

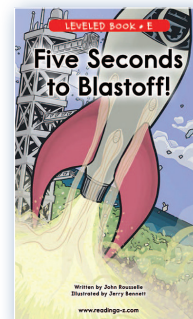
Focus Question:

Who is telling this story? What can you tell about this person?

Book Summary

Text Type: Fiction/Fantasy

Young children have very active imaginations and enjoy pretend play. *Five Seconds to Blastoff!* tells the story of a rocket getting ready to blast into space. But when a *T. rex* attacks, the reader realizes the book is being told from the point of view of an imaginative boy. Detailed illustrations and repetitive text support emergent readers. This book can also be used to teach students how to sequence events as well as to identify and use nouns in sentences.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Sequence events from a text
- ☐ Describe details found in illustrations in the text
- ☐ Discriminate short vowel /o/ sound
- ☐ Identify short vowel o
- ☐ Recognize and use nouns
- ☐ Identify and use homophones

Materials

- ☐ Book: *Five Seconds to Blastoff!* (copy for each student)
- ☐ Sequence events, nouns, homophones 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.

- **High-frequency words:** *are, there, to*
- **Words to Know**
Story critical: *blastoff* (n.), *control room* (n.), *rocket* (n.), *seconds* (n.), *space* (n.), *T. rex* (n.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of a rocket. Ask students to work with a partner to discuss what they already know about rockets. Have partners share their ideas with the class.
- Ask students to imagine where the rocket on the board is going. Have students draw a picture to show where they think the rocket is going. Hang these pictures up around the room.

Introduce the Book

- Give students their copy of *Five Seconds to Blastoff!* 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:

Make, revise, and confirm predictions

Explain to students that effective readers make guesses about what is going to happen as they read a story. These guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. These predictions give readers a purpose while reading. Ask students to use the title and picture on the cover page to make a prediction before reading this book. Invite them to share their predictions with the class, and record these predictions on the board.

Introduce the Comprehension Skill:

Sequence Events

- Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. The way the events happen is called the *sequence*.

Guiding the Reading (cont.)

- Remind students that readers organize information from a story in different ways. Point out that one way to organize the information is to focus on the correct sequence of events. Have students share with a partner why they predict the sequence of events will be important in this story.

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 the 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 the rocket blasting off. 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.

- Who is watching the rocket blastoff?* (level 2) multiple pages
- Why is it important for the control room to be ready before the rocket blasts off?* (level 3) page 5
- How many space explorers are in the rocket?* (level 1) page 7
- Why would it be impossible for a T. rex to attack a rocket?* (level 3) pages 9, 10, and 11
- What can you tell about the boy in this story?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations help readers to know exactly what something looks like. Have students look at the illustration on page 4. Ask students: *How does this illustration show that the crowd is ready for blastoff? What details do you see in the illustration that enhance your understanding of the text?* Have students review other illustrations in the book and discuss in groups why these illustrations are important. Invite volunteers to share their ideas with the class.

Skill Review

- Draw students’ attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through any predictions that have been disproven. Ask students to work with a partner to brainstorm a new prediction for the end of the story.
- Have students work in groups to periodically review the sequence of events from this story.
- Model sequencing events from a story.
Think-aloud: *I know that sequencing events from a story can help me better understand and remember what I read. This book is organized by counting down the seconds until the rocket blasts off. I can use this organization to sequence the events from this story, starting with five. At five seconds until blastoff, the rocket is ready. At four seconds until blastoff, the crowd is ready. I can sequence the remaining events using this organization to better understand the story.*
- Model how to complete the [sequence events worksheet](#). Have students place the events from the story in the correct sequence.

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: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the class how they put the events into the correct order. Ask students how focusing on the sequence of events helped them better understand this story.

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 but should include that the boy is telling the story. Example: *I know that the boy is telling the story. He has an active imagination and enjoys pretend play.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness:

Short vowel /o/ sound

- Say the word *off* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the /o/ sound.
- Have students practice making the short vowel /o/ sound with a partner. Have students work with a group to brainstorm other words that contain the short vowel /o/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands if the word has the short vowel /o/ sound: *crop, trap, bug, trot, pot, ice, and chop*.

Phonics: Short vowel o

- Write the word *off* on the board and read it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then, run your finger under the letters in the word *off* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *off*.
- Have students practice writing the letter o on a separate piece of paper while saying the short vowel /o/ sound.
- **Check for understanding:** Write the following words that contain the short vowel /o/ on the board, leaving out the vowel: *hot, not, mop, and top*. Say the words, one at a time, and have volunteers come to the board and add the letter that represents the short vowel /o/ sound to each word.

Grammar and Mechanics: Nouns

- Explain to students that a *noun* is a word that names a *person, place, or thing*. Write the words *person, place, and thing* on the board, and draw a quick picture to illustrate each word.
- Provide students with pictures of nouns, cut out from magazines. Put students into small groups, and have each group separate the pictures of nouns into nouns that name people, nouns that name places, and nouns that name things.
- Call on groups to share how they sorted their nouns, and write the nouns under the correct heading on the board.
- **Check for understanding:** Have students reread the story with a partner and underline all the nouns in the sentences.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the words *one* and *won* on the board. Read the following sentence aloud to students: *There is one second to blastoff*. Ask a volunteer to circle the word on the board that he or she heard in the sentence (*one*). Next, read the following sentence aloud to students: *She won the game*. Ask a volunteer to underline the word on the board that he or she heard in that sentence (*won*).
- Explain or review that *one* and *won* are *homophones*, which are two words that sound the same but are spelled differently and have different meanings.
- Put students into small groups. Write the words *whole/hole* and *write/right* on the board and discuss each word's meaning. Have students work together to create a sentence for each word. Invite volunteers to share their sentences with the class.
- **Check for understanding:** Write the following sentences on the board: *Do you _____ that sound? (hear, here) _____ love my dog. (Eye, I) There is a _____ in the forest. (dear, deer)* Have students choose the correct homophone to complete each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Connections

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