

**Title: My Lucky Day
By Keiko Kasza**

Before Reading Activities:

Students	SSS Benchmark	Objective	Materials	Procedure	Notes:	
<p>Student 1: <u>Goal:</u> Vocab, Story Comprehension Vocab student -Tier Two words</p>	<p>LA.2.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.2.1.6.5 - relate new vocabulary to familiar words;</p>	<p>1. Brainstorm</p>	<p>Shamrock cut outs for students to write on</p> <p>Markers</p>	<p>Brainstorm – What do you know about Saint Patrick’s Day? Name some things related to this holiday - (being lucky, horseshoe, leprechauns, pots of gold, the color green, four leaf clover)</p> <p>Define ‘lucky’ – to get something good unexpectedly (vs. ‘unlucky’ – to get something bad unexpectedly).</p>		
<p>Student 2: <u>Goal:</u> Syntax <i>Syntax</i> student can identify verbs and conjugate past, present, future, identify adverbs</p>	<p>LA.2.1.7.1 - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</p> <p>LA.2.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;</p>	<p>2. Connect to background knowledge.</p> <p>3. Predict content of story</p>	<p>Cover of story</p> <p>K-W-L chart</p>	<p>Identify objects that are related to being ‘lucky’ and experiences when each student was ‘lucky’.</p> <p>Introduce story cover (title & picture). Discuss what it means to be ‘lucky’. Ask students to guess who will be in the story, what it will be about, what will happen, etc.</p> <p>Fill out a K-W-L chart with the students’ input. <u>K</u>: What do we already know about a pig? A fox? <u>W</u>: What do we want to know about the story?</p>		
<p>Student 3: <u>Goal:</u> Articulation</p>		<p>LA.2.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;</p>		<p>Story of <i>The Three Little Pigs</i></p>	<p>Is there another story with similar characters/settings/theme? (<i>Three Little Pigs</i>) Do you think this story will be similar?</p>	
<p>Student 4: <u>Goal:</u> Pragmatics/Point of View/Theory of Mind</p>						
<p>LEP Strategies: (see list in front of lesson plan book)</p>	<p>LA.2.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.2.1.6.3 - use context clues to determine meanings of unfamiliar words;</p>	<p>4. Teach tier 2 words</p>	<p><i>My Lucky Day</i> Vocabulary pictures, Tier 2 word definitions and examples</p>	<p>Introduce Tier 2 words and use developed student definitions for:</p> <p><u>Hauled</u> – to drag something heavy <u>Filthy</u> – dirty <u>Exhausted</u> – to be tired <u>Wondered</u> – to think about <u>Clever</u> – smart (<i>implied word</i>) <u>Gullible</u> – to be easily tricked (<i>implied</i>)</p>		

**Title: My Lucky Day
By Keiko Kasza**

	<p>LA.2.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.2.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.2.1.6.6 - identify base (root) words and common prefixes to determine the meanings of prefixed words;</p>			<p>* Students will be given various scenarios that do and do not describe the vocabulary.</p> <p><u>Hauled (What would <i>haul</i>?)</u>:</p> <ul style="list-style-type: none"> - heavy trash - speech folder - bottle of water - backpack full of books <p><u>Filthy (Which of these are <i>filthy</i>?)</u>:</p> <ul style="list-style-type: none"> - a hot shower - a dog after playing in the mud - squeaky clean teeth - a wild pig in the woods <p><u>Exhausted (Which of these situations would you be <i>exhausted</i>?)</u>:</p> <ul style="list-style-type: none"> - waking up after a good night sleep - staying up all night doing homework - running 3 miles in the hot sun - watching TV <p><u>Wondered (What would you <i>wonder</i> about?)</u>:</p> <ul style="list-style-type: none"> - your grades after a test - someone telling you that they have a big surprise for you - a test after studying everything about it - a large Christmas gift for you <p><u>Clever (Who is <i>clever</i>?)</u>:</p> <ul style="list-style-type: none"> - a boy who tricked his brother into doing his chores - a man who gave all his money away to a person selling junk - a girl who believed everything her brother said - a girl who used all her new vocabulary words to talk about a story <p><u>Gullible (Who is <i>gullible</i>?)</u>:</p> <ul style="list-style-type: none"> - a boy who say "no" when his sister tried to get him to do her chores 	
--	---	--	--	--	--

**Title: My Lucky Day
By Keiko Kasza**

				<ul style="list-style-type: none"> - a man who gave all his money away to a person selling junk - a woman who believed that she had won the lottery with a fake lottery ticket - a girl who knew that her brother was lying about something 	
--	--	--	--	--	--

During Reading Activities:

Students	SSS Benchmark	Objective	Materials	Procedure	Notes:
	LA.2.1.6.1 - use new vocabulary that is introduced and taught directly;	1. Use newly introduced tier 2 words.	Definitions and vocab pictures for Tier 2 words	Review tier 2 words.	Bloom's Taxonomy
	LA.2.2.1.5 - respond to various literary selections, connecting text to self text to world, text to text	2. Listen to story read aloud	<i>My Lucky Day</i> Definitions and vocab pics for Tier 2 words	Read the text first, then show the pictures. When students hear a vocabulary words, they can identify it (such as by pointing to the pictures or holding up their hand).	
	LA.2.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting,	3. Teach techniques for self-monitoring comprehension	<i>My Lucky Day</i> Definitions and vocab pics for Tier 2 words	Use "think-alouds" to teach self-check of comprehension. <ol style="list-style-type: none"> 1. What problem does the pig have? 2. What does the fox have to do to have pig roast for dinner? Vocabulary Review <ol style="list-style-type: none"> 1. What are some things you might haul? 	KNOWLEDGE, COMPREHENSION

**Title: My Lucky Day
By Keiko Kasza**

	<p>summarizing, questioning, and clarifying by checking other sources</p>			<ol style="list-style-type: none"> 2. How can you get filthy? 3. What can you do to be exhausted? 4. What have you wondered about? 5. Name something you've done that was clever. 6. Describe a time when you felt gullible. 	<p>Bloom's Taxonomy</p>
		<p>4. Practice targeted sounds in words/phrases</p>		<p>// words/phrases:</p> <ul style="list-style-type: none"> - lucky - lately - claws - shall - polished - piglet - awfully - collected - lucky day - let's see - delicious-looking - no longer listening - a little to the left <p>/s/-blend words/phrases:</p> <ul style="list-style-type: none"> - stood - squealed - roasting - small - squeezed - shouldn't stay still 	

After Reading Activities:

**Title: My Lucky Day
By Keiko Kasza**

Students	SSS Benchmark	Objective	Materials	Procedure	Notes:
<p>Student 1: <u>Goal:</u></p> <p>Student 2: <u>Goal:</u></p>	<p>LA.2.2.1.2 - identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</p>	<ol style="list-style-type: none"> 1. Teach elements of a story: character, setting 2. Focus on Initiating event and internal response 	<p><i>My Lucky Day</i></p> <p>SGM braids SGM Meets BM pictures page 1-8</p>	<p>Use SGM braids to review elements of a story.</p> <p>Focus on character, setting, initiating event and feelings while introducing other elements in the story.</p> <ol style="list-style-type: none"> a. describe the setting b. describe the characters - include T2W – <i>filthy, gullible, clever, exhausted</i> c. describe fox/pig feelings 	<p>Bloom's Taxonomy</p> <p>KNOWLEDGE, COMPREHENSION</p>
<p>Student 3: <u>Goal:</u></p> <p>LEP Strategies: (see list in front of lesson plan book)</p>	<p>LA.2.1.7.3 - summarize information in text, including but not limited to main idea, supporting details, and connections between texts;</p> <p>LA.2.5.2.3 - use increasingly complex language patterns and sentence structure when communicating</p>	<ol style="list-style-type: none"> 3. Identify attempts Teach Cohesive ties 4. Describe attempts using Elaborated Noun Phrases and T2 vocab 5. Review/use vocabulary 	<p><i>My Lucky Day</i></p> <p>SGM Meets BM pictures page 1-8</p> <p><i>My Lucky Day</i></p>	<p>Focus on events/attempts of the story using transition words (such as first, then, next, after that, finally)</p> <p>Break down the events that the fox went through to</p> <ol style="list-style-type: none"> a. in the overall story b. give the pig a bath c. make the pig dinner d. give the pig a massage <p>Include Tier Two words in the describing of events.</p> <p>Vocabulary Review</p> <ol style="list-style-type: none"> 1. Would you haul a backpack full of books? 2. Would you be filthy if you played outside in the dirt? 3. Would you be exhausted after sleeping for 8 hours? 4. Would you wonder about the large Christmas gift under the tree? 5. Would you be clever if you were able to use new vocabulary words to talk about 	

**Title: My Lucky Day
By Keiko Kasza**

	<p>LA.2.2.1.6 - write a book report identifying character(s), setting, and sequence of events</p> <p>LA.2.1.7.7 - compare and contrast characters and settings in one text</p>	<p>6. Identify consequences and resolution</p> <p>7. Describe attempts from different points of view</p>	<p>SGM Meets BM pictures page 1-8</p>	<p>your day?</p> <p>6. Would you be gullible if you were tricked into doing someone else's homework?</p> <p>Focus on the consequences and resolution of the</p> <ul style="list-style-type: none"> a. fox's actions b. pig's actions <p>What lesson did you/pig/fox learn from the story? Tell in your own words how the pig was clever. Is the title a good one or a poor one and why?</p> <p>Explain that you have been focusing on the story from the point of view of the fox. Now, focus on retelling the story using SGM elements from the point of view of the pig.</p> <p>Write a sequel to this story given one of the gullible animals the pig plans to trick next. Compare two of the characters in this book or compare the pigs from <i>The Three Little Pigs</i> to the pig in <i>My Lucky Day</i> or compare the wolf/fox from the respective stories. Is the title a good one or a poor one and why? Did you like the way the story ended? Why or why not? Which character in the book would you choose for a friend? Why?</p>	<p>APPLICATION</p> <p>EVALUATION</p> <p>ANALYSIS and SYNTHESIS</p> <p>ANALYSIS</p> <p>EVALUATION</p> <p>EVALUATION</p> <p>EVALUATION</p>
--	--	--	---------------------------------------	--	--

Dates: _____ to _____

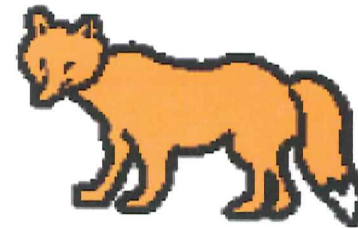
Clinician: _____

Session Time: _____

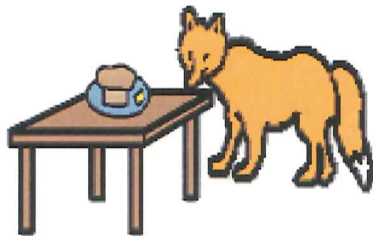
Title: My Lucky Day
By Keiko Kasza

SGM Meets BM pics for My Lucky Day Fox's Point of View (Page 1 of 8)

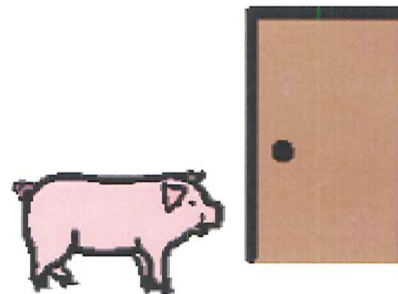
A fox



was at home getting ready to hunt for his dinner,



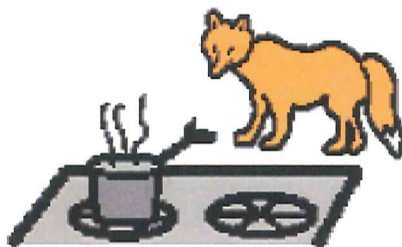
when a pig knocked on his door.



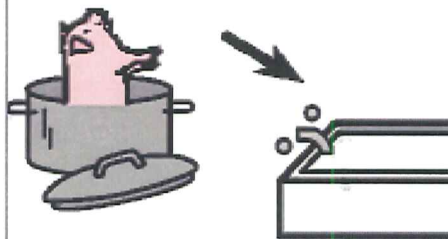
The fox felt lucky because his dinner walked right up to his door and he didn't have to look for it.



The fox hauled the pig in the door and decided to cook the pig for dinner.



First, he tried to put in the pig in the roasting pan, but the pig told the fox he should give him a bath.

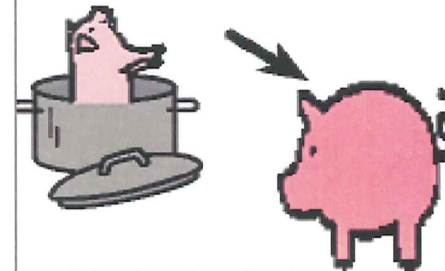


So, the fox gave the filthy pig a bath.

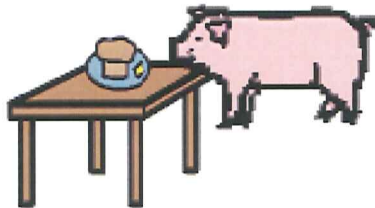


SGM Meets BM pics for My Lucky Day Fox's Point of View (Page 2 of 8)

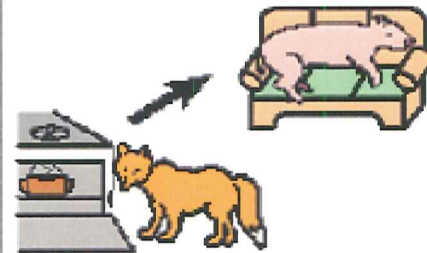
Next, the fox put the pig in the roasting pan, but the pig told the fox that he should fatten him up first.



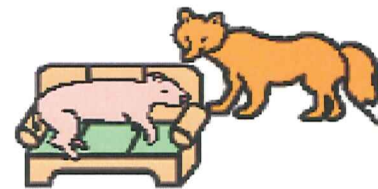
So, the fox made the lean pig a nice dinner.



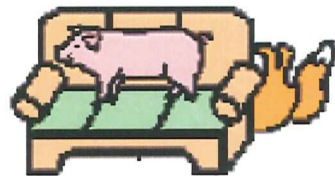
After that, the fox started to put the pig in the oven, but the pig told the fox he should massage him first to make him more tender.



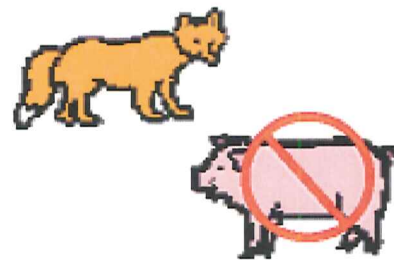
So, the fox gave the tough pig a nice massage.



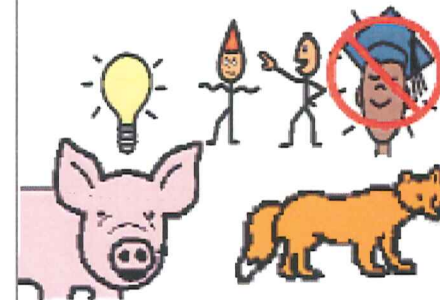
Finally, the fox was so exhausted that he fell asleep.



As a result, the fox did not get to eat the pig for dinner

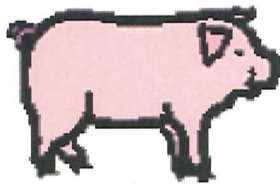


because the pig was clever and tricked the gullible fox.

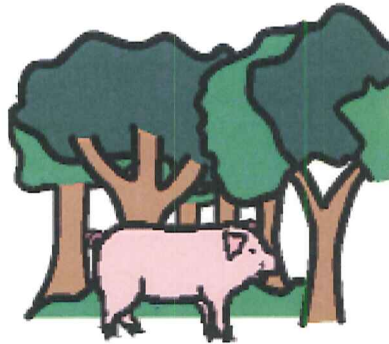


SGM Meets BM pics for My Lucky Day Pig's Point of View (Page 3 of 8)

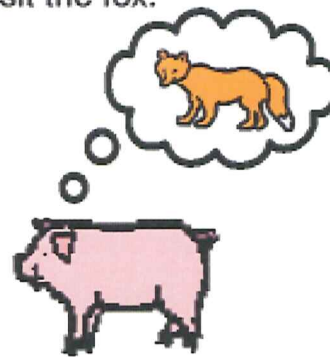
There once was a
clever pig.



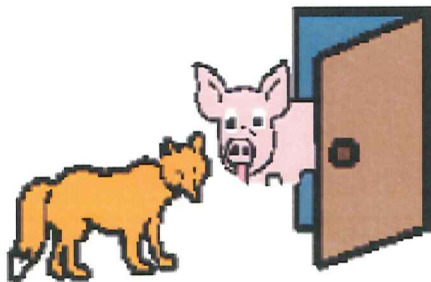
He lived in the forest.



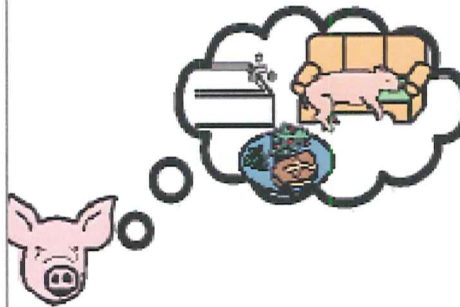
One day, he decided to
visit the fox.



He pretended to be
scared so that the fox
would haul him in.



He wanted to trick the gullible
fox into giving him a free
bath, dinner, and massage.

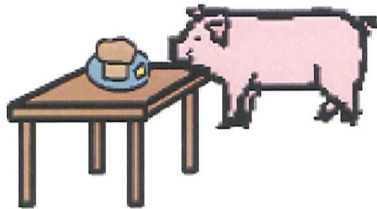


First, he tricked the gullible
fox into giving him a bath.

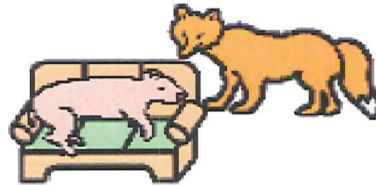


SGM Meets BM pics for My Lucky Day Pig's Point of View (Page 4 of 8)

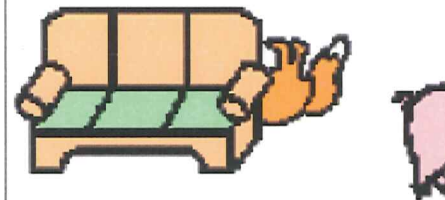
Next, he tricked the gullible fox into making him dinner.



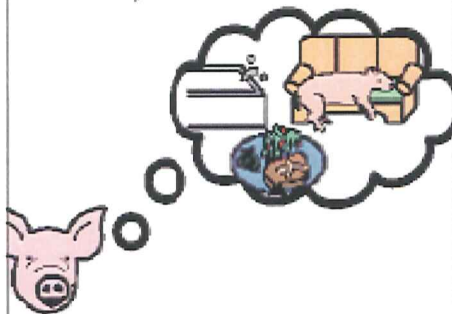
After that, he tricked the gullible fox into giving him a massage.



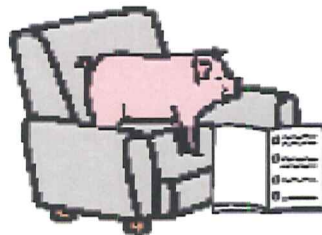
In the end, the exhausted fox fell asleep, so the pig went home.



As a result, the clever pig got all the things he wanted,



and then looked in his address book and wondered what gullible animal he could visit next.

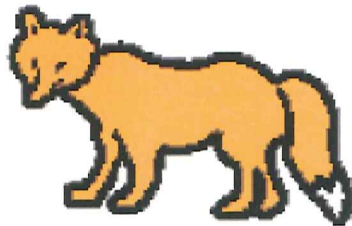


SGM Meets BM pics for My Lucky Day Fox's actions - Bath (Page 5 of 8)

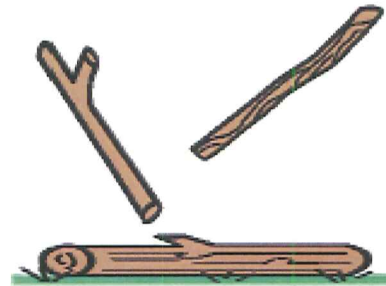
The fox made a plan
to give the filthy pig a bath.



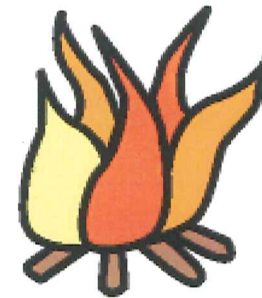
So, the fox got busy.



First, he collected twigs.



Then, he made a fire.



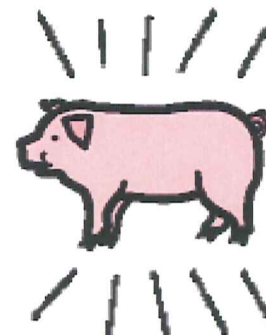
Next, he carried
in the water.



Finally, the fox scrubbed
the filthy pig and gave him
a bath.



As a result, the pig
was clean.

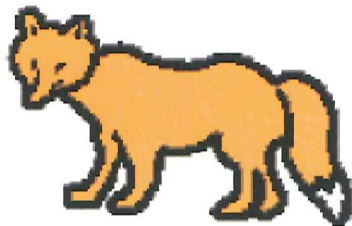


SGM Meets BM pics for My Lucky Day Fox's actions - Dinner (Page 6 of 8)

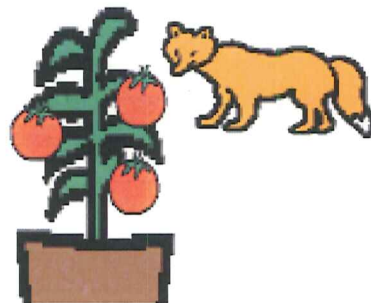
The fox made a plan
to make the skinny pig
dinner.



So, the fox got busy.



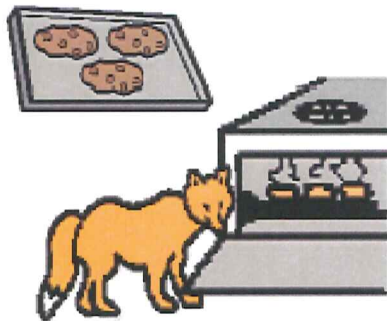
First, he picked tomatoes.



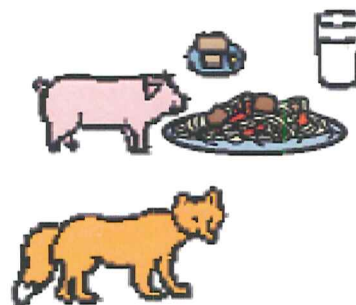
Then, he made spaghetti.



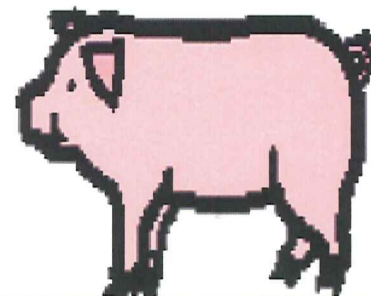
Next, he baked cookies.



Finally, the fox fed
the skinny pig dinner.

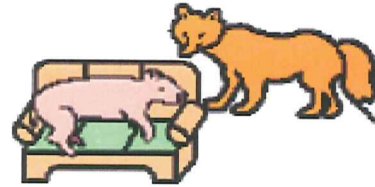


As a result, the pig
was the fattest pig
in the county.

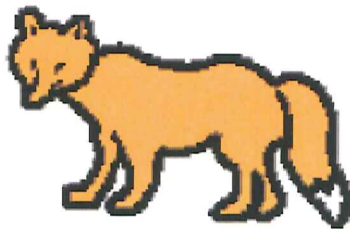


SGM Meets BM pics for My Lucky Day Fox's actions - Massage (Page 7 of 8)

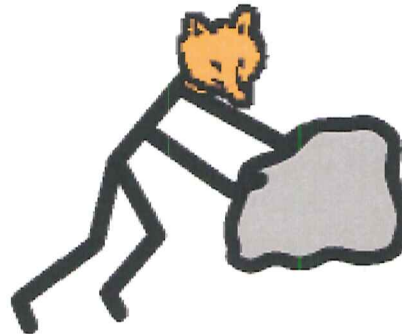
The fox made a plan
to give the tough pig
a massage.



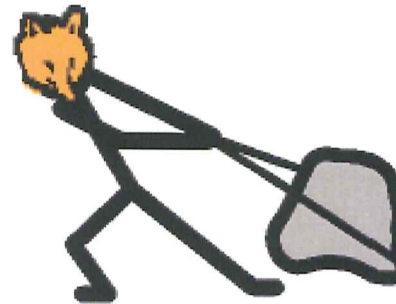
So, the fox got busy.



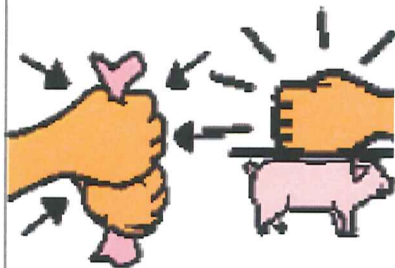
First, he pushed.



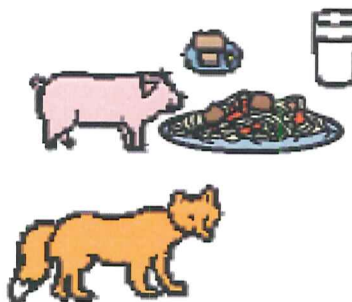
Then, he pulled.



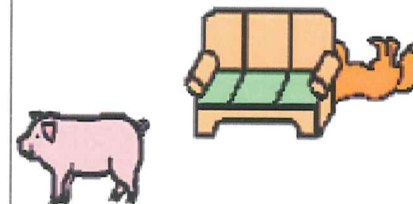
Next, he squeezed and
pounded the pig
from head to toe.



Finally, the fox gave the
pig a terrific massage.



As a result, the pig
was the softest pig
in the county, and
the fox was exhausted.

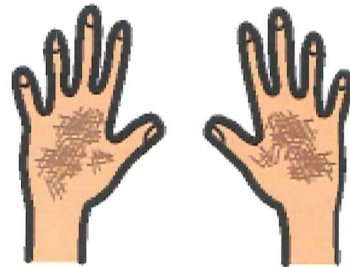


Vocabulary Pictures for
My Lucky Day
by Keiko Kasza
(Page 8 of 8)

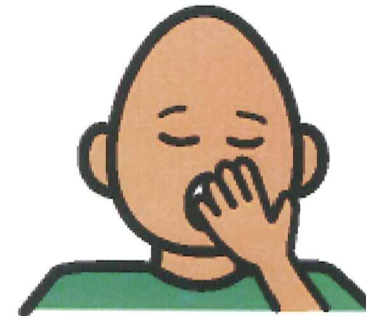
hauled



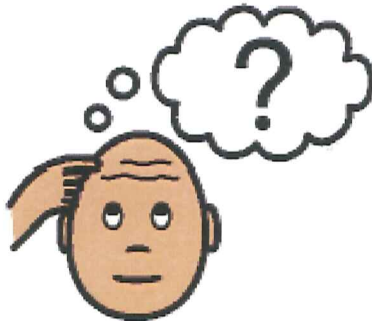
filthy



exhausted



wondered



clever



gullible

