

### Focus Question:

*What can happen if you help others?*

### Book Summary

Text Type: Fiction/Fantasy

*Are You Okay?* is a sweet story about the spirit of helping others. Students will enjoy seeing how the animal characters assist each other with familiar tasks around school. The story supports readers by providing colorful illustrations, high-frequency words, and some repetitive text. The book can be used to teach students how to determine cause-and-effect relationships and the proper use of quotation marks.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Determine cause and effect
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /e/ sound
- ☐ Identify short vowel e
- ☐ Recognize and use quotation marks
- ☐ Identify and use the high-frequency word *was*

#### Materials

- ☐ Book: *Are You Okay?* (copy for each student)
- ☐ Cause and effect, short vowel e, quotation marks worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *are, said, was*
- **Words to Know**  
**Story critical:** *fell* (v.), *help* (n.), *hook* (n.), *hung* (v.), *okay* (adj.), *recess* (n.)
- **Academic vocabulary:** *cause* (n.), *effect* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to recall a time someone helped them and how it made them feel. Ask students to share their experience with a partner. Have volunteers share their experiences with the whole class.
- Discuss with students the feelings they had when someone helped them and what it made them want to do next. Have students draw on a piece of paper a picture of someone helping them. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Are You Okay?* 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 type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Retell

- Explain to students that one way to understand and remember a story is to stop periodically and retell the details of the story in their mind. Explain to students that when they retell a story or event, they retell the details in the order in which they happened.
- Have students recall a time they helped someone. Have them retell the experience to a partner. Invite volunteers to share their retelling with the class. Write the details on the board in order. Point out to students that by retelling the time they helped someone, they can better remember the experience.

##### Introduce the Comprehension Skill:

##### Cause and effect

- Explain to students that one way of organizing information in a story is to consider what happened and why it happened. Write the words *Cause* and *Effect* on the board. Explain that a cause is an event that makes something happen and the effect is the result of the event.

### Guiding the Reading (cont.)

- Draw a T-chart on the board, and label the left column *Cause* and the right column *Effect*. Write the following sentence in the *Effect* column: *My sister is laughing*. Have volunteers offer causes and record this information on the board.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about helping others. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What caused Dog to trip and fall?* (level 1) page 3
- *How did Dog help Mouse?* (level 1) page 6
- *How did the characters feel before someone helped them? How did they feel after someone helped them?* (level 2) multiple pages
- *What might Rabbit do now that someone helped him?* (level 2) page 12
- *Why did the author write this story about helping others?* (level 3) multiple pages

#### Text Features: Illustrations

Explain to students that the pictures in this story are illustrations because they are drawn. Point out that illustrations often tell readers many things that are not written by the author. Reread page 3 aloud as students follow along. Have them work in small groups to look at the illustration and discuss how it gives more information than is written by the author. Invite volunteers to share their discussions with the class. Repeat the process with several other illustrations in the story.

### Skill Review

- Review retelling by having students start on page 3 and retell the events of the story to a partner. Have volunteers share their retellings with the class. Remind students that it is important to retell the events in the correct order to better remember and understand the story.
- Model identifying cause-and-effect relationships in the story.  
**Think-aloud:** *I know that a cause is why something happens and an effect is what happens as a result of the event. As I read this story, I look for cause-and-effect relationships to help me remember and understand what I read. For example, if a cause is Owl helps Dog when he trips and falls, the effect is Dog helps Mouse when she can't hang up her backpack. I will record this information on the T-chart to show the cause-and-effect relationship.*
- Have students work in small groups to identify another cause-and-effect relationship in the story. Invite volunteers to share their responses and record this information in the T-chart.
- Model how to complete the **cause-and-effect worksheet**, using evidence from the text.

### 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.

### Skill Review

#### Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet. Have students share their ideas with the group. List their responses on the board.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include that when people help you, it makes you want to help others. Samples: *When Dog fell down, Owl helped him up. Dog felt happy that Owl helped him. Dog then helped Mouse with her backpack. This made Mouse happy, so she helped Lizard when he was feeling sad at lunch. Each character passed on the help he or she received.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: Short vowel /e/ sound

- Say the word *help* aloud to students, emphasizing the short vowel /e/ sound. Have students say the word aloud and then say the short vowel /e/ sound. Have students practice saying the short vowel /e/ sound to a partner.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that has the short vowel /e/ sound.
- Have students practice making the short vowel /e/ sound with a partner. Have student pairs generate words that have the short vowel /e/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole class.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word with the short vowel /e/ sound: *bed, deck, miss, mess, bell, next, sat, and set*.

##### Phonics: Short vowel e

- Write the word *help* on the board and say it aloud with students.
- Have students say the short vowel /e/ sound aloud. Then, run your finger under the letters in the word *help* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /e/ sound in the word *help*.
- Say the words *miss* and *mess* aloud, emphasizing the vowel sounds, and have students write the words on a sheet of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /e/ sound. Repeat with the words *bell* and *ball*.
- **Check for understanding:** Write the following words with the short vowel /e/ sound on the board, leaving out the vowel: *nest, dress, and pen*. Say each word, one at a time, and have volunteers come to the board and add the short vowel e to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel -e worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics: Quotation marks

- Explain that there are punctuation marks, called quotation marks, that are used to show the words someone is speaking. Say: *When I write and I want to show when someone is talking, I put quotation marks around the words that character says. All the other words that are not spoken words are outside the quotation marks.*

- Write the following sentence on the board: *Can I help?* asked Dog. Read the sentence together and discuss which words are the spoken words (*Can I help?*). Model writing the quotation marks around the spoken words. Write two more sentences from the book on the board with quotation marks missing. Have volunteers add the quotation marks to the sentences on the board.
- Discuss the different words that indicate dialogue. Explain that words that indicate dialogue usually come directly before or after the quotation marks to show which character is speaking. Ask students to locate the words used in the text to indicate dialogue. Write them on the board as students find them (*asked, said*).
- **Check for understanding:** Have students work with a partner to find dialogue in the text. Have them circle the quotation marks and underline the dialogue words in each example.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

##### Word Work: High-frequency word was

- Write the word *was* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter on top of their desk.
- Write the following sentence on the board: *Duck was unhappy*. Read it aloud with students and discuss with them the meaning of the word *was*.
- Have students practice spelling *was* in the air and on their palm with their fingers.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *was*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used *was* correctly.

##### Connections

- See the back of the book for cross-curricular extension ideas.