

## About the Book

Text Type: Fiction/Informational Narrative Page Count: 16 Word Count: 592

### Book Summary

*The Best Guess* tells how friends in a neighborhood work together to try and win a contest. They research and chart data to find the best guess to the ice cream man's question: *What will be the first one-hundred-degree day of the year?* Illustrations and graphs support the text.

## About the Lesson

### Targeted Reading Strategy

- Self-monitoring

### Objectives

- Use the reading strategy of self-monitoring to understand text
- Sequence events
- Vowel diphthong /ou/: *ou* and *ow*
- Identify and understand the use of quotation marks
- Recognize and use contractions

### Materials

Green text indicates resources available on the website

- Book—*The Best Guess* (copy for each student)
- Chalkboard or dry erase board
- Sequencing, quotation marks, contractions 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

- Content words: *bar graph, certain, column, data, degrees, guesses, scan, tally mark, temperature*

## Before Reading

### Build Background

- Ask students to tell what they know about bar graphs and mathematical predictions. If applicable, make connections to math lessons in which these skills have been taught. Ask students where they have seen bar graphs used in the past. Ask what kind of information can be displayed in them.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book and have them preview the front and back covers and read the title. Have them discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about. Ask: *What do you see on the covers? What do the illustrations tell you about the book's contents? What do you think the book will be about?* Encourage any and all predictions.

- After introducing the book and building background, invite students to continue previewing the book. Point out the illustrations, graphs, and bold vocabulary words in the text. Explain that these words are bolded because they are all terms that are defined in the glossary at the back of the book.
- Direct students to the glossary and review the information it gives the reader (a list of difficult words and their meanings, along with the page numbers where the words can be found in the text).

### Introduce the Reading Strategy: **Self-monitoring**

- Explain to students that good readers check to see if they understand what they're reading by asking themselves questions as they read. Review or explain that any time a word or section of the book becomes difficult, readers should slow down, look at the illustrations, and continue on to the end of the sentence. They should then go back and reread the sentence, making sure they understand what they have read.
- Model self-monitoring by asking, *Does this make sense?*  
**Think-aloud:** *When I'm unsure about something I'm reading, I pause to reread the sentence, or sentences, and think about whether or not they make sense to me. Since I know good readers do this, I'm going to do it in this book if I come across words or points that don't make sense to me and see if I can figure out what they mean.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Review decoding the content words (listed at the start of the lesson) with students to increase their chance of a successful reading experience.
- Remind students of the strategies they can use to work out words they don't know. Review any strategies that have learned in the past. Ask: *What can you do when you come to a word you do not understand?*
- Model how to apply word-attack strategies. Remind students to use what they know about word parts and think about how a word is used in a sentence to work out the meaning of an unfamiliar word. Also remind students that they can use context clues in text to help figure out a word's meaning.


### Set the Purpose

- Have students monitor their understanding of the book by stopping periodically to reread and ask themselves, *Does this make sense?*

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 9. Remind them that saying the words aloud, even at a whisper, will help them listen to the words and ensure that they make sense. If some students finish before others, encourage them to go back and reread.
- When they have finished reading, direct students to page 9. Model self-monitoring.  
**Think-aloud:** *The first time I read this page, it didn't make sense to me, so I read it again. The second time I read it, I noticed the word chart. Then I looked at the illustration, and I noticed that the book has a chart with columns. By rereading and looking at the illustration, I realized that Nora was reading the chart with columns of information from the book. Then I was confident I had read it correctly.*
- Ask how self-monitoring by rereading and looking at the illustration can help students to correctly decode the words and make more sense of what they're reading. Ask students to share examples of how they've monitored their reading so far.

-  Have students make a small 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


- Have students share any questions they had while they were reading. Discuss how self-monitoring helped them stay actively involved in the reading process and helped them better understand and remember what they read.

## Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Talk with students about the specific sequence of events the characters used to find their best guesses. Say: *This book shows how Harlan and Nora solve a mathematical problem by following a sequence of steps.*

-  **Introduce and model:** Review or explain that common sequencing words, such as *first*, *next*, *then*, *after that*, *now*, and *finally*, are used to show the order in which events occur. Ask students to turn to page 11. Read through this page together, having students circle the time-order, or sequencing, word they see used in the text (*Then*). Repeat on page 12, having students circle the time-order word they see used (*Now*).

- Explain how Harlan and Nora needed to do things in a specific order to fully understand the data they researched. (Understanding the data helped them make the best guess needed to win the contest.)

-  **Check for understanding:** Have students work in pairs to identify the sequence of steps involved in solving the problem. Instruct them to mark in their book where each new step is explained. Discuss the specific order in which these events occurred (researched data, recorded the data with tally marks, made a bar graph, analyzed their results, made their guesses).

- **Independent practice:** Have students practice identifying the sequence of events by completing the [sequencing worksheet](#). Discuss answers aloud when students have finished.
- **Extend the discussion:** Ask students what they thought of the book. Ask if they would be interested in winning free snow cones for a year. Ask if they think all the work Harlan and Nora did was worth the prize.

## Build Skills


### Phonics: **Vowel diphthong /ou/: *ou* and *ow***

- Write the words *now* and *found* on the board. Read the words aloud with the students.
- Ask students what the two words have in common. Circle the *ow* and *ou*, and point out that both letter combinations make the /ou/ sound.
- Have students reread the words *now* and *found* aloud, stressing the /ou/ sound.
- **Check for understanding:** Write the following words on the board and call on students to read them aloud and circle the letters that make the /ou/ sound: *round*, *clown*, *pound*, *rebound*, *town*, *downtown*.
- **Independent practice:** Make a T-chart on the board with *ou* on one side and *ow* on the other. Ask students to reread the book and find words that can be added to the chart. Be sure students read the words correctly as you add them to the chart.

### Grammar and Mechanics: Quotation marks

- Write the following on the board: *"That's a great idea!" said Harlan.* Ask students if they can tell what words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in the text. Discuss the difference between what is being said aloud by the character (*That's a great idea*) and what is not (*said Harlan*).
- Direct students to page 6 in the book. Read the page aloud as students follow along. Ask students to raise their hand in the air while dialogue is being read aloud (*"When would you like our guesses,"* and so on) and to lower their hand when a character is not speaking (*Nora asked Mr. Mack, said Mr. Mack,* and so on).
- Discuss the different words used in the text to depict dialogue. Remind students that these words come directly before or after the quotation marks to show that the character is speaking. Ask students to find the words used in the text. Write them on the board as students find them:  
*said*  
*shouted*  
*replied*  
*asked*  
*complained*


Ask students to tell which of the above words show that the dialogue should be read loudly (*shouted*) and which should be read in a normal voice (*replied*). Ask them to think of other words that depict dialogue that they might see in other books (*screamed, shared, added,* and so on). Add these words to the list on the board.


 **Check for understanding:** Have students work in pairs to find where dialogue is found throughout the text. Instruct them to underline the words that depict dialogue (*said, asked,* and so on) and circle the quotation marks throughout.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). Discuss answers aloud when students have finished.
- **Extend the discussion:** Have student volunteers read the dialogue out loud and act out the different characters' parts.


### Word Work: Contractions

- Review or explain that a *contraction* is a word formed by joining two words and that an apostrophe shows where the letter or letters have been left out.

 Direct students to page 13. Ask them to find the contraction in the text and circle it (*I'm*). Ask which two words were joined together to make the new word (*I* and *am*) and have them write the words in the margin of their book next to the word *I'm*. Ask which letter was dropped in order to make the contraction (the *a* in *am*).

 Direct students to page 7. Ask them to find five contractions in the text and circle them (*I'm, I'd, I'll, we'll, We've*). Ask which two words were joined together to make each of the new words (*I* and *am, I* and *would, I* and *will, we* and *will, we* and *have*) and have them write them in the margin of their book next to the contractions. Ask which letters were dropped in order to make the contractions (the *a* in *am, the wi* in *will, and so on*).

- Point out the phrase *Mr. Mack's ice cream truck* on page 3. Explain that the word *Mack's* is a possessive form of the name *Mack*, meaning that Mr. Mack has ownership of the ice cream truck. Possessives have an *'s* at the end to indicate ownership. *Mr. Mack's* is not short for *Mr. Mack is*.
- **Check for understanding:** Introduce, explain, and have students complete the [contractions worksheet](#). Discuss their answers aloud when they have finished.

 **Extend the discussion:** Have students underline all of the contractions they find in the book and count how many there are. Discuss their answers.

## 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. Have them share the sequence of events in the story with someone at home.

## Extend the Reading

### Writing Connection

Have students practice creating dialogue in a writing assignment, using at least two characters. Direct them to the list of words on the board depicting dialogue that was created after reading *The Best Guess*. Encourage them to use as many different dialogue words as they can while writing conversation among characters in their own story.

### Math Connection

Have students create their own bar graph to measure high temperatures. Supply Internet and print resources for them to find their hometown's first one-hundred-degree day for a number of years. Following the example in the text, have them tally their results and then create a bar graph. Have students create a poster to display their findings. (If one-hundred-degree days are uncommon in your area, substitute for the first day below freezing.)

### 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 and successfully self-monitor their understanding of text while reading
- accurately recognize and recall events using sequencing words
- identify the letter symbols that make the vowel diphthong /ou/ during discussion and on a worksheet
- identify and understand the use of quotation marks
- recognize contractions in the text and identify the two words that are joined to make the contraction in discussion and on a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**