



About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,433

Book Summary

Charly is back in the third installment of a five-part series. Charly's town is in the middle of a drought, and no rain means no water for the wild oats, watermelons, and apples that Charly planted in the public park! But Charly is determined to make her New Year's "revolution" come true and to bring a smile to everyone's face with her garden. What will she do to make it rain?

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Sequence events in a story
- Identify and understand the use of ellipses
- Identify and use order words

Materials

Green text indicates resources available on the website

- Book—*Charly Dances 'til It Drops* (copy for each student)
- Chalkboard or dry erase board
- [Prediction, sequence events, ellipses 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

Content words:

Story critical: *chemical (n.), experiment (n.), jealous (adj.), permission (n.), public (adj.), spoil (v.)*

Enrichment: *exotic (adj.), glistened (v.), nonessential (adj.), rain dance (n.), resolution (n.), unfortunately (adv.)*

Before Reading

Build Background

- Show students a copy of the first two books in the Charly series, *Charly Did It* and *Charly's New Year's Revolution*. Explain that although these are separate books in a series, they are also like chapters in one book about the main character, Charly.
- Help students recall what they know about Charly from the first two books, reminding them that the books end with a cliffhanger—an unresolved ending that leaves readers wanting to read the next book in the series to find out what happens.
- Discuss the ending of *Charly's New Year's Revolution*. The story ends with Charly getting into trouble for planting a garden in the public park.

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 type of book it is and what it might be about.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book based on the series of events and what the characters say, do, and think in the story. As they read the story, readers make, revise, or confirm predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model using the title and cover illustrations to make a prediction.
Think-aloud: I can use what I already know from reading the first two Charly books to help me make predictions about this story and its characters. I know that Charly means well and tries to be "ma-toor," but she ends up getting in trouble. In the last book, I learned that Charly planted her garden during a drought. The garden needs rain for the plants in it to grow. The cover of Charly Dances 'til It Drops shows Charly dancing on the ground outside. I've heard of people doing rain dances to make rain fall from the sky. I wonder whether Charly thinks she can make rain fall by dancing. I'll have to read the book to find out what happens.
- Create a four-column chart on the board with the headings *Make, Revise, Confirm, and Actual*. Model writing a prediction in the first column, *Make*. (For example, *Charly dances to get rain to fall on her garden.*)
- Introduce and explain the [prediction worksheet](#). Invite students to make a prediction and write it on their worksheet before they begin reading.
- 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 stories are generally told in order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: If I want someone to be able to retell the story of Goldilocks and the Three Bears, certain events need to be included in order to tell the story correctly. In this story, the first event is that Goldilocks goes into the house of the three bears. Next, she tastes three bowls of porridge, but only the third bowl tastes just right. Then she sits on three different chairs, but only the third chair feels just right. Then she sits on three different beds, but only the third one feels so good that she falls asleep. Last, the three bears come home and see what Goldilocks has done with the porridge and the chairs, and they find her asleep in the bed. Goldilocks wakes up and runs away. I will write these events on the board in order.
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first, next, then, and last*. Ask students to identify these types of sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order).
- Point out to students that the sequence of events listed on the board includes only the events that are most important for someone to understand the story. It does not include all the details of a retelling of the story.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, such as the word *nonessential* on page 6. Model how students can figure out the word's meaning by using the story context and looking for a word or phrase in the sentence that provides clues (to the word's meaning). Point out that the word is an adjective that tells about water use in Charly's town. Ask students to read the sentences that come before and after the word to look for clues that provide more information about what *nonessential* might mean.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Review with students how to locate a word and its definition in a dictionary. Have a volunteer read the definition for the word *nonessential*. Remind students that they should check whether a word makes sense by rereading the sentence in which the word appears.

Set the Purpose


- Have students read the book to find out what happens to Charly. Remind them to make, revise, and confirm predictions as they read. Have them think about the events that happened *first*, *next*, and so on.

During Reading

Student Reading

- **Guide the reading:** Have students read the italicized text at the top of page 3. Discuss with them that this text is a reminder of what happened in the last Charly book. Discuss how this paragraph connects the two books and refreshes the reader's memory about Charly.
- Have students read to the end of page 6 and then stop to think about the events that have happened so far in the story. Encourage students who finish before others to reread the text.
- Ask whether knowing about Charly and what happens to her helps them understand this story.
- Model revising a prediction.
Think-aloud: Before reading, I predicted that Charly would dance to make rain fall on her garden. So far, Charly has tried singing a rain song, which didn't make any rain fall. She decided to try to form clouds by getting cold air to mix with the warm air already outside. I noticed a fan in the illustration on the back cover. Based on this information and what I already know about Charly, I want to revise my previous prediction. I think that Charly uses a fan to create cold air. However, because the results of Charly's plans are usually the opposite of what she expects, I think that someone will trip over the fan cord and get hurt. I will write this revised prediction on the chart in the Revise column.
- Have students review the prediction they made before reading. Have them write a revised prediction next to the first prediction on their [prediction worksheet](#) or place a check mark in the *Confirm* box if their prediction was correct. If they confirmed their prediction, have them make a new prediction and write it on their worksheet in the *Make* column.
- Write the following events on the board: *Charly sings a rain song. The rain song doesn't bring rain. Ethan picks on Charly. Charly thinks about how she doesn't want Mr. Rooney to get the plaque. Charly offers to stop showering. Charly goes to the library to learn about clouds.*
- Discuss and circle the events that are the most important to correctly tell the story. (*Charly sings a rain song. The rain song doesn't bring rain. Charly goes to the library to learn about clouds.*) Point out that the other information is details that make the story interesting but are not important events.
- Introduce and explain the [sequence events worksheet](#). Have students write the important events from the discussion on their worksheet.

- **Check for understanding:** Have students read to page 12. Remind them to use the illustrations, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, and/or confirm their predictions on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy.
- Ask students to write additional important story events in order on their sequence events worksheet. Discuss the important events as a class and write them on the board in order. (Charly gathers a fan, batteries, and ice in her wagon; Aunt Dee and Charly go to the park; they dance and blow air from the fan, but no rain falls.) Allow students to make corrections to their worksheet.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm predictions as they read the rest of 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 predicted that someone would trip over the fan cord and get hurt. This prediction was not correct. However, rain eventually fell from the sky for which Charly believed she was responsible. I will write this information on my chart under the Actual column.*
- **Independent practice:** Have students complete their prediction worksheet. Ask them to explain other predictions they made while reading. Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. If time allows, ask students to explain how making, revising, and confirming predictions helped them to understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the sequence of events on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write each event.
- **Independent practice:** Have students complete the sequence events worksheet. If time allows, discuss their answers aloud.
- **Enduring understanding:** In this story, Charly continues with her idea for making rain fall even though another child teases her. Now that you know this information, what does this tell you about Charly's character, and what will you do the next time someone teases you?

Build Skills

Grammar and Mechanics: Ellipses

- Ask students to turn to page 9 and read the second paragraph. Write the sentence "*Rain clouds . . .*" she murmured after I explained what I was doing.
- Circle "*Rain clouds . . .*" Explain to students that this series of three periods is called an *ellipse*, which is sometimes used to indicate a pause in speech or an unfinished thought. Read the sentence aloud, emphasizing the trailing off of Aunt Dee's thought.
- Have students turn to page 14 and locate the following sentence: "*It sounds like . . . rain!*" I cried. Ask students to identify whether the ellipses indicate a pause in speech or an unfinished thought (pause in speech).



Check for understanding: Have students work with a partner to write their own sentence using ellipses. Have them write their sentence on the board and explain the use of the ellipse.

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

Word Work: **Order words**

- Review with students that order words are often used in text to help readers identify a sequence of events or steps in a process. Review with students examples of order words (*today, first, next, then*). Have students suggest order words they know (*second, last, finally, after that, third, and so on*).

- Model how to sequence steps in a process using order words.

Think-aloud: *I know that a process, like a story, also has a sequence of events. For example, when I brush my teeth, first I get my toothbrush and take the lid off the toothpaste. Next, I put the toothpaste on the toothbrush. Then, I put the toothbrush head in my mouth and begin wiggling the bristles against my teeth. After that, I spit out the foamy toothpaste. Last, I rinse my mouth with clean water.*



Check for understanding: Have students reread page 10 in their book. Have them identify and circle the order words on the pages (*first, secondly, and third*). Then ask pairs of students to discuss and orally explain the order of a simple process, such as making a sandwich or getting ready for school. Have each pair use order words (*first, next, and so on*) to write the steps on the board.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students work with someone at home to sequence the events of a familiar story, such as *The Three Little Pigs*.

Extend the Reading

Realistic Fiction Writing Connection

Review with students the characteristics of a realistic fiction story (about real people, places, and events; includes characters, setting, problems, events, and solution). Have students write a story about a character who encounters a problem and works to solve it. Invite students to share their stories aloud.

Science Connection

Provide pairs of students with cups, soil, seeds, and any other needed supplies. Assign each pair the task of planting and caring for the growth of a seed. Ask students to keep a daily science log on the progress of their seed, including: when they water the seed, how much water they give it, where the seed cup is placed in the room, and its measured growth.

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 making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet
- sequence story events during discussion and on a worksheet
- correctly identify and understand the use of ellipses during discussion and on a worksheet
- correctly identify and use order words during discussion

Comprehension Checks

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