind and to analyze the characters as the story progresses.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish early to go back and reread. Remind students to notice the sticky note and retell in their mind what they have read up to this point.
- Using the pages cut out from an extra copy of the book, place pages 3 through 7 in a pocket chart or along the chalkboard ledge.
- Model retelling using the illustrations as a guide.  
*Think-aloud:* On page 7, I saw my sticky note and remembered to stop and retell the story so far. First, Josie is thinking about her friend Ceci coming over to play, and her mom tells her to be a good hostess. When Ceci arrives, though, she rushes in the house and wants to eat the birthday cake for Josie's dad. Josie won't let her. Josie wants to play outside, but Ceci makes them stay inside and play because she is the guest. Ceci wants to play with Josie's dolls, and she is very rough with them.
- Remind students that a retelling includes details and descriptions of the events in a story, while a summary just includes the most important information.
- Have students practice retelling the story by looking at the illustrations and sharing their own retelling with a partner.
- **Check for understanding:** Have students read to the end of page 11. Place the illustrations for these pages in the pocket chart or along the chalkboard ledge, next to the pages from the beginning of the story. Point out the sticky note in their book. Have students stop and retell the story to a partner, using the illustrations as a guide. Invite volunteers to share their retelling with the class.
- Ask students to describe Josie's actions and words in this part of the story (she sighs, she tries to distract Ceci, she frowns and crosses her arms, she wants to do things that Ceci is not doing). Have students use this information to decide how Josie is feeling now.
- Remind students that to analyze a character, we look at the character's actions to determine how he or she feels and how he or she is changing. Ask students to think about how Josie is changing in this story and to share their ideas with a partner.
- Have students record Josie's emotions on their analyze characters worksheet.
- Have students read the remainder of the book. Encourage them to retell the story in their mind once they have finished reading.

-  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

- Place the remaining pages cut out of an extra copy of the book in the pocket chart or along the chalkboard ledge. Retell with students the events of the story from pages 12 through the end of the book, using the illustrations as a guide.
- Think-aloud:** *Ceci plays with the lipstick, draws a heart on the mirror, and laughs. As she walks through the kitchen, she grabs a piece of cake and says that she can because she is the guest. Josie has finally had enough and yells at Ceci because her dad's birthday is more important than Ceci being the guest. Ceci doesn't understand, but just then her dad picks her up and takes her home. Josie's mom asks Josie how she liked being the hostess, and Josie says she would have liked it better with a better guest. Josie's mom tells her that some guests can be real monsters.*
- Have students retell the entire story to a partner. Invite volunteers to share this complete retelling with the class. Listen for whether students include details about the main characters, the setting, and the full plot with events in the correct order.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

## Reflect on the Comprehension Skill

- Discussion:** Ask students to discuss with a partner how Josie feels at the end of the story. Remind them to think about her words and actions to help them understand how she feels. Invite volunteers to share, and record Josie's feelings on the board. Place students in groups. Have students look over their analyze characters worksheet and ask them to discuss, as a group, how Josie's feelings have changed over the course of the story.
- Check for understanding:** Ask students how they would describe Josie—not the way she looks, but her personality, or the type of person she is. Encourage students to look at Josie's actions, her words, her feelings, and how she has changed.
- Independent practice:** Have students complete the analyze characters worksheet. If time allows, discuss their responses.
- Enduring understanding:** In this story, Josie's friend comes to visit, but she is a very bad guest. Why do you think the illustrator drew Ceci so that she slowly transformed into a monster? If you were to analyze Ceci's character, how would you describe her? How does this story help you understand the importance of good manners and thinking about other people's feelings?

## Build Skills

### Phonics: Identify long /a/ vowel

- Write the word *glare* on the board and say it aloud with students. Ask students to identify the sound that the letter *a* makes. Point out that this is the long /a/ sound.
- Point out the VCe ending and remind students that an *e* at the end of the word causes the letter *a* to make a long sound in VCe words. Remind them to think of the rule that the silent *e* makes a vowel say its name.
- Write the word *play* on the board and say it aloud with students. Ask students to identify the sound that the letter *a* makes. Point out that this is the long /a/ sound.
- Explain to students that a second way of creating the long /a/ sound is with the combination of the letters *ay*.

## Lesson Plan *(continued)*

## I'm the Guest

- **Check for understanding:** Draw a T-chart on the board. Label the first column *a\_e*, and label the second column *ay*. Write the following words on the board: *cake, away, pay, make, okay, and bake*. Say each word, one at a time, and ask students to listen for the long /a/ sound. Have volunteers come to the board and circle the letters that make the long /a/ sound in each word. Randomly call on students to come to the board and write each word in the proper column.

### Grammar and Mechanics: **Pronouns**

- Say several sentences aloud, but do not use any pronouns; intentionally make the sentences using repeating proper nouns. For example, *How is Juan today? Juan is happy because Juan got a new puppy! Mrs. Hale is glad; Mrs. Hale wants all of Mrs. Hale's students to be happy.*
- Ask students if those sentences sounded right. Point out that it sounds strange when we repeat a name over and over, which is one reason why we have special words to use to replace names and other nouns.
- Explain to students that a *pronoun* is a word used in place of a noun. Examples of pronouns are *I, you, she, he, it, they*, and *we*.
- Write the following sentence on the board: *Marissa walked to school*. Have every student think of a pronoun that could replace Marissa. Ask a volunteer to come to the board and replace *Marissa* with a pronoun (*She*).
- Ask students to turn to page 12. Write the following sentence from the book on the board: *She found some red lipstick and put it on*. Ask students to identify the two pronouns (*she, it*). Ask them which nouns *she* and *it* take the place of (*she*: Ceci, *it*: red lipstick). Have students repeat the sentence to a partner, replacing the pronouns with the nouns. Ask partners to first replace the word *she* with *Ceci* and say the sentence; then replace the word *it* with *red lipstick* and say the sentence; and finally to replace both pronouns with their corresponding nouns and say the sentence.
- **Check for understanding:** Have students work with a partner to find and circle all the pronouns in the book. Call on pairs to share a pronoun and the page on which they found it. Have the rest of the class give the thumbs-up signal if they agree that the word is a pronoun, and circle that pronoun if they have not done so already. Continue until all pronouns are identified.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). Discuss their answers aloud after students finish.

### Word Work: **Compound words**

- Write the word *birthday* on the board. Ask students which two words they see in *birthday* (*birth* and *day*). Explain that the word *birthday* is an example of a compound word. Review or explain that a *compound word* contains two words that make up one word meaning. Point out that the definitions of the two separate words can help students figure out the meaning to the bigger word (the day of your birth).
- Have students turn to page 7. Read the following sentence aloud as they follow along: *In Josie's bedroom, Ceci yanked the dollhouse from its corner to the center of the rug*. Have students identify the two compound words in that sentence (*bedroom* and *dollhouse*). Ask them which two words are joined together in each word (*bed* and *room*; *doll* and *house*).
- Have students work with a partner to define each word, using the definitions of the smaller words to help them figure out the meaning of the bigger word.
- Have students turn to page 12. Have them work in a group to read the page and locate all the compound words on that page (*lipstick, bathroom, birthday*). Ask the groups to identify the two separate words that make up each compound word (*lip* and *stick*; *bath* and *room*; *birth* and *day*). Have groups define each word.
- **Check for understanding:** Brainstorm a list of compound words as a class, and record these on the board. Have students work with a partner to define each word and use it in a sentence.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). Discuss their answers aloud after they are finished.

## 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 practice retelling the story with someone at home.

## Extend the Reading

### Realistic Fiction Writing and Art Connection

Ask students to imagine spending a day at their friend's house. Have students begin a story by describing their play date. Next, create a problem that they would face—for example, they want to play different games, they lose a toy, or it starts to rain. Have students conclude their story by writing about the problem and how the student and his or her friend solved it.

Visit [WritingA-Z.com](https://www.writinga-z.com) for a lesson and leveled materials on realistic fiction writing.

### Math Connection

Collect data on student birthdays by determining how many students have a birthday in a particular month. Record the information on the board in a T-chart, with one side for the months of the year and the other side for the number of students with a birthday in that month. Then lead the class in creating a bar graph with this information.

### 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 use the strategy of retelling to comprehend the text during discussion
- accurately analyze characters through their actions and words during discussion and on a worksheet
- consistently identify long /a/ vowel during discussion
- correctly use pronouns during discussion and on a worksheet
- accurately define and use compound words during discussion and on a worksheet

### Comprehension Checks

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