



### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 89

#### Book Summary

Grandpa is snoring really loudly. In the book *Stop Snoring!*, students will read about the many ways two kids try to make Grandpa stop. No matter what they try, he keeps on snoring. Emergent readers are supported by high-frequency words, repetitive phrases, and detailed illustrations. Students will have the opportunity to identify characters and setting as well as connect to prior knowledge as they read this entertaining realistic-fiction story.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Identify characters and setting
- Segment syllables
- Identify initial consonant *st*-blends
- Recognize and use names of people
- Recognize and write high-frequency word *they*

#### Materials

Green text indicates resources are available on the website.

- Book—*Stop Snoring!* (copy for each student)
- Chalkboard or dry-erase board
- Story elements, initial consonant *st*-blends, proper nouns: names of people 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](http://VocabularyA-Z.com).

- High-frequency words: *on*, *they*
- Content words:

Story critical: *instruments* (n.), *loudly* (adv.), *snoring* (v.), *squeeze* (v.), *style* (v.), *wake* (n.)

### Before Reading

#### Build Background

- Write the word *snoring* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to make snoring noises. Ask students when people usually snore. Discuss things that could be done to make someone stop snoring.

## Book Walk

### Introduce the Book

- Show students the front and back covers and read the title with them. Ask what they think they might read about in a story called *Stop Snoring!* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *They \_\_\_\_ Grandpa's \_\_\_\_\_. Grandpa keeps on snoring.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge as you preview the story.  
*Think-aloud: On the front cover of Stop Snoring!, I see grandpa sleeping in the chair as well as a boy and a girl watching him sleep. I know those z's coming from his mouth mean that he is snoring. I also know when people are sleeping and snoring they are hard to wake up. On the basis of the title and the picture on the cover, I think this story will be about how the boy and the girl try to wake up their sleeping grandpa. I wonder what they will try.*
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Story elements: Identify characters and setting**

- Explain to students that a story is made up of many parts, called *story elements*. Write the word *character* on the board. Explain or review that a character is a person or animal in the book that plays an important role in the story. Write the word *setting* on the board. Explain that the setting tells where and when the story takes place.
- Model how to tell a story with characters and a setting.  
*Think-aloud: When people tell a story, they usually tell about the characters and the setting. It would be strange for a story to have no characters or to happen nowhere! For example, if I wanted to tell a story about a grandmother, the setting I would give my story would probably be a kitchen. The characters would be the grandmother and her grandchildren. If I wanted to be more specific about the characters and setting, my story could be about Grandma Ruth making chocolate pies in her warm, sunny kitchen with her granddaughters, Lynn and Wendy. The story could take place on Saturday afternoon before a big family dinner. A story becomes more interesting when details are included about the characters and the setting.*
- Write the words *Who*, *Where*, and *When* on the board and underline each word. Write details from the Think-aloud in the appropriate column.
- Ask students to look for details that describe the setting and characters in this story.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Grandpa is snoring really loudly. I think Billie and Blake will wake him up.*

- Remind students to use their decoding strategies to read new or difficult words. Review or explain that one way to read a new word is by using the picture and the context of the sentence. For example, point to the word *squeeze* on page 5 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. In the picture on page 5, I see that Billie is holding Grandpa's nose. The sentence reads as follows: "They /squl Grandpa's nose." One word that would make sense is hold, but that starts with the /h/ sound, and this word starts with the /squl sound. So I can think about other words that might make sense in the sentence. I know the word squeeze means to press on the opposite sides of something; this word makes sense in the sentence. The word squeeze starts with the /squl sound. This word must be squeeze.*
- Invite students to identify the word (*squeeze*). Use the word in the sentence and ask students if the word *squeeze* makes sense.

## Set the Purpose

- Have students use what they already know about sleeping and snoring to help them read the book. Remind them to think about the characters and setting as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Grandpa*). Point out to students where to begin to read on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
**Think-aloud:** *As I read, I learned Grandpa is snoring really loudly, and Billie and Blake want to wake him up. First they shake his shoulder, and then they squeeze his nose, but Grandpa keeps on snoring. I know these are all things people do to wake someone who is sleeping. On the basis of what I have read so far, I believe the other pages in the story will tell about other things Billie and Blake try to wake up Grandpa. I will continue reading to see if this is true.*
- Invite students to share how they connected with what they already knew as they read.
- Remind students that characters are people or animals that play an important role in the book. Have students discuss with a partner the characters they have read about so far in the story.
- Invite volunteers to name characters in the book. Have students share one detail about each character.
- Remind students that the setting of a story is where and when the story takes place. Have students share with a partner where they think the story takes place. Invite volunteers to share their answers.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge).
- Refer to the columns on the board and remind students that the characters and the setting often answer these questions. Erase the details from the earlier Think-aloud and have volunteers suggest where to place new details about the characters and setting in this story.
- Have students read the remainder of the book. Remind them to think about what they know about sleeping and snoring to help them understand new information as they read.



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 section 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

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read, and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the last pages of the story, I learned the children fell asleep on Grandpa's floor. They were tired from all the things they tried to get Grandpa to wake up. Now their snoring finally woke Grandpa up! I wonder what things he will try to wake up the children.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

### Reflect on the Reading Skill

- **Discussion:** Review the characters and setting on the board. Ask students to give a descriptive statement about each character on the basis of what they read in the story. Have students give evidence from the story to support their choice for the setting.
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, you read about Grandpa snoring really loudly as he slept in his chair and the children attempting to wake him up. Now that you have thought about this information, what is the best way to wake someone up?

### Build Skills

#### Phonological Awareness: **Segment syllables**

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *snoring*.
- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *instruments, squeeze, style, loudly, wake, really*.

#### Phonics: **Initial consonant st-blends**

- Write the word *style* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *style*.
- Have students practice writing the letters *st* on a separate piece of paper while saying the /st/ sound.
- **Check for understanding:** Write the following words that begin with the /st/ sound on the board, leaving off the initial consonant blend: *stun, stink, step*. Say each word, one at a time, and have volunteers come to the board and add the initial *st* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant st-blend worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Proper nouns: Names of people**

- Write the following sentence on the board: *Billie and Blake are grandchildren*. Underline the words *Billie*, *Blake*, and *grandchildren*. Ask students if these words describe people, places, or things (people). Invite them to explain the difference between the words (*Billie* and *Blake* begin with a capital letter and *grandchildren* does not).

## Lesson Plan *(continued)*

## Stop Snoring!

- Ask students to explain why *Billie* and *Blake* begin with a capital letter (they are names). Explain that names of people in a story always begin with a capital letter, even when they are not the first word in a sentence.
- Have students suggest names of people. Invite them to come to the board and write each name using a capital letter at the beginning of the name. Have student pairs use the names in oral sentences.



**Check for understanding:** Have students locate and highlight all the proper nouns in the book that name people. Have them read the names aloud with a partner.

- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-people worksheet](#). If time allows, discuss their responses.

### Word Work: **High-frequency word *they***

- Explain to students they are going to learn a word that they will often see in stories. They should be able to recognize and read this word quickly. Write the word *they* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *they* on their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *they* is used to identify more than one person or thing. Point to a group of people in the classroom and tell what they are doing: *They are reading.* Have volunteers use the word *the* in oral sentences to identify groups of people or things in the classroom.



**Check for understanding:** Have students reread the book and underline every occurrence of the word *they*.

## 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 them discuss the characters and setting from the story with someone at home.

## Extend the Reading

### Realistic Fiction Writing Connection

Have students draw a picture of something they would do to wake someone up. Under the picture, have them write one or two sentences telling about their picture. Remind students to use proper nouns to tell about the people in their story.

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

### Math Connection

Discuss with students the things Billie and Blake tried to wake Grandpa and list them on the board. Count the number of things they tried before they fell asleep and Grandpa woke up. Have partners make up a new story about the number of things Grandpa will try to wake the kids up. Invite groups to share their story with the class if time allows.

**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 connecting to prior knowledge to understand text during discussion and on a worksheet
- accurately identify characters and setting during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbols that represent the /st/ sound in text and during discussion
- correctly understand and identify names of people during discussion and on a worksheet
- correctly identify and write the high-frequency word *they* during discussion

**Comprehension Checks**

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