






LESSON 126

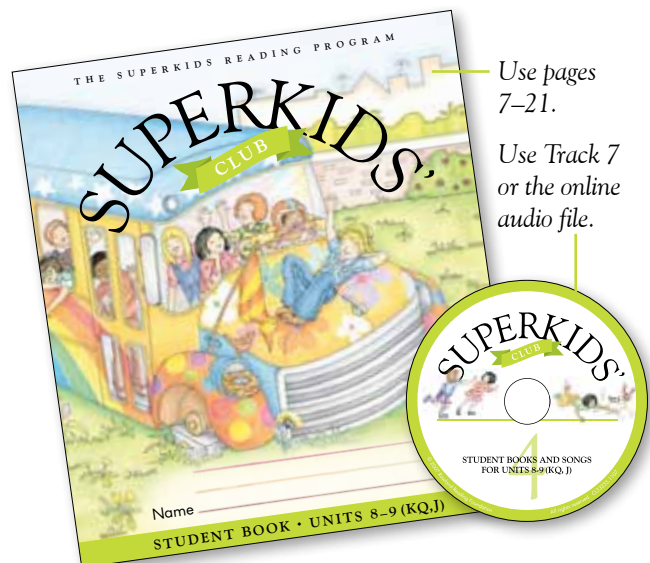
Story Follow-up

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Check comprehension
-  **Step 2** Teach vocabulary: Theater words
-  **Step 3** Quick writing: Review of a show or book
-  **Lasting Lessons:** Being Thankful

Materials

Student Book for Units 8–9 (KQ, J)
CD 4 or the online audio file
Blackline Master 4
Drawing materials
Pocket Chart and Teacher Letter Cards
Student White Boards or handwriting paper



Student Objectives

Reading

Vocabulary

Read Memory Word *like*
Discuss theater words

Comprehension

Recall details
Understand characters

Writing

Expressive Writing

Generate ideas before writing
Set a purpose for writing
Write a review

Listening and Speaking

Follow oral directions
Discuss being thankful



DAILY ROUTINES: Informal Assessment

Blending

Use Teacher Letter Cards for *c, d, i, k* (two), *l, p, q, t*, and *u*. Form *quick* in your Pocket Chart and have children read the word. Change *qu* to *k* and have children blend sounds in the new word. Repeat, changing one or two letters as shown below.

quick change *qu* to *k* (*kick*)

kick change *ck* to *d* (*kid*)

kid change *k* to *l* (*lid*)

lid change *d* to *ck* (*lick*)

lick change *l* to *p* (*pick*)

pick change *ck* to *t* (*pit*)

pit change *p* to *qu* (*quit*)

Dictation

Say a word, give a context sentence, and ask children to write the word. Tell them that the /k/ in the words is spelled *ck*.

rock rocket pocket bucket

Handwriting

Have children read the sentences aloud together before copying them.

The dragon did not kick.

I like the dragon!



Step

1

Check comprehension

Use Student Book pages 7–21 and CD 4, Track 7.



Have children follow directions for marking the story. Tell children to turn to the beginning of the play, *The Glum Princess*, on page 7. Explain that they will listen to directions on CD about how to mark things on each page in the story. Play CD 4, Track 7.

Check children’s work to make sure they’ve marked the pages correctly.

Page 7: Line under the word *sad* and under the word *glum*

Page 8: Line under “The princess can pick an animal for a pet.”

Pages 10–11: X on a picture of the princess (Cass)

Page 13: Line under the word *smell*

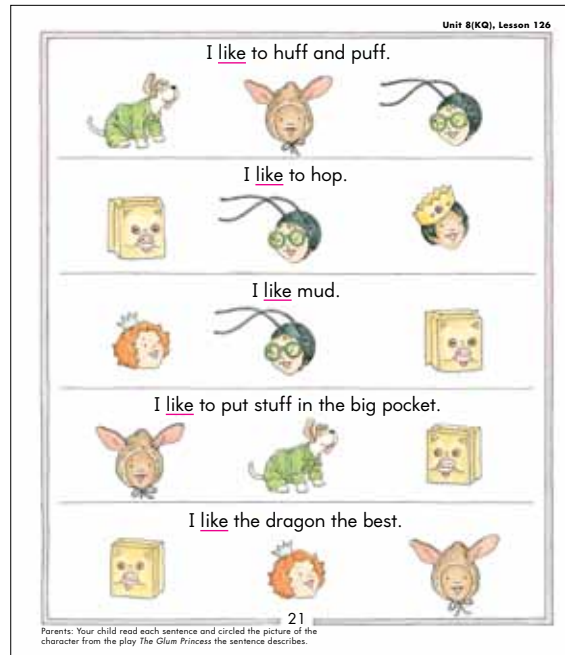
Pages 14–15: Circle around a picture of a kangaroo (Toc)

Page 16: Line under “The princess is a bit difficult.”

Page 17: Line under the word *Dragon* in the title

Pages 18–19: X on a picture of the king (Sal)

Page 20: Line from “I pick Daffodil for a pet.” to the picture of Daffodil (Golly)



Child circles pictures of the dragon, the cricket, the pig, the kangaroo, and the princess.

Have children decode sentences about characters in a play and circle pictures. Have children turn to page 21. Explain that the sentences on this page tell about things characters in the skit like. Have children read the sentence in the first row to themselves. Then read the sentence aloud together. Ask which character likes to huff and puff. (*Daffodil the Dragon*) Have children circle the picture of Golly, who played the role of Daffodil the Dragon.

For the remaining rows, have children read the sentence and then circle the picture of the character who likes what is named in the sentence.

To review the page, call on children to read a sentence, identify the character they circled, and tell whether they circled the first, middle, or last picture in the row.



Step

2

Teach vocabulary: Theater words

Use Student Book pages 8–11.

Discuss parts of a theater. Remind children that *The Glum Princess* is a play. Explain that plays, like movies, are shown in a special place called a *theater*. Have children look at the picture on pages 8 and 9. Point out that the Superkids are on the *stage*—the part of the theater where the actors do their show. Point out that a stage is usually raised up and has lights shining on it so the audience can see the actors better. Explain that curtains across the front of the stage hide the actors and stage workers as they get ready for each act. Have children point to the blue curtains on pages 8–9.

Discuss costumes, props, and scenery. Ask what we call special clothing we wear to dress up as someone or something else. (*a costume*) Have children identify different parts of the costumes the Superkids are wearing. (*crowns, cape, stick, fancy dress, question mark shirt*) Explain that the things actors use on stage to help tell the story are called *props*. Have children name some of the props that show the princess has received many gifts. (*balloons, kite, gift boxes, puppet, train, bike*)

Have children turn to pages 10 and 11. Ask where it looks like this part of the play is taking place. (*outside of the castle*) and what they see that tells them this. (*castle walls and door, trees*) Explain that these things are part of the *scenery*—pieces that are made for a play and set up on stage to help show where the play is taking place.



Step 3 Quick writing: Review of a show or book

Use *Blackline Master 4* and drawing materials.

Help children generate ideas and set a purpose for writing. Discuss with children what they liked or didn't like about the play *The Glum Princess*. Tell them that they

will write a review. Explain that in a *review*, you tell what you thought was good or bad about a play, movie, or book. Point out that reviews help others decide whether to see the show or read the story themselves.

Have children write a review and draw a picture for it. Distribute copies of *Blackline Master 4* and drawing materials. On the handwriting lines, tell children to write a sentence or two explaining what they liked or didn't like about *The Glum Princess* or another show they saw or story they read. Explain that their review should tell others why they should or should not see the show or read the story. Above their writing, have them draw a picture showing part of the show or story. Discuss children's work with them individually, giving them guidance in adding to their picture or sentences and rewriting their sentences as needed to correct spelling and punctuation.

Give children an opportunity to share their reviews with the class. Point out that not everyone may feel the same way about the play and that's fine. Stress the importance of listening politely when others share their feelings, even if you feel differently than they do. Listening to others may inspire some children to add to their own work. Give them time and support to do that before you collect or display their work.

LASTING LESSONS Being Thankful

Use drawing materials.

Remind children that the glum princess didn't like any of the gifts she had and all but one of the pets. Ask how the princess felt and acted during most of the play. (*She was sad and unhappy. She acted like a brat.*)

Point out that part of the reason the princess was unhappy and behaved badly was because she only thought about what she didn't like, rather than being thankful for the good things in her life. Discuss some of the things the princess should have been thankful for. (*She's a princess. She has a mom and dad who care about her. People gave her gifts and tried to cheer her up with a new pet.*) Explain that if the princess thought more about these good things, she might have been happier and nicer.

Have children tell about people and things that they are thankful for. Write "I am thankful." on the board. Have children copy the sentence at the top of drawing paper and underneath draw a picture of someone or something they are thankful for.

Before moving on to Unit 9(J), be sure to teach the *Super Smart* lesson and introduce the *Superkids' Club* Library Books for Unit 8(KQ).

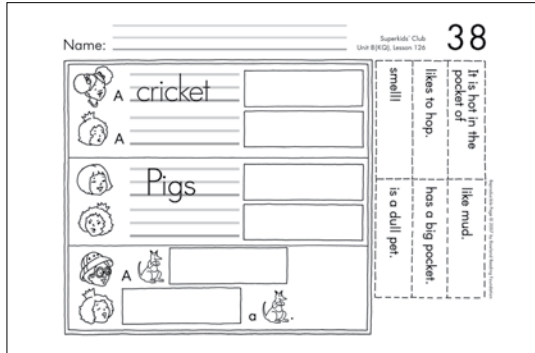


TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Comprehension: Recall Details

Use Blackline Master 38, scissors, and glue.



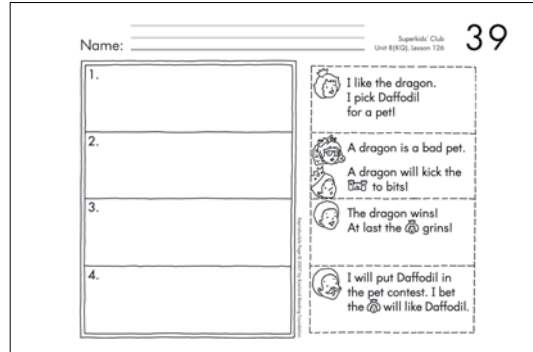
Child writes *cricket* and *Pigs*. Child glues word strips to complete these sentences: A cricket likes to hop. A cricket is a dull pet. Pigs like mud. Pigs smell! A kangaroo has a big pocket. It is hot in the pocket of a kangaroo.

Distribute copies of Blackline Master 38, scissors, and glue. Tell children they will glue the word strips in the boxes to make sentences about the pets in the play *The Glum Princess*. Have children cut out the word strips. Point to the picture of Tic, who played the cricket keeper. Have children read the words next to Tic and find the word strip that tells something she said about a cricket. (*likes to hop*) Have them glue the strip in the box and read

the sentence aloud. Tell children to copy the word *cricket* on the lines next to Cass, who played the princess. Then tell them to find the word strip that tells how the princess felt about the cricket. (*is a dull pet*) Have them glue the strip in place and read the sentence aloud. Help children complete the rest of the sentences in the same way.

Reinforce Comprehension: Sequencing Events

Use Blackline Master 39, scissors, and glue.



Child cuts and glues sentences in this order: 1. the dragon keeper's words; 2. queen's and king's words; 3. princess's words; 4. question asker's words.

Distribute copies of Blackline Master 39, scissors, and glue. Help children name

the characters shown next to words they say in the play. (*the princess; the queen and king; the question asker; the dragon keeper*) Tell children to read the sentences in each box and then cut out the boxes along the dotted lines. Tell children to place the word strips on the numbered boxes to show the order that things happened in the play. Check answers with children and have them glue the sentences in place.

Reinforce Comprehension: Summarize and Retell

Use Student Book pages 7–20.

On the board, list the titles of acts 1–3 of *The Glum Princess*:

- Act 1 The Problem
- Act 2 The Pet Contest
- Act 3 Daffodil the Dragon

Read aloud each title and ask children to tell what important events happened in that part of the play in the order in which they happened. Tell children they can look at pages 7–20 to help them remember what happened.