

### About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,334

#### Book Summary

Meet Charly, a ten-year-old girl who would love to be responsible and mature, but who seems to always end up in trouble. In *Charly Did It*, the first book in a five-part series, readers get to know Charly, her dad, and her Aunt Dee, and find out why it's time for Charly to "turn over a new leaf."

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing to better understand text
- Analyze the main character in text
- Understand and form contractions
- Understand the use of idioms

#### Materials

Green text indicates resources available on the website

- Book—*Charly Did It* (copy for each student)
- Chalkboard or dry erase board
- [Analyze characters, contractions, idioms 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: *digits (n.)*, *expression (n.)*, *investigate (v.)*, *mature (adj.)*, *mood (n.)*, *sowing (v.)*

Enrichment: *jittery (adj.)*, *literally (adv.)*, *resolutions (n.)*, *responsibility (n.)*, *technically (adv.)*

### Before Reading

#### Build Background

- Write the word *responsible* on the board. Ask students to tell what they know about the meaning of the word. Explain that *responsible* means *expected and trusted to take care of someone or something*.
- Ask students to identify actions characteristic of a responsible person. Write these in a list on the board or chart paper.

#### 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: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while they are reading. Visualizing is based on the words in the text and what a person already knows about the topic.
- Read page 3 aloud to students. Model how to visualize.  
*Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me better understand what I read. For example, on page 3, the author uses words such as screaming, crying, and jittery to describe the scene in Dr. Green's waiting room. Even without looking at the illustration, I could picture this hilarious scene—kids running around making lots of noise, parents chasing their kids to get them to sit down, and mothers rocking their babies to get them to stop crying. The author used descriptive words to help me form an image in my mind.*
- Read page 4 aloud to students. Ask them to use the words in the story to visualize the events. Have them share what they visualized.
- 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**

- Explain to students that authors try to make their characters believable and interesting so readers feel as though they know and understand them. Readers learn about characters in a story through their thoughts, actions, and words.
- Ask students to turn to page 5 in their book. Read pages 5 and 6 of the story aloud to students while they follow along.
- Model how to analyze a character based on actions and words.  
*Think-aloud: After reading about Charly's actions at the doctor's office, I know that she is a practical joker and that she probably doesn't always think about making good choices. Pages 5 and 6 indicate that Charly lets readers know her dislikes, including her name. She seems determined to make her own choices and not necessarily do what is expected of her. On the basis of Charly's actions and words, she seems opinionated, rebellious, and independent.*
- Ask students to identify other clues from the story that show Charly was being opinionated, rebellious, and independent.
- Introduce and explain the [analyze characters worksheet](#). On the board, create a two-column chart with the heading Charly. Label the first column *Traits* and the second column *Clues*. Write *rebellious and independent* under the *Traits* heading, and phrases that support each trait under the *Clues* heading. Have students record the information from the discussion on their worksheet.

### Introduce the Vocabulary

- Write each content vocabulary word on the board or on chart paper. Discuss with students what they already know about the meaning of each word.
- Point out the glossary at the end of the book. Review or explain that a glossary contains a list of vocabulary words with definitions and page numbers on which the words first appear.
- Ask a volunteer to read the definition for the word *mature*. Point out that all of the words listed in the glossary are written in bold print within the text. Ask students to find the word *mature* on page 5 in their book. Ask them whether the definition makes sense within the context of the sentence. Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Explain that the glossary can be used to confirm what they think a word means or help them better understand a word's meaning if context clues are not enough.


### Set the Purpose

- Have students read the book to find out more about Charly, stopping after every few pages to visualize the events or the setting of the story in their mind.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read to the end of page 11. Review the events so far in the story. Encourage those who finish early to go back and reread.
- Model visualizing the scenes for students.  
*Think-aloud: On page 8, I read how Charly decided to rearrange her dad's room so he wouldn't "get up on the wrong side of the bed." I pictured Charly's feet slipping as she tried to move the bed. I pictured her body surfing backward on the rug and hitting the nightstand, causing the lamp to violently wobble until it fell to the floor. I can even imagine the panicked expression on her face when her dad yelled her name.*
- Invite students to share with the rest of the class what they visualized while reading.
- Review the discussion about Charly's character from the "Introduce the Comprehension Skill" section. Reread pages 10 and 11 to students. Discuss with students what Charly's words, thoughts, and actions tell about her character (sense of humor, literal). Have students record the information from the discussion on their analyze characters worksheet.
- **Check for understanding:** Have students read to the end of page 16. Ask them to visualize the information in the text as they read. Invite students to share what they visualized as they read.
- Ask students to work with a partner to write on their worksheet additional clues from the text that support one or more of Charly's character traits. Assist student pairs as needed. When they have finished, discuss their responses.
- Have students read the remainder of the book. Ask them to continue to visualize and think about the traits of the main character 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:** *After reading the last paragraph on page 18, I could clearly picture in my mind Charly and Aunt Dee holding hands as they walked down the street. I pictured a giant smile stretching across Charly's face as she concocted her New Year's "revolution."*
- Ask students to explain or show how the strategy of visualizing helped them understand and remember the story. Invite them to share additional pictures they made in their mind as they read.


#### Reflect on the Comprehension Skill

- **Discussion:** Review how readers got to know Charly throughout the story. Share and discuss the clues from the text that support students' descriptions of Charly.
- **Independent practice:** Have students write on their worksheet additional clues from the text that support one or more of Charly's character traits. When they have finished, discuss their responses. Then have students complete the worksheet.

- **Enduring understanding:** In this story, Charly's father wants her to be more mature. Now that you know this information, what behaviors do you think Charly needs to change to become more mature? What behaviors can you change to become more mature?


### Build Skills

#### Grammar and Mechanics: Contractions

- Ask students to turn to page 3 and locate the word *shouldn't*. Review or explain that this word stands for two words. Ask students to use context clues to identify which two words were joined to make the word *shouldn't* (*should* and *not*). Write both the contraction and the two words on the board. Point out that the letters *n* and *o* in the word *not* are dropped to make the contraction.
  - Ask a volunteer to read aloud the third sentence on page 3, substituting *should not* for *shouldn't* to check whether these words make sense in the sentence. (*I did a lot of things when I was younger that maybe I should not have.*)
  - Review or explain that a *contraction* is a word formed by joining two words, and that an *apostrophe* shows where the letter or letters in the second word have been left out.
  - Ask students to turn to page 4 and identify two contractions on the page (*wasn't* and *I'll*). Ask students to identify which two words were joined to make each new word (*was* and *not*; *I* and *will*). Write each contraction and the pair of words that were joined to make the contraction on the board.
  - Ask students to identify which letter was dropped to make the contraction *wasn't* (the *o* in *not*). Ask them to identify which letters were dropped to make the contraction *I'll* (the *w* and *i* in *will*).
  - Ask volunteers to read the first and last sentences on page 4, substituting *was not* for *wasn't* and *I will* for *I'll*.
  - Have students turn to page 3. Point out the phrase *Dr. Green's fish tank*. Have students read aloud the sentence containing this phrase, substituting *Green is* for *Green's*. (*Like when I put a dead goldfish into Dr. Green is fish tank.*) Ask students to explain whether the sentence makes sense. Review or explain that an *'s* that shows possession is different from a contraction. Point out that using context clues helps readers determine whether a word is a possessive noun or a contraction.
-  **Check for understanding:** Have student pairs locate and circle all the contractions in the book and write the two words each contraction stands for next to the word. Remind them not to circle any words with an *'s* that show possession. When they have finished, discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

#### Word Work: Idioms

- Have students turn to page 3. Read the following sentence aloud: *And how was I supposed to know that their screaming would get babies crying, moms all jittery, and nurses jumping around like, well, fish out of water.*
- Ask students to circle the phrase *fish out of water*. Explain to students that this is an example of a type of figurative language called an *idiom*. Idioms are phrases or expressions that mean something different from what the words actually say. Authors use idioms to make their writing more vivid, humorous, and enjoyable. Point out to students that in the story, Charly doesn't always understand the idioms her dad uses, which makes the story funny.
- Ask students to explain what they think the idiom *a fish out of water* means. Discuss the meaning of the idiom with students (someone who feels uncomfortable and out of place).
- Discuss with students other familiar idioms such as *it's raining cats and dogs* and *saved by the bell*. Ask them to draw on their personal experiences and background knowledge to tell the meaning of these idioms.

- Have students turn to page 7 in their book. Have them locate the idiom in the first paragraph (*got up on the wrong side of the bed*). Ask students to explain what this expression means (someone is grumpy, everything goes wrong).
-  **Check for understanding:** Ask students to work with a partner to find and circle idioms in the story. Have them pick their favorite one and draw a literal representation of it on a separate piece of paper. On the back of the paper, have them write and draw what the idiom really means. Have students share their drawings and have the remaining students guess which idiom the drawing represents.
- **Independent practice:** Introduce, explain, and have students complete the **idioms worksheet**. If time allows, discuss their responses.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently or with a partner. Additionally, partners can read 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 share with someone at home their analysis of the main character in the story.

### Extend the Reading

#### Realistic Fiction Writing Connection

Explain to students that realistic fiction is a made-up story based on something that could actually happen. Have students write about a character who misunderstands something that someone tells him or her.

#### Social Studies Connection

In *Charly Did It*, Charly mentions that her mom was a firefighter and her Aunt Dee is an airplane pilot, jobs that typically used to be held by men. Provide students with books and other resources for students to research other women who are leaders in their professions or who have unusual jobs (Sally Ride, Condoleezza Rice, Rachel Carson, Ellen Ochoa, and so on).

#### 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:

- consistently tell about the mental pictures they create while reading
- correctly analyze the main character of the story by examining her thoughts, words, and actions during discussion and on a worksheet
- identify, form, and correctly use contractions during discussion and on a worksheet
- accurately identify idioms and understand their use during discussion and on a worksheet

### Comprehension Checks

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