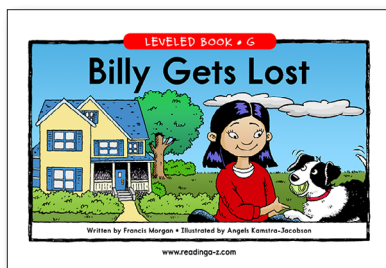


Lesson Plan

Billy Gets Lost



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 232

Book Summary

Billy and Emmy are playing catch when suddenly Cat runs by. Billy chases after Cat. When Cat runs up a tree, Billy realizes he is lost. How will Billy ever get home? Perhaps some other animals will help him. Students are provided with the opportunity to identify cause-and-effect relationships.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand the story and remember information
- Understand and identify cause-and-effect relationships
- Discriminate short /a/ vowel
- Identify words with short /a/ vowel
- Identify and use present-tense verbs
- Identify and use position words

Materials

Green text indicates resources available on the website

- Book—*Billy Gets Lost* (copy for each student)
- Chalkboard or dry erase board
- Visualize, cause and effect, short /a/ vowel, verbs 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

- High-frequency words: *and, asks, he, him, says, with*
- Content words: *Billy, chases, Emmy, farm, fetch, field, house, street*

Before Reading

Build Background

- Write the word *lost* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether they have ever been lost. Discuss where they were lost and how they felt.
- Discuss what students might do if they were lost. Have students describe in detail what they would do if they were lost. Draw a simple picture based on one student's description. Discuss how to visualize another person's description of an event.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Billy Gets Lost*. (Accept all answers students can justify.)

Lesson Plan *(continued)*

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- 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 reading. Readers often use what they already know about a topic to make the pictures in their mind. Explain that one way to visualize is to draw a picture.
- Read page 3 aloud. Model how to visualize using a drawing.
Think-aloud: Whenever I read a story, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the story. For example, on page 3, the author tells about two of the characters and what they like to do. I pictured a small brown puppy and a little girl playing fetch with a tennis ball in the front yard. I also read about where they lived, so I pictured a large house with a blue roof.
- Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized as they listened to you read page 3. Invite them to share their drawings.
- As they read this book, have students pay attention to how they are visualizing the scenes in the story. Also encourage them to be aware of other details that appear in their mind that are not shown on the pages.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is an action that makes something happen, and the *effect* is what happens because of, or as a result of, the action.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I practice hitting a baseball every day.*
- Model identifying a series of cause-and-effect relationships.
Think-aloud: If I practice hitting a baseball, I might hit a home run in a game. If I hit a home run, my team might win the game. If we win the game, our coach might buy us a snow cone afterward. Sometimes a cause and its effect cause other events to happen.
- Retell the series of cause-and-effect relationships about the home run. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter.
- Write the following words on the board: *throws, drops, climbs, flies, and turns*. As you write each one, point out that these are action words, or verbs.
- Ask students to stand up. Point to each word on the board, one at a time, and read it aloud. Have students repeat the word. Then give them a few seconds to think about how they can act out this movement or action.
- Say to students: *One, two, three, please show me*. Explain that this is the signal for students to act out the vocabulary word or phrase. Ask students what person or other animal they think might do this action. Keep the words on the board for students to refer back to while they are reading the story.
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word.
- Another strategy to use when reading an unfamiliar word is to think about what a character in a story could possibly be doing in the picture. Remind students to think back to the movements they just acted out to remember some new words.

Lesson Plan *(continued)*


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Set the Purpose

- Have students read the book to see how Billy finds his way home. Remind them to stop and visualize as they read to help them remember important events and understand the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish early to go back and reread. Have students draw on their worksheet what they visualized.
 - Model visualizing.
Think-aloud: When I read that Billy saw Cat, I pictured Billy turning his head and dropping the yellow tennis ball on the ground. I pictured Cat running in the opposite direction of Billy's yard. Billy began running after Cat and barking wildly. I pictured Emmy with a worried look on her face.
 - Have students share their picture of what they visualized while reading. Have them explain their drawing aloud.
 - Create a cause-and-effect chart on the board. Write the following phrase under the *Cause* heading: *Billy sees Cat*. Ask students to use the text and think-aloud discussion to identify the effect of this cause (*Billy drops the ball and chases Cat*). Write this information on the chart under the *Effect* heading.
 - Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have them identify and write on their worksheet a cause-and-effect relationship that happened as a result of Billy chasing Cat. (*Cause*: Cat runs down the street; *Effect*: Billy runs down the street.) Point out how the chain connects the first cause-and-effect relationship with the second (the effect, *Billy chases Cat*, is connected to the next cause, *Cat runs down the street*).
 - Have students write the other cause-and-effect relationships from page 5 on their worksheet.
 - **Check for understanding:** Have students read from page 6 to the end of page 8. Have them identify and write on their cause-and-effect worksheet other cause-and-effect relationships they find as they read.
 - Discuss with students what they visualized as they read pages 6 through 8. Ask them to draw what they visualized on their visualize worksheet.
 - Have students read the remainder of the story. Remind them to continue visualizing as they read in order to help them understand and remember the story.
-  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 discussion 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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- *Think-aloud:* When I read about Billy going into the barn to talk to Owl, I pictured Owl sleeping peacefully on a rafter in the barn. I pictured Owl slowly opening his eyes and looking at Billy. I pictured Billy looking worried and scared. These images helped me to understand and remember that part of the book.
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have them share their pictures when they have finished.

Lesson Plan *(continued)*

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Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the cause-and-effect relationships on their worksheet. Have students choose a partner and discuss the cause-and-effect relationship on pages 9 and 10. Have each pair share with the group the cause-and-effect relationship they found.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In the story, Billy the puppy got lost when he was chasing Cat. When he realized he was lost, Billy asked several animals for help. Now that you know this information, why is it important to ask the right person for help if you are lost?

Build Skills


Phonological Awareness: **Discriminate short /a/ vowel**

- Say the word *path* aloud to students, emphasizing the medial short /a/ sound. Have students say the word aloud and then say the short /a/ sound.
- Read page 6 aloud to students. Have them give the thumbs-up signal when they hear a word that has the short /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /a/ sound: *back, roof, farm, cannot, ask, sat*.

Phonics: **Short a vowel**

- Write the word *path* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the word aloud. Ask students which letter stands for the short /a/ sound in the word *path*.
- Write the following words that have the short /a/ sound on the board, leaving out the medial vowel: *ham, that, track, ask*. Say each word, one at a time, and have volunteers come to the board and add the *a* in each word. Have students blend the sounds together as you run your finger under the letters.
- **Check for understanding:** Have students search the story to locate and highlight words that have the short /a/ sound.
- **Independent practice:** Introduce, explain, and have students complete the **short /a/ vowel worksheet**. If time allows, discuss their responses.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 4 in their book. Read the first sentence aloud together. Ask students to name the word that identifies an action (*throws*).
- Write the following sentence on the board: *Billy drops the ball*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.
- Write the words *throws* and *drops* on the board. Explain that these words tell about actions that are happening right now, or in the present.
-  **Check for understanding:** Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

Lesson Plan *(continued)*

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Word Work: **Position words**

- Write the following sentence on the board: *Cat ran through a farm.* Underline the word *through*. Invite students to explain the meaning of the word. Have students turn to page 5 in the book. Have them locate the word *through*, and reread the sentence with them. Have students move their finger on the picture to show where Cat went through a farm.
- Explain that the word *through* is a *position word*. Position words tell the location of things.
- Have students turn to page 6 and locate the word *up*. Have them point to the picture to show where Cat was located (the tree).
- Have students locate the words on pages 5 and 7 that tell where Cat and Billy were located (*into*, *down*).
- **Check for understanding:** Have students work with a partner to use the position words *through*, *down*, *up*, and *into* in oral sentences. Ask each pair of students to share their sentences aloud. Write the sentences on the board and underline the position words.

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 share their visualize worksheet with someone at home. Remind them to include some cause-and-effect relationships in the retelling.

Extend the Reading

Science Connection

Have a discussion about animals that live in the forest and animals that live on a farm. Work together with students to make a list of forest animals and farm animals. Discuss how these animals are alike and how they are different. Use questions such as: *Where do these kinds of animals get their food? How do they protect themselves?* Use this list and discussion to lead into the Writing Connection Activity.

Fantasy Writing Connection

Discuss the animals that Billy met on the farm and in the forest (fox and cow). Have students think about other animals that Billy might have met in the forest or on the farm. (Use the list created earlier to help students.) Ask students to draw a picture of Billy asking the other animals how to get home. Have students write sentences to tell about each picture.

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 card 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.

Lesson Plan *(continued)*

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Assessment**Monitor students to determine if they can:**

- accurately and consistently visualize during discussion to understand the story and remember information to include in drawings on a worksheet
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately discriminate short /a/ vowel during discussion
- identify and write the letter symbol that stands for the short /a/ vowel during discussion and on a worksheet
- accurately identify and understand the use of present-tense verbs during discussion and on a worksheet
- accurately identify and use position words during discussion

Comprehension Checks

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