### Before Reading Activities:

<table>
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<tr>
<th>Students</th>
<th>SSS Benchmark</th>
<th>Objective</th>
<th>Materials</th>
<th>Procedure</th>
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</table>
| **Student 1:**  
**Goal:**  
Vocab, Story Comprehension  
**Vocab** student - Tier Two words  
**LA.2.1.6.4** - categorize key vocabulary and identify salient features;  
**LA.2.1.6.5** - relate new vocabulary to familiar words;  
**Objective:**  
1. Brainstorm  
2. Connect to background knowledge  
3. Predict content of story  
**Materials:**  
Shamrock cut outs for students to write on  
Markers  
**Procedure:**  
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)  
Define ‘lucky’ – to get something good unexpectedly (vs. ‘unlucky’ – to get something bad unexpectedly). |
| **Student 2:**  
**Goal:**  
Syntax  
**Syntax** student can identify verbs and conjugate past, present, future, identify adverbs  
**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;  
**Objective:**  
1. Brainstorm  
2. Connect to background knowledge  
3. Predict content of story  
**Materials:**  
Cover of story  
**Procedure:**  
Identify objects that are related to being ‘lucky’ and experiences when each student was ‘lucky’.  
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.  
Fill out a K-W-L chart with the students' input.  
**K:** What do we already know about a pig? A fox?  
**W:** What do we want to know about the story?  
**L:** Is there another story with similar characters/settings/theme? **(Three Little Pigs)**  
Do you think this story will be similar? |
| **Student 3:**  
**Goal:**  
Articulation  
**Objective:**  
1. Brainstorm  
2. Connect to background knowledge  
3. Predict content of story  
**Materials:**  
Cover of story  
**Procedure:**  
Identify objects that are related to being ‘lucky’ and experiences when each student was ‘lucky’.  
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.  
Fill out a K-W-L chart with the students' input.  
**K:** What do we already know about a pig? A fox?  
**W:** What do we want to know about the story?  
**L:** Is there another story with similar characters/settings/theme? **(Three Little Pigs)**  
Do you think this story will be similar? |
| **Student 4:**  
**Goal:**  
Pragmatics/Point of View/Theory of Mind  
**Objective:**  
1. Brainstorm  
2. Connect to background knowledge  
3. Predict content of story  
**Materials:**  
Cover of story  
**Procedure:**  
Identify objects that are related to being ‘lucky’ and experiences when each student was ‘lucky’.  
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.  
Fill out a K-W-L chart with the students' input.  
**K:** What do we already know about a pig? A fox?  
**W:** What do we want to know about the story?  
**L:** Is there another story with similar characters/settings/theme? **(Three Little Pigs)**  
Do you think this story will be similar? |

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

**LEP Strategies:**  
(see list in front of lesson plan book)  
**Objective:**  
4. Teach tier 2 words  
**Materials:**  
*My Lucky Day* Vocabulary pictures, Tier 2 word definitions and examples  
**Procedure:**  
Introduce Tier 2 words and use developed student definitions for:  
**Hauled** – to drag something heavy  
**Filthy** – dirty  
**Exhausted** – to be tired  
**Wondered** – to think about  
**Clever** – smart  
**Gullible** – to be easily tricked
Lesson Plan for Comprehension, Vocabulary, Story Grammar

Dates: __________________ to __________________

Title: My Lucky Day

By Keiko Kasza

**LA.2.1.6.4** - categorize key vocabulary and identify salient features;

**LA.2.1.6.5** - relate new vocabulary to familiar words;

**LA.2.1.6.6** - identify base (root) words and common prefixes to determine the meanings of prefixed words;

* Students will be given various scenarios that do and do not describe the vocabulary.

**Haunted (What would haul?):**
- heavy trash
- speech folder
- bottle of water
- backpack full of books

**Filthy (Which of these are filthy?):**
- a hot shower
- a dog after playing in the mud
- squeaky clean teeth
- a wild pig in the woods

**Exhausted (Which of these situations would you be exhausted?):**
- waking up after a good night sleep
- staying up all night doing homework
- running 3 miles in the hot sun
- watching TV

**Wondered (What would you wonder about?):**
- 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

**Clever (Who is clever?):**
- 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

**Gullible (Who is gullible?):**
- a boy who say "no" when his sister tried to get him to do her chores
Lesson Plan for Comprehension, Vocabulary, Story Grammar

Dates: _____________________________

Title: My Lucky Day
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- 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:

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<tr>
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<th>Procedure</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.1.6.1 - use new vocabulary that is introduced and taught directly;</td>
<td>1. Use newly introduced tier 2 words.</td>
<td>Definitions and vocab pictures for Tier 2 words</td>
<td>Review tier 2 words.</td>
<td>Bloom's Taxonomy</td>
<td></td>
</tr>
<tr>
<td>LA.2.2.1.5 - respond to various literary selections, connecting text to self text to world, text to text</td>
<td>2. Listen to story read aloud</td>
<td><em>My Lucky Day</em> Definitions and vocab pics for Tier 2 words</td>
<td>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).</td>
<td></td>
<td></td>
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<tr>
<td>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,</td>
<td>3. Teach techniques for self-monitoring comprehension</td>
<td><em>My Lucky Day</em> Definitions and vocab pics for Tier 2 words</td>
<td>Use “think-alouds” to teach self-check of comprehension. 1. What problem does the pig have? 2. What does the fox have to do to have pig roast for dinner? Vocabulary Review 1. What are some things you might haul?</td>
<td>KNOWLEDGE, COMPREHENSION</td>
<td></td>
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</tbody>
</table>
Lesson Plan for Comprehension, Vocabulary, Story Grammar

Dates: _____________ to _____________

Title: My Lucky Day
By Keiko Kasza

<table>
<thead>
<tr>
<th>summarizing, questioning, and clarifying by checking other sources</th>
<th>2. How can you get filthy?</th>
<th>3. What can you do to be exhausted?</th>
<th>4. What have you wondered about?</th>
<th>5. Name something you've done that was clever.</th>
<th>6. Describe a time when you felt gullible.</th>
</tr>
</thead>
</table>

| 4. Practice targeted sounds in words/phrases | //l/ words/phrases:  
- lucky  
- lately  
- claws  
- shall  
- polished  
- piglet  
- awfully  
- collected  
- lucky day  
- let's see  
- delicious-looking  
- no longer listening  
- a little to the left | //s/-blend words/phrases:  
- stood  
- squealed  
- roasting  
- small  
- squeezed  
- shouldn't stay still |

After Reading Activities:
# Lesson Plan for Comprehension, Vocabulary, Story Grammar

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

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| Student 1:  
Goal: | 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 | 1. Teach elements of a story: character, setting  
2. Focus on initiating event and internal response | My Lucky Day  
SGM braids  
SGM Meets BM pictures page 1-8 | Use SGM braids to review elements of a story.  
Focus on character, setting, initiating event and feelings while introducing other elements in the story.  
a. describe the setting  
b. describe the characters - include T2W – filthy, gullible, clever, exhausted  
c. describe fox/pig feelings | Bloom’s Taxonomy  
KNOWLEDGE, COMPREHENSION |
| Student 2:  
Goal: | LA.2.1.7.3 - summarize information in text, including but not limited to main idea, supporting details, and connections between texts;  
LA.2.5.2.3 - use increasingly complex language patterns and sentence structure when communicating | 3. Identify attempts  
Teach Cohesive ties  
4. Describe attempts using Elaborated Noun Phrases and T2 vocab  
5. Review/use vocabulary | My Lucky Day  
SGM Meets BM pictures page 1-8 | Focus on events/attempts of the story using transition words (such as first, then, next, after that, finally)  
Break down the events that the fox went through to  
a. in the overall story  
b. give the pig a bath  
c. make the pig dinner  
d. give the pig a massage | |
| Student 3:  
Goal: | LEP Strategies: (see list in front of lesson plan book) | | | Include Tier Two words in the describing of events. | |

**Vocabulary Review**

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
| Date Range: ___________________ to ___________________ | Date: ___________________ | Session Time: ____________ |

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

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<tr>
<th><strong>6. Identify consequences and resolution</strong></th>
<th><strong>SGM Meets BM pictures page 1-8</strong></th>
<th><strong>6. Would you be gullible if you were tricked into doing someone else's homework?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the consequences and resolution of the</td>
<td></td>
<td>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?</td>
</tr>
<tr>
<td>a. fox's actions</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>b. pig's actions</td>
<td></td>
<td>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 The Three Little Pigs to the pig in My Lucky Day 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?</td>
</tr>
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**LA.2.2.1.6 - write a book report identifying character(s), setting, and sequence of events**

**LA.2.1.7.7 - compare and contrast characters and settings in one text**
Lesson Plan for Comprehension, Vocabulary, Story Grammar

Dates: __________________ to __________________

Clinician: __________________

Session Time: ________

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

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.
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.

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 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.
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.
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.
So, the fox got busy.

First, he collected twigs.

Then, he made a fire.

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

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

So, the fox got busy.

First, he picked tomatoes.

Then, he made spagetti.

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)

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.

The fox made a plan to give the tough pig a massage.
Vocabulary Pictures for
My Lucky Day
by Keiko Kasza
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hauled
filthy
exhausted

wondered
clever
gullible