



About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,082

Book Summary

We're in Business tells the story of a group of student leaders who work together to generate and implement new ideas and programs for their community. The Kids Company Leaders Team enters a national contest to win \$3,000 to fund a project of their choice. Each of the leaders has a unique strength to share with the group, and their cooperation and innovation help them to create an inspirational proposal. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Sequence events in a story
- Identify and use quotation marks
- Recognize and use the suffix *-ing*

Materials

Green text indicates resources are available on the website.

- Book—*We're in Business* (copy for each student)
- Chalkboard or dry-erase board
- Sequence events, quotation marks, suffix *-ing* worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the 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: **ballot** (n.), **corporation** (n.), **exceeded** (v.), **finance** (n.), **presentation** (n.), **requirements** (n.)

Enrichment: **brainstorming** (v.), **business plan** (n.), **committee** (n.), **mission statement** (n.), **participants** (n.), **potential** (adj.), **present** (v.), **proposed** (adj.), **stockholders** (n.), **voting** (v.)

Before Reading

Build Background

- Ask students to share experiences of working together in a committee or student group. Discuss the skills that are necessary to work successfully in a group, such as good communication, cooperation, and responsibility.
- Discuss ways to make decisions within a group of people. Have students explain what they know about voting and explain how this can be an effective way to make decisions.

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 kind of book this is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Explain that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a summary is a brief overview of the most important information in the text. The summary usually tells *who*, *what*, *when*, *where*, and *why* about a topic.
- Read page 4 aloud to students and model summarizing.
Think-aloud: To summarize, I need to decide which information is important. Then, in my mind, I organize the information into a few words or sentences. For example, the text on page 4 describes how the Kids Company is a national program of school companies. The students run the companies. I will underline this information. The page also describes how The Adams School has a kids company with 93 members from six grades. When I look at this important information, a summary of page 4 might be: The Adams School participates in Kids Company, a national program of school companies run by students.
- Have students read through page 5. Discuss the important information on page 5 (*Adams Kids Co. exceeded its goal. The advisor wrote to the state committee about their success.*)
- Review the important information from pages 4 and 5. Ask students to use this information to summarize the first chapter of the story, focusing on the questions *who*, *what*, *when*, *where*, and *why*. (*The Adams School participates in Kids Company, a national program of school companies run by students. Their company did so well during the year that their advisor shared their success with the state committee.*) Write the summary on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that writers present the events of a story in a particular order. Words are often provided to help readers identify a sequence of events. Ask students to identify examples of sequencing words (*today*, *first*, *next*, *then*, *last*, dates, times, and so on).
- Model using sequencing words to describe the process of getting ready for a school day. Write key words from each step in order as you describe them to students.
Think-aloud: I know that when I get ready to go to school in the morning, there are steps I always follow. My first step is to brush my teeth and take a shower. Next, I dry off and comb my hair. Then, I get dressed and go downstairs for breakfast. Next, I make my lunch. Last, I get in the car and go to school.
- Invite students to share the steps they take to get ready for school. Remind them that even though each student's list of events might be different, the order should make sense.

Introduce the Vocabulary

- Have students pretend that the cafeteria has asked them to suggest a food to add to the menu. The group of students that has the best presentation—the one with the most votes—will have their food added to the menu.

Lesson Plan *(continued)*

We're in Business


- Divide students into groups. Explain that each group will be responsible for a *presentation*, or demonstration, suggesting one food idea. Give each group a blank piece of paper. Write the following information under the heading *Requirements* on the board: *colorful picture of the food, name of the food, brief description of the food, three reasons why the food should be included on the menu*. Allow students time to discuss their ideas and create a poster that includes all of the requirements.
- Have each group present its food idea. Provide each student with another blank piece of paper to record each group's idea. Explain that the list of ideas is called a *ballot*. After each group has presented, place their posters on the board under the heading *Proposals*.
- When all the groups have presented, have students vote by circling the proposal they like best on their ballot. Collect the ballots and tally the results.
- Have students discuss the strengths of each presentation (volume, clarity, detail, and so on).
- Write the words *exceeded*, *requirements*, *finance*, *presentation*, and *ballot* on the board. Have volunteers use each vocabulary word in order to describe the process of choosing a food idea.

Set the Purpose

- Have students read the book to find out about the students' business proposals and their voting process. Remind them to stop after each chapter to summarize the events of the book.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Encourage those who finish early to go back and reread. When students are ready, discuss the important information they identified in chapter 2, "Important News."
 - **Model summarizing.**
Think-aloud: *I made sure to stop at the end of the chapter to summarize what I'd read so far. First, I decided what information was important to remember, answering the questions who, what, when, where and why. Then, I organized the important information into one sentence: The members of the Adams School KCLT were invited to present a project to the national committee, and the winning project will be awarded \$3,000. The members of the Leaders Team began brainstorming ideas for projects.*
 - Write the summary on the board. Ask students to use the information in the two summaries to sequence the important events in the story. (*First, the advisor wrote to the state committee to share the success of the Adams School company. Next, the leaders were invited to present a project to the state committee. Then, the leaders began brainstorming ideas for the project.*) Discuss how using sequencing words (*first, then, next*) helps readers organize the order of events.
 - **Check for understanding:** Have students read to page 15. Invite them to share the important information in the chapter. Ask students to write a brief summary of the chapter on a separate piece of paper or at the bottom of page 15. Invite them to share what they wrote.
 - Have students read the remainder of the story. Remind them to think about the details of the story so they can summarize the information as they read to better understand the important events in 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:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about the process of starting a school business because I summarized the information in my own words as I read the book.*
- Ask students to explain how the strategy of summarizing helped them understand the story.
- **Independent practice:** Have students write a summary on a separate sheet of paper using one of the remaining chapters in the book. If time allows, invite students to read their completed summaries aloud.

Reflect on the Comprehension Skill

- **Discussion:** Review chapter 3, "Making a Decision," with students. Ask them to identify the sequence of events that the leaders decided upon for identifying a project idea. (*First, they brainstormed ideas that supported the mission statement. Next, they chose three ideas to put on a ballot. Then, they presented the ideas to all the members. Last, they asked members to vote.*) Reinforce how the information in their summary should include all the important events in the story.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** Review the mission statement students in the story used as a guideline for their project. Discuss why a mission statement is important. Have students locate and read the mission statement for their school. Then have them create a mission statement for their classroom.

Build Skills

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: "Okay, let's get started," Ms. Maybry said. Discuss the difference between what is being said aloud by the speaker (*Okay, let's get started*) and what is not (*Ms. Maybry said*). Circle the quotation marks and review that these are placed before and after the words a speaker says. Point out the second comma and explain that it is placed inside the second quotation marks.
- Have students find the first paragraph on page 6. Ask a volunteer to read it aloud. Ask students to tell who is speaking and what she is saying.
- Have students read the second paragraph. Point out that quotation marks are placed at the beginning of the speaker's words and again at the end. Explain to students that a period is placed at the end of each sentence because each group of words expresses a complete thought. Ask students to tell who is speaking.



Check for understanding: Have students read page 8. Have them underline the characters' words using a colored pencil. Have them use a different colored pencil to circle commas and periods. Ask students to take turns reading the quotations on the page. Discuss what punctuation marks students underlined and circled.

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

Word Work: Suffix -ing

- Review or explain that a *suffix* is *an ending added to a word that alters, or changes, the meaning of the word*. An example of a suffix is *-ing*.
- Write the word *designing* on the board. Ask students to identify the root word. Write the word *design* on the board next to *designing*. Have students use each word in a sentence. Point out how the suffix alters the meaning of the word.
- Have students explain how the suffix was added to the word (*-ing* was added to the end of the word *design*).

- Have students turn to page 7 in their book and point to the word *exciting*. Write the word on the board. Ask students to identify the root word (*excite*). Write this word on the board next to *exciting*.
- Have students explain how the suffix was added to this word (the e was dropped before adding *-ing*). Explain that when adding the suffix *-ing* to a word that ends in e, the e is dropped before adding *-ing*.
- Repeat the above exercise using the words *prepare* and *make* (*preparing* and *making*).



Check for understanding: Have students turn to page 7 and circle the words with the *-ing* suffix (*reading, taking, talking, exciting, figuring*). Have them write the root word next to each circled word in the book (*read, take, talk, excite, figure*).

- **Independent practice:** Introduce, explain, and have students complete the [suffix -ing worksheet](#). If time allows, discuss the answers with students.

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 sequence the steps to make a favorite family dish with someone at home.

Extend the Reading

Writing and Art Connection

Refer students to page 19, and talk about the mission statement needed to develop a new business. Discuss ideas students may have about developing their own business. Have them work in groups or individually to brainstorm and develop a mission statement and business plan as described on page 19.

Social Studies Connection

Have students vote on a topic that involves a choice within the school day (such as the game at recess, an activity, and so on). Discuss possible choices for the topic with students. List these choices on ballots and have students vote on their choice. Discuss the importance of voting (so everyone has a voice). Ask students to explain why voting is a responsibility (because a person's vote enacts change).

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of summarizing to better comprehend text
- correctly sequence events during discussion and on a worksheet
- correctly identify a speaker's words and use quotation marks in text and on a worksheet
- recognize and use the suffix *-ing* during discussion and on a worksheet; correctly drop the final e when adding *-ing*

Comprehension Checks

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