

### Focus Question:

*Why is following the crowd not always a good idea?*

### Book Summary

Text Type: Fiction/Realistic

Kevin sees Bobby as one of the coolest kids in school, but what happens when he pressures Kevin and his friends to sneak into a movie without paying? *A Bad Movie* follows Kevin as he tries to decide what to do, and realizes the consequences of his actions. Use this book to teach cause-and-effect relationships and using commas in dialogue correctly.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Identify cause-and-effect relationships
- ☐ Understand the purpose of boldface words in text
- ☐ Discriminate vowel diagraphs ea
- ☐ Use commas to separate dialog
- ☐ Identify and use compound words

#### Materials

- ☐ Book: *A Bad Movie* (copy for each student)
- ☐ Make, confirm, and revise predictions; cause and effect; commas to separate dialogue; compound words 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:** *make, they, use*
- **Words to Know**
  - Story critical:** *gloated* (v.), *hesitated* (v.), *slumped* (v.), *sly* (adj.), *smirk* (n.), *urged* (v.)
  - Enrichment:** *aisle* (n.), *complex* (n.), *manager* (n.)
- **Academic vocabulary:** *entire* (adj.), *final* (adj.), *though* (conj.), *instead* (adv.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to describe a trip to the movies. Encourage students to include all the events from buying tickets to what happens when the movie is over.
- Ask students if they have ever done something because a friend asked them to, even if they knew it was wrong. Have students discuss what happened when they did something they knew they shouldn't have.

##### Introduce the Book

- Give students their copy of *A Bad Movie*. 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).
- Have students preview the illustration on the title page. Ask students to describe what they think is happening in the illustration. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

##### Make, revise, and confirm predictions

Explain to students that engaged readers make predictions as they read. Then while reading, they revise and confirm their predictions. Explain that readers make predictions using evidence from the text and illustrations along with what they already know about what is happening in the story. Ask students to recall previewing the illustration from the title page. Have students discuss their predictions about the book and why they made them. Give students the [make-confirm-and-revise-predictions worksheet](#). Model how to complete the worksheet. Encourage students to refer back to the make-confirm-and-revise-predictions worksheet throughout reading and complete more sections as they read.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Cause and Effect

- Review or explain that a *cause* is an event that makes something happen and an *effect* is what happens because of what has happened. Make a T-chart on the board. Label the column on the left *cause* and the column on the right *effect*. Tell students the following story: *Last weekend was my birthday. We had a huge party at my house. My family and friends came to the party. Each person brought me a nice gift. I also got some balloons, but one got caught in the ceiling fan and popped. I was sad about the balloon but happy that I had such a nice party.*
- Have students discuss with a partner the cause-and-effect relationships in the story above. Record students ideas on the board.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each vocabulary word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about what happens when you do something wrong, even if you know it is wrong. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- Why was the day special?* (level 2) page 5
- How would you describe Bobby?* (level 1) page 6–7
- What will Kevin do next?* (level 3) page 8
- How did Kevin’s friends convince him to go into the movie?* (level 2) page 8–9
- How would you describe the sequence of events at the theater?* (level 3) multiple pages

#### Text Features: Boldface print

Explain that when a word is in boldfaced print, it is important to the story. Have students review the Words to Know box on the title page. Have students find the boldface words throughout the story and explain how they are different from other words in the story. Review the glossary with students and point out that the boldface words are in the glossary along with their definitions.

#### Skill Review

- Have students turn to pages 5 and 6 of the story. Review that a *cause* is an event that makes something happen and an *effect* is what happens because of the cause. Explain to students that a cause on page 4 is the boys have extra time after the movie. *Have students read page 6 to determine what the effect of that cause is. (Bobby suggests going to the other movie.)*
- Think-aloud:** *I know the cause we just read was the boys have extra time after the movie and the effect of that cause is that Bobby suggests that they go see Rodent Extreme. If I read carefully, I can find the next cause is that Kevin doesn’t have enough money to go to another movie. The effect is that Bobby tells them that they should sneak into the movie.*
- Write these cause-and-effect relationships in the T-chart on the board. Have students read to find another cause to add to the chart.
- Model and discuss 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 that students completed with a partner. Have students read aloud one entry from their worksheet. If the group agrees with where the student placed the event, either in the *cause* or *effect* section, have them respond with a thumbs-up signal. Have students explain why they agree or not. List ideas on the board as the group agrees on them.

#### Comprehension Extension

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

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that following a crowd is not always a good choice because sometimes others do not make good decisions. They should also add that if someone is with a group of people who are not behaving appropriately, that person should separate himself or herself from the group.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonics: Vowel diagraph ea

- Write the word *leave* on the board and read it aloud with students.
- Point to the letters *ea*. Explain to students that sometimes when the letters *e* and *a* are together, they make the long /e/ vowel sound. Have students repeat *leave* again and say the long /e/ vowel sound aloud. Explain to students that when the two letters are together, they make a *vowel diagraph*.
- Write the word *breath* on the board. Read aloud the word with students. Have students discuss how the two words are alike and different. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to look for another word in the story that has the same long /e/ vowel sound and the same vowel diagraph as *leave*. As students add words to the list, check for understanding. Write a chart on the board with two columns, one for words with long /e/ vowel sounds and one for words with short /e/ vowel sounds. Have students read the words with the long /e/ vowel sound chorally.
- **Check for understanding:** Give students a set of cards with the following words on them: *teach, feast, heal, deal, reach, health, meant, thread, head, dread*. Have students read each card aloud and work with a partner to sort the cards into groups of long /e/ vowel sound cards and short /e/ vowel sound cards. Have volunteers share their groups with the class and check for understanding.

#### Grammar and Mechanics:

##### Commas to separate dialogue

- Write the following sentence on the board and read it aloud to the students: *"I liked the movie," Kevin said.* Ask students who is talking and what the speaker said. Have a volunteer come to the board and underline the name of the person talking. Ask another volunteer come to circle the quotation marks and comma. Point to the quotation marks and have the class identify them as quotation marks. Point to the comma and have the class identify it as a comma. Write on the board: *Kevin said, "I don't want to go with you."* Have students discuss how the two pieces of dialogue are different. Explain to students that when the dialogue comes before the name of the person who spoke it, the words and the comma are inside the quotation marks. When the dialogue is after the name of the person speaking, the comma is outside the quotation marks and the words spoken are inside the quotation marks.
- **Check for understanding:** Have students work with a partner to find the dialogue in the story. Each partner should underline the person speaking in one color and the words spoken in another.
- **Independent practice:** Introduce, explain, and have students complete the [commas-to-separate-dialogue worksheet](#). If time allows, discuss their answers.

##### Word Work: Compound Words

- Give students index cards with the following compound words from the book written on them in two parts: *underbelly, flashlight, popcorn, somebody, everybody, something, nobody, everyone*. Ask students to find the partner who has the card that would make a new word if the two cards were joined together.
- Explain to students that a *compound word* is two words joined together to make a new word. Have partners share their compound word with the class and check to make sure each is an actual compound word. Write a list of words on the board as students agree each is a compound word.
- Ask students to work with a partner to look for compound words within the story. Have students circle the words that they find. Have students check their circled words with the class list from the board.
- **Check for understanding:** Model how to complete the [compound words worksheet](#). Have students complete the worksheet and discuss their answers.

#### Connections

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