

### About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 69

#### Book Summary

Lily the cat was bored until she decided to jump at some things. Each time she jumped, she heard, "No, Lily, don't!" This book provides an opportunity for students to retell a simple story and examine cause-and-effect relationships. Detailed, supportive illustrations and repetitive phrases support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand text
- Identify cause-and-effect relationships
- Segment syllables
- Identify short /u/ vowel
- Recognize and use adjectives
- Recognize and use color words

#### Materials

Green text indicates resources available on the website

- Book—*No, Lily, Don't!* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, short /u/ vowel, adjectives 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: *at, don't, no, play, the, yes*
- Content words: *bored, jumped, Lily, orange*

### Before Reading

#### Build Background

- Write the word *bored* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Explain that the word *bored* means tired or restless because you have nothing to do. Discuss times when students have been bored and what they did about it.

#### Book Walk

##### 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 *No, Lily, Don't!* (Accept all answers that students can justify.)

## Lesson Plan *(continued)*

## No, Lily, Don't!

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *Lily jumped at the \_\_\_\_\_. No, Lily, don't!* 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 book.

### Introduce the Reading Strategy: **Retell**

- Explain to students that good readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or the events on a television show.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.  
**Think-aloud:** *In The Three Little Pigs, the pigs decide to build their own houses. The first little pig builds his house out of straw. The big bad wolf comes along and asks the little pig to let him in. The little pig refuses, so the wolf huffs and puffs and blows down the house of straw. The little pig runs away. The second little pig builds his house out of sticks. The big bad wolf comes along and asks to be let in. When the second little pig refuses, the wolf huffs and puffs and blows down the house of sticks. The second little pig runs away.*
- Invite students to suggest information for the retelling of this story and continue retelling in detail to the end of the story.
- Have students place sticky notes on pages 4, 6, 8, and 10 of the book. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- 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.
- Explain that asking the question *Why did it happen?* reveals the cause, and asking the question *What happened?* reveals the effect.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Model how to identify an effect and its cause.  
**Think-aloud:** *One way to understand a story is to think about the events that happen and try to figure out the reason they happened. Doing this keeps me involved in the story and excited about what might happen next. For example, if a character in a story is laughing, I read to find out the reasons he or she is laughing. The character might have seen something funny on television. The effect, or what happened, would be laughing, and the cause, or why the laughing happened, would be seeing something funny on television.*
- Write this cause-and-effect relationship on the board. Invite students to suggest other possible causes for the effect of the character laughing (hearing a joke, being nervous, and so on).

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Lily the cat was bored.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *bug* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Lily jumping at a green cricket. When I look at the first part of the word, it starts with l/b/.*

*However, the word cricket starts with the /c/ sound, so this can't be the word. I know that a cricket is a type of bug. The word bug starts with the /b/ sound. I also see and hear the /g/ sound at the end of the word. The sentence makes sense with this word. The word must be bug.*

### Set the Purpose

- Have students read to find out what Lily did to keep from being bored. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the story so far.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling.  
*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that Lily the cat was bored. She was sitting on the back porch, surrounded by flowers and plants. She decided to jump at some red flowers. Then she heard, No, Lily, don't! Lily will have to find something else to do.*
- Have students reread pages 3 and 4. Explain that the cause on these pages is Lily being bored. Explain that the effect is what happens because she was bored. Ask for a volunteer to tell the effect of the cause (she jumped at the red flowers). Say: *I will write Lily was bored under the Cause heading, and I will write jumped at the red flowers under the Effect heading.*
- Introduce and explain the **cause-and-effect worksheet**. Have students write the information they know so far about the cause-and-effect relationship discussed above.
- **Check for understanding:** Have students read to the end of page 8. Have them retell what they have read so far. Ask them to write on their worksheet what caused Lily to jump at the brown lizard (She was told not to jump at the gray bird). Have students record any additional cause-and-effect information on their worksheet.
- Have students read the remainder of the book. Remind them to retell what they have read so far and to think about the cause-and-effect relationships to help them understand and remember the events 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 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

- Retell in detail the events of the story after Lily jumped at the brown lizard.  
*Think-aloud: Lily heard the words No, Lily, don't! again. Then she jumped at the blue pot. She heard the words No, Lily don't! one more time. This time she jumped at the orange ball. Finally, she heard the words Yes, Lily, play! She found the right thing to play with, and she was not bored anymore.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss the effects and their causes that students wrote on their worksheet.
- **Independent practice:** Have students write any additional effects and causes on their worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this story, Lily was bored, so she jumped at things that she should not have. Finally, after trying many things, she found a toy to play with. Now that you know this information, what do you do when you are bored? Why is it important to keep trying to find acceptable things to do when you are bored?

### Build Skills


#### Phonological Awareness: Segment syllables

- Say the word *yellow*. Tell students that you are going to count the syllables, or parts of the word. Repeat the word, clapping on each syllable. Tell students that you clapped two times because there are two parts to the word. Use clapping to demonstrate syllables for the following words: *butterfly*, *pot*, *lizard*.
- Ask students to say the word *Lily* and clap for each syllable they hear in the word.
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables: *jumping*, *green*, *flowers*.


#### Phonics: Short /u/ vowel

- Write the word *bug* on the board and say it aloud with students.
- Have students say the short /u/ 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 /u/ sound in the word *bug*.
- **Check for understanding:** Write the following words that have the short /u/ sound on the board, leaving out the *u*: *tub*, *us*, *but*. Say each word, one at a time, and have volunteers come to the board and add the *u* in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /u/ vowel worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Adjectives

- Have students turn to page 3, and read the first sentence aloud to them. Ask them which word describes the flowers (*red*). Review or explain that there are special words that describe people, places, and things. These words are called *adjectives*.
- Have students turn to page 4, and read the first sentence aloud to them. Ask them which word describes the bug (*green*).
-  **Check for understanding:** Have students locate and circle all the words in the book that name things. Make a list of these words on the board and have students use a different word to describe each of those the things. Record the new adjectives on the board. (Save this list for the Math Connection activity later in the lesson.)
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

#### Word Work: Color words

- Ask students to name the color words they read in the book. Write each word on the board in a marker of the same color.
- Read each color word on the list, one at a time. Have students brainstorm things that are that color. Record the names of the items under each color word.
-  **Check for understanding:** Have students reread the book. Have them color each picture in the book the correct color and underline the color word on the page.

## 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 retell the story to someone at home. Remind them to focus on cause-and-effect relationships in the retelling.

## Extend the Reading

### Realistic Writing and Art Connection

Have students draw a picture of Lily the cat jumping at something. Have them write a sentence to describe their picture. Remind them to use a color word to describe the item Lily jumps at.

### Math Connection

Have students review the list of items created during the adjectives section of the lesson. Have them count the number of items that Lily jumped at in the story.

### 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:

- accurately and consistently retell the story during discussion to understand text
- accurately identify the cause-and-effect relationships in the story during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that stands for the short /u/ vowel sound during discussion and on a worksheet
- accurately identify and understand the use of adjectives during discussion and on a worksheet
- accurately identify and use color words during discussion

### Comprehension Checks

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