A Long Way from Chicago
by Richard Peck
Lesson Plan 1–44

Phonemic Awareness

Task #1 Read Aloud - Pages 1–5 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Mary Alice hated that.
2. Are all my memories true?
3. Every word, and growing truer with the years.
4. And Grandma wasn’t on the telephone.
5. Mary Alice said she couldn’t stand the place.

Approximately 10–12 words
1. So people made their own beer at home.
2. Being Chicago people, Mother and Dad didn’t have a car.
3. People stood out on their porches to see the train go through.
4. For one thing, at Grandma’s you had to go outside to the privy.
5. This sparked attention from some of the bigger newspapers.

Sentence Reorder
1. He and was taking notes.
   And he was taking notes.
2. We’d uptown stroll in those first days.
   We’d stroll uptown in those first days.
3. Prohibition was on in days those, which meant that selling liquor was against the law.
   Prohibition was on in those days, which meant that selling liquor was against the law.
4. This sparked attention from some of the newspapers bigger.
   This sparked attention from some of the bigger newspapers.
5. The Coffee Pot was where went people to loaf, talk tall, and swap gossip.
   The Coffee Pot was where people went to loaf, talk tall, and swap gossip.

Sounds in a Word
1. spent  3. hill  5. seem  7. nine  9. out
2. week  4. old  6. stiff  8. stood  10. with

Task #3 Hear the Syllables (2 minutes)

Two Syllable    Three Syllable  Four Syllable
always  sister  remember  Chicago  reputation  prohibition
older  summer  typewriter  telephone  plentifully  contemplation
Task #4  Syllable Types (4 minutes)

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<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</tr>
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</table>

Work Bank: sister summer Chicago telephone prohibition

Task #5  Word Baggies (10 minutes)

Shotgun: shot, gun, shun, got, gut, hot, hog, sun, son, ton, hung, hug, tug

Task #6  Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: made, grave, name, mile, note — silent e
- 5 interesting words: corpse, tykes, privy, prohibition, cobhouse
  - Define and use in a sentence and then find the sentence in the book.

Task #7  Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8  Reading Sounds Like Talking (3 minutes)

- “They’re dumping us on her is what they’re doing,” said Mary Alice darkly.
- It looked like a slow place to us.
- The Coffee Pot Café was where people went to loaf, talk tall, and swap gossip.
- She wasn’t what you’d call a popular person.
- Grandpa Dowdel had been well thought of, but he was long gone.

Task #9  Compound Words (2 minutes)

Shotgun  submachine  typewriter  overshoes  anything
railroad  somewhere  tumbledown  tomcat  nobody
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

travel all way down grandma before corpse setting age when spent week getting years seen since were tykes dumping telephone car suspected take of fishing Wisconsin absence mind train crack station morning bound between towns railroad tracks porches through outside privy stood across shed lived quick jump hated nothing tag though older stroll uptown those first days block brick buildings

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. But that was before they buried Shotgun Cheatham.
2. He might have made it unnoticed all the way to the grave except for his name.
3. This sparked attention from some of the bigger newspapers.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

grown, here, please, run, ride, white, that, down, every, black

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
**A Long Way from Chicago**  
by Richard Peck

**Lesson Plan 2–44**

**Phonemic Awareness**

**Task #1**  
Read Aloud - Pages 6–8 from *A Long Way from Chicago* (4 minutes)

**Task #2**  
Repeat Sentences and Sounds (3 minutes)

### Sentences for Repeating

**Approximately 5–7 words**

1. I didn’t like kitchen work.
2. And she’d talk you to death.
3. Her sleeves were turned back on her big arms.
4. He squeezed off a round and killed a cow.
5. Take them tomatoes off the fire.

**Approximately 10–12 words**

1. He lived in a chicken coop, and now they’ll have to burn it down.
2. Yesterday she’d done apple butter, and that hadn’t been too bad.
3. “The boys took the gun off him, not knowing who he’d plug next.”
4. He was sharp-faced, and he’d sweated through his hatband.
5. We figured Grandma might grab up her broom to swath him off the porch.

### Sentence Reorder

1. When she heard the town was apt to fill up newspaper with reporters, her jaw clenched.
   *When she heard the town was apt to fill up with newspaper reporters, her jaw clenched.*

2. A stranger was on the porch, and Mary Alice when and I crowded up behind Grandma to see, it was the reporter.
   *A stranger was on the porch, and when Mary Alice and I crowded up behind Grandma to see, it was the reporter.*

3. His Masonic ring had diamond chips in it.
   *His Masonic ring had diamond chips in it.*

4. Mary Alice and both I stared at that.
   *Mary Alice and I both stared at that.*

5. And tramps didn’t seem to her mark fence post.
   *And tramps didn’t seem to mark her fence post.*

### Sounds in a Word

1. same  
2. late  
3. feet  
4. get  
5. door  
6. broom  
7. porch  
8. short  
9. work  
10. out

**Task #3**  
Hear the Syllables (2 minutes)

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<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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<td>newspaper</td>
<td>horizontal</td>
</tr>
<tr>
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<td>reporter</td>
<td>notorious</td>
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<td>voluntary</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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Work Bank: country calendar apple horizontal reporter

**Task #5** Word Baggies (10 minutes)

polecat: cot, cat, pole, pot, top, tap, let, lot, pale, tale, cap, cape, tape, late

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: bunch, but, buck, ugly, gun — short /u/
- 5 interesting words: reprobate, polecat, penitentiary, notches, plug
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Anyhow, them Jameses was Missouri people.”
- “A real old, humped-over lady with buck teeth.”
- “That’d be Effie Wilcox.”
- “You think she’s ugly now, you should have seen her as a girl.”
- “Never trust an ugly woman. She’s got a grudge against the world.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

newspaper hayseeds nobody polecat outdoors
inside flypaper outshoot herself polecat
Fluency

**Task #10**  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11**  “60 in 60” (3 minutes)

black iron range kitchen hot enough steam calendars wall sleeves turned back big arms heard town apt fill newspaper reporters jaw clenched presently tell what that after horselaugh because thinks we’re nothing bunch hayseeds country people business anyway asked just old reprobate lived poor died broke nobody went near grandma smelled polecat killed several around done recall length time talking

**Task #12**  “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. He shuffled his feet, wanting to get one of them in the door.
2. Mary Alice and I both stared at that.
3. We figured Grandma might grab up her broom to swat him off the porch.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13**  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14**  100 Sight Words (1 minute)

away, big, came, every, good, have, must, soon, three, under

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Reading and Writing for Meaning

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Lesson Plan 2–44

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Sounds in a Word

1. same    3. feet    5. door    7. porch    9. work
2. late    4. get    6. broom    8. short    10. out

Task #3 Hear the Syllables (2 minutes)

Two Syllable

country    subject

Three Syllable

calendar    newspaper

Four Syllable

everybody    horizontal

notorious    voluntary

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Phonics

Task #4 Syllable Types (4 minutes)

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Work Bank: country calendar apple horizontal reporter

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Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

Away, big, came, every, good, have, must, soon, three, under

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 3–44

Phonemic Awareness

**Task #1** Read Aloud - Pages 9–12 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

Approximately 5–7 words

1. “He got it in the Civil War.”
2. That’s where he got his name.
3. Grant gave it to him, in fact.
4. He fumbled his notepad out and was scribbling.
5. He thought he’d hit pay dirt with Grandma’s story.

Approximately 10–12 words

1. The reporter’s hand hovered over his breast pocket, where a notepad stuck out.
2. They made Shotgun look better while they left Effie Wilcox in the dust.
3. Shotgun had gone from kill-crazy gunslinger to war-hero marksman.
4. The reporter backed down the porch stairs, staggering under all this new material.
5. They couldn’t see Shotgun from there because the coffin lid blocked the view.

**Sentence Reorder**

1. A change crossed the reporters face narrow.
   *A change crossed the reporters narrow face.*
2. That’s where got he his name.
   *hat’s where he got his name.*
3. Now Mary Alice was yanking on shirttail my.
   *ow Mary Alice was yanking on my shirttail.*
4. The people in the yard still believe couldn’t Grandma was holding open house.
   *he people in the yard still couldn’t belie e Grandma was holding open house.*
5. Mary Alice turned had loose of my shirttail.
   *Mary Alice had turned loose of my shirttail.*

**Sounds in a Word**

1. lie 2. kid 3. tell 4. had 5. dust 6. war 7. dirt 8. my 9. full 10. mylid

**Task #3** Hear the Syllables (2 minutes)

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### Phonics

#### Task 4: Syllable Types (4 minutes)

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**Work Bank:** angle mainly hospital invited interesting

#### Task 5: Word Baggies (10 minutes)

**interesting:** in, it, rest, ring, sing, sting, tin, intern, resting, get, set, tier, nest, enter

#### Task 6: Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: medals, widows, orphans, stairs, things — plurals
- 5 interesting words: penniless, orphans, gauze, parlor, philanthropist
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

#### Task 7: Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

#### Task 8: Reading Sounds Like Talking (3 minutes)

- “They tell you how Shotgun come by his name?”
- “Opinions seem to vary, ma’am.”
- “Come home from the war with a line of medals bigger than his chest.”
- “He broke Effie Wilcox’s heart.”
- “She’s bitter still, as you see.”

### Vocabulary

#### Task 9: Compound Words (2 minutes)

<table>
<thead>
<tr>
<th>notepad</th>
<th>firearms</th>
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Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

kind angle wonder you flesh story some spare mildly been talking mainly elderly lady ugly sin calls herself state hospital insane until just here lately reporter guess nosed that out nudged me hard the eyes widened they tell come fame fleeting said he got in Civil War hand hovered pocket where notepad stuck yes went right through war spring fell

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. “Ma’am, I’m making inquiries about the late Shotgun Cheatham.”
2. “They tell you how Shotgun come by his name?”
3. Grant give it to him, in fact.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

black, good, help, here, no, there, they, where, yes, soon

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 4–44

**Phonemic Awareness**

**Task #1**  
**Read Aloud** - Pages 12–14 from *A Long Way from Chicago* (4 minutes)

**Task #2**  
**Repeat Sentences and Sounds** (3 minutes)

**Sentences for Repeating**

**Approximately 5–7 words**
1. In each pitcher she’d stuck an American flag.
2. The crowd outside finally dispersed.
3. You could hear the tick of the kitchen clock.
4. Grandma’s chin would drop, then jerk back.
5. Somewhere between a rustle and a whisper.

**Approximately 10–12 words**
1. She led him up to the coffin, where they admired the flowers.
2. Then who appeared at the front door but Mrs. Effie Wilcox, in a hat.
3. Then she drew up a chair next to the reporter.
4. She came back with three of her home brews, cellar-cool.
5. There was the quietest sound you ever heard.

**Sentence Reorder**

1. Not a leaf trembled outside.
   *ot a leaf trembled outside.*
2. Except for Mary Alice, all we saw it.
   *cept for Mary Alice, we all saw it.*
3. The reporter sat bolt upright, and Mrs. Wilcox made a little sound.
   *he reporter sat bolt upright, and Mrs. Wilco made a little sound.*
4. Every hair on head my stood up.
   *ery hair on my head stood up.*
5. But rocketed Grandma out of her chair.
   *But Grandma rocketed out of her chair.*

**Sounds in a Word**

1. still  
2. best  
3. down  
4. blank  
5. drew  
6. had  
7. on  
8. good  
9. long  
10. him

**Task #3**  
**Hear the Syllables** (2 minutes)

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**Phonics**

**Task #4** Syllable Types (4 minutes)

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</table>

**Work Bank:** respect burial circumstances incredible daddy

**Task #5** Word Baggies (10 minutes)

**Cheatham:** ham, cheat, heat, eat, cat, them, mat, math, each, teach, ache, hat, meat, met

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: quick, back, tick, clock, cock — short vowel, one syllable, -ck
- 5 interesting words: forage, decoration, gauze, natural, rustle
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “We are here to pay our respects at this sad time.”
- “Mrs. Dowdel, I’ve come to set with you overnight and see our brave old soldier through his last watch.”
- “Don’t he look natural?”
- “Whoa, Shotgun!”
- “You’ve had your time, boy.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

townspeople overnight everywhere anywhere myself
upright somebody backward lifetime backfire
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

except we saw reporter sat bolt upright made little sound then nothing gauze rippled hand passed across from other side one place wrinkled into wad somebody snagged feeble reached coffin depths last desperate attempt live before dirt shoveled raised shoulder woodbox behind swung wildly around room skimming aim draped squeezed round sound bring right week roared peace barrel shipped screen

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. I thought that sound would bring the house down around us.
2. The reporter came out of the chair and whipped completely around in a circle.
3. When the screen door snapped to behind her, silence fell.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

again, you, soon, make, funny, our, out, please, went, where

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Phonemic Awareness

Task #1 Read Aloud - Pages 13–16 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Except for Mary Alice, we all saw it.
2. Beer bottles were everywhere.
3. Grandma stood there savoring the silence.
4. The cat in the coffin gave Grandma Dowdel her chance.
5. Though she didn’t gloat, she looked satisfied.

Approximately 10–12 words
1. But the gauze that hung down over the open coffin moved.
2. She cut and ran out the door and into the night.
3. When the screen door snapped to behind her, silence fell.
4. She says the whole experience gave her nightmares for years after.
5. The burned-powder haze hung in the room, cutting the smell of Shotgun Cheatham.

Sentence Reorder
1. Which he feared more, the living dead Grandma’s or aim, he didn’t tarry to tell.

   Which he feared more, the living dead or Grandma’s aim, he didn’t tarry to tell.

2. The white gauze was black rags now, and Grandma blown had the lid clear off the coffin.

   he white gauze was black rags now, and Grandma had blown the lid clear off the coffin.

3. Then she toward turned the kitchen with the twelve-gauge loose in her hand.

   hen she turned toward the kitchen with the twelve-gauge loose in her hand.

   . Courtesy of the cat, she’d fired a round, so speak to, in the direction of each.

   Courtesy of the cat, she’d fired a round, so to speak, in the direction of each.

5. It certainly fleshed out her reputation and gave people new reason to leave her in peace.

   It certainly fleshed out her reputation and gave people new reason to leave her in peace.

Sounds in a Word
1. mind  3. pad  5. door  7. time  9. fire
2. side  4. more  6. work  8. hand  10. truth

Task #3 Hear the Syllables (2 minutes)
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</tr>
</tbody>
</table>

*Work Bank:* except shoulder explosion naturally activity

---

**Task #5** Word Baggies (10 minutes)

*scattered:* sat, scat, scared, scatter, sad, scar, dart, tear, dear, care, cart, tart, dart, cater, rate, rated, darted, trace, traced

---

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: hear, week, roared, straight, streak — vowel teams
- 5 interesting words: riveted, discharged, haze, scattered, streak
  - Define and use in a sentence and then find the sentence in the book.

---

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

---

**Task #8** Reading Sounds Like Talking (3 minutes)

- The reporter came out of his chair and whipped completely around in a circle.
- “Time you kids was in bed.”
- Which he feared more, the living dead or Grandma’s aim, he didn’t tarry to tell.
- “The dead is walking, and Mrs. Dowdel’s gunning for me!”
- And I suppose she saw him climb in, which gave her ideas.

---

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- nightmare
- crossover
- onetime
- backside
- upstairs
- anyhow
- headfirst
- woodwork
- snowball
- beside

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**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

reporter came chair whipped completely around circle bottles went everywhere straight route front door line fire presence mind realize already discharged barrels window headfirst leaving his hat notepad behind feared living dead aim tarry tell feet hollering walking gunning night burned powder haze hung cutting smell white black rags blown lid clear coffin three windows bay except they were open

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. I thought that sound would bring the house down around us.
2. She’d have blown out all three windows in the bay, except they were open.
3. It was a story that grew in the telling in one of those little towns where there’s always time to ponder all the different kinds of truth.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

jump, pretty, help, with, could, ate, must, new, now, our

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 6–44

**Phonemic Awareness**

**Task #1** Read Aloud - Pages 17–19 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

**Approximately 5–7 words**
1. Mary Alice pitched a fit.
2. But having no choice, we went.
3. But it brought her out of her chair.
4. Then I heard a horse clopping past.
5. It was the post that had held the mailbox.

**Approximately 10–12 words**
1. If any of us had grown over the year, it was Grandma herself.
2. And she still seemed to prize her privacy as much as ever.
3. And she wouldn't even have a radio in her house.
4. When she got up to 180, Grandma called her inside.
5. Like a ship under sail, she made for the front door.

**Sentence Reorder**
1. So now Mary Alice sulking was somewhere.
   
   *o now Mary Alice was sulking somewhere.*

2. I took a giant puzzle jigsaw to put together.
   
   *I took a giant jigsaw puzzle to put together.*

3. But the mailbox gone was—in several directions.
   
   *But the mailbox was gone in several directions.*

4. Somebody on horseback had blown Grandma's sky mailbox high.
   
   *Somebody on horseback had blown Grandma's sky mailbox high.*

5. This could have been the work of a cherry bomb.
   
   *This could have been the work of a cherry bomb.*

**Sounds in a Word**
1. job  
2. but  
3. up  
4. soon  
5. had  
6. bed  
7. lot  
8. ran  
9. way  
10. sky

**Task #3** Hear the Syllables (2 minutes)

**Two Syllable**
- event
- mostly

**Three Syllable**
- visit
- because

**Four Syllable**
- annual
- accuracy

**Accuracy**
- another
- impossible

**Education**
- radio
- congregation
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
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</table>

**Work Bank:** event education mostly visit congregation

**Task #5** Word Baggies (10 minutes)

- horseback: horse, back, sack, rack, bake, sake, hack, sore, sob, bore, core, sore, cab, case, base, rose, sea

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: strip, had, it, got, stump — short vowel sounds
- 5 interesting words: slum, privacy, drowsing, platform, sulking
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

- Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Cowgills,” she said, like that explained it.
- Mary Alice pitched a fit.
- If any of us had grown over the year, it was Grandma herself.
- Like a ship under sail, she made for the front door.
- Grandma planted her big fists on her big hips, and her jaw clenched in a familiar way.

**Vocabulary**

**Task #9** Compound Words (2 minutes)

beside  nightmare  yourself  airplane  outside
sidewalk  mailbox  somewhere  horseback  fireworks
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

From something said dawned that our trip down Grandma’s meant annual event pitched another week summer vacation friends over last year nightmare about old ham sitting coffin night after scream big tomcat jumping her she choice went any grown herself still seemed prize privacy much ever mostly stayed whole town slum give two hoots about wouldn’t radio house cherry

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago
1. There wasn’t room in our Chicago apartment.
2. Grandma’s breathing was steady, the way it got before she started snoring.
3. But I noticed the silence when the horse stopped outside.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

did, every, now, please, what, saw, little, but, now, grown

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 7–44

Phonemic Awareness

Task #1 Read Aloud - Pages 20–22 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. My eyelids drooped, and it was morning.
2. The smell of breakfast wafted up from the kitchen.
3. She didn’t make free to rap on the door.
4. His eyes kept flitting to the shotgun.
5. The kid’s narrow eyes widened.

Approximately 10–12 words
1. Presently, Mary Alice slipped down from her chair and headed outside.
2. Just the sight of the gun made my ears ring.
3. He was a big, tall galoot of a kid with narrow eyes.
4. The uniform he had on was all white with a cap to match.
5. In his hand was a wire holder for milk bottles.

Sentence Reorder
1. Behind me, Mary Alice pulled short up too.
   Behind me, Mary Alice pulled up short too.
2. Then I saw somebody besides Grandma in was in the kitchen, over by the door.
   hen I saw somebody besides Grandma was in the kitchen, o er by the door.
3. Grandma telling was one of her whoppers.
   Grandma was telling one of her whoppers.
4. She didn’t things do that cost.
   he didn’t do things that cost.
5. And she told never anybody her business.
   And she ne er told anybody her business.

Sounds in a Word
1. had 3. lay 5. that 7. back 9. last
2. up 4. at 6. thing 8. path 10. turn

Task #3 Hear the Syllables (2 minutes)

Two Syllable
- furnish
- kitchen

Three Syllable
- recalling
- potatoes
- visitor
- enemy

Four Syllable
- interested
- fogettable
- artificial
- observation

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Phonics

Task #4  Syllable Types (4 minutes)

<table>
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<tr>
<th>Closed (VC)</th>
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</table>

Work Bank: furnish visitor observation apron recalling

Task #5  Word Baggies (10 minutes)

downstairs: down, stairs, stair, stow, town, two, tow, to, rid, row, tin, tan, ton, ran, Ron, rod, rot, sit, sat, wait, was

Task #6  Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: litter, older, short, turn, porch, corn — r controlled vowels
- 5 interesting words: wafted, smithereens, consolation, flitting, whopper
  - Define and use in a sentence and then find the sentence in the book.

Fluency

Task #7  Read Indepnedently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8  Reading Sounds Like Talking (3 minutes)

- “Send them kids out of your kitchen so I can tell you.”
- They’re having their breakfast,” Grandma said, “and they’re from Chicago, so they’ve heard everything.”
- “I’m too nervous to live.”
- “Be real careful about calling a customer a liar.”
- “I won’t be needing a delivery tomorrow, neither milk nor cream. I’m going away.”

Vocabulary

Task #9  Compound Words (2 minutes)

downstairs  bedsteads  mailbox  eyelids  pancakes
cobhouse   everything   somebody   beside   anybody
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

Rooms downstairs upstairs herself save stairs rooms sparsely furnished iron a lot dead bugs sills after used how quiet country night slept good there lay awake that night recalling sound when mailbox blown ten age when things blowing interested wondered dare this eyelids drooped morning smell breakfast wafted kitchen time place your worth corn syrup fried ham potatoes onions wanted

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. My eyelids drooped, and it was morning.
2. She darted off the porch and down to our privy.
3. Then she nodded at Mary Alice to set the table for breakfast.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

fly, into, jump, make, look, yes, where, two, under, could

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 8–44
Phonemic Awareness

Task #1 Read Aloud - Pages 23–25 from *A Long Way from Chicago* (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. I hung in the doorway, bug-eyed and short.
2. He could eat me for lunch.
3. I lurked pretty near home all day.
4. Mary Alice had already gone into shock.
5. Grandma examined her catch.

Approximately 10–12 words
1. Then she nodded at Mary Alice to set the table for breakfast.
2. It may have been just a coincidence that a family named Cowgill ran the dairy.
3. She was no screamer, so it brought me to my feet.
4. He hit the bottom of the bottle with a soft thump.
5. As the milk closed over his head, Mary Alice bolted.

Sentence Reorder
1. Then she nodded at Mary Alice to set the table for breakfast.
   *hen she nodded at Mary Alice to set the table for breakfast.*
2. Now I remembered where I’d heard the name.
   *ow I remembered where I’d heard the name.*
3. She was no screamer, so brought it to my feet.
   *he was no screamer, so it brought me to my feet.*
4. He was by hanging a thread and not a pretty sight.
   *He was hanging by a thread and not a pretty sight.*
5. I knew not to ask why she was doing this.
   *I knew not to ask why she was doing this.*

Sounds in a Word
1. still 3. got 5. dark 7. box 9. like
2. in 4. up 6. rag 8. day 10. back

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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</table>

**Work Bank:** turning table Chicago finishing introduction

**Task #5** Word Baggies (10 minutes)

grandkids: grand, kids, and, sand, kind, king, ran, rid, rag, rig, did, sing

**Task #6** Personal Word Walls (PWW) (6 minutes)
- 5 phonics words: grade, home, name, hole, close — long vowel sounds, silent e
- 5 interesting words: sneer, runt, litter, woozy, flypaper
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)
- “Why, there’s my grandkids now.”
- “My grandson’s in a gang, so you don’t want to mess with him.”
- “Grandma,” I croaked, “you’ll get me killed.”
- “Grandma, what was the shotgun for?”
- “Who’s Cousin Leota Shrewsbury?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

doorway    anybody    grandkids    grandson    beside

  clothesline   cobhouse   tomcat    flypaper   nowhere
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

never told anybody business turning stove pretended surprise seeing there though eyes grandkids gangs town know mess meander looks bug-eyed finishing introductions sneer me disappeared through door stomped porch killed waved protection scared believe fourth grade least sixteen that’s right runt litter three older brothers bug bruisers wouldn’t want meet dark alley swept shotgun shells greasy kitchen table put them

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. And she never told anybody her business.
2. He’s got three older brothers, and they’re big bruisers.
3. Then she nodded at Mary Alice to set the table for breakfast.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

after, all, am, please, pretty, with, yellow, say, make, look

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Phonemic Awareness

Task #1  Read Aloud - Pages 26–29 from A Long Way from Chicago (4 minutes)

Task #2  Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. But then I couldn’t see a moment ahead.
2. Then she didn’t want any supper.
3. Mary Alice glowered but said nothing.
4. She flopped on the settee and fidgeted.
5. Later, much later, we heard something.

Approximately 10–12 words
1. After a big wedge of layer cake she pulled back from the table.
2. By then we had to know we were in for something.
3. Now we three were only outlines in the dark parlor.
4. I could picture what the house looked like from outside.
5. The snowball bushes outside the window swayed gently.

Sentence Reorder
1. Then she started to go upstairs.
   *she started to go upstairs*
2. Mary Alice didn’t come back in the house till supper time.
   *Mary Alice didn’t come back in the house till supper time*
3. I followed her across the room to the kitchen.
   *I followed her across the room to the kitchen*
4. Then once more, Grandma’s house erupted sound in and light.
   *then once more, Grandma’s house erupted in sound and light*
5. Grandma me shoved past her into the kitchen.
   *Grandma shoved me past her into the kitchen*

Sounds in a Word
1. back
2. her
3. gun
4. had
5. blown
6. off
7. rail
8. thick
9. feet
10. it

Task #3  Hear the Syllables (2 minutes)

Two Syllable
- supper
- rocker

Three Syllable
- hurry
- confident
- explosion
- erupted
- lumberyard

Four Syllable
- confident
- erupted
- linoleum
- invisible
- temporary
- unfortunate
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
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<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</table>

**Work Bank:** supper confident erupted lumberyard invisible

**Task #5** Word Baggies (10 minutes)

**upstairs:** up, stair, star, stir, sit, sat, put, sir, air, tip, tap, sip, at, it, past

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: mouse, mouth, thread, bean, leap — vowel teams
- 5 interesting words: glowered, bolt, parlor, settee, swayed
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Let’s step right along and get them dishes washed and dried and put up.”
- “We could tell ghost stories.”
- “Keep just behind me.”
- “I’m dead. Oh yes, I’m dead.”
- “By the lumberyard. And step on it. I’ve got an itchy trigger finger.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

fatback  snowball  fortnight  everything  outside  needlework  upstairs  footsteps  pinwheels  lumberyard
Fluency

**Task #10  Fluency Notebooks (2 minutes)**

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11  “60 in 60” (3 minutes)**

Grandma turned back under nose struck wooden match thumbnail strike never woman doing hid flare flame herself touched other hand sizzled leaned down rolled into invisible kitchen seconds house erupted sound light lightning flashed split second could every calendar wall there explosion crack doom rolled cherry bomb across floor went right under eight feet brothers three big bruisers chain light

**Task #12  “Chunk” the Sentence (3 minutes)**

Three Sentences From *A Long Way from Chicago*

1. By then we had to know we were in for something.
2. We heard a little sawing, singing sound as a file began to slice through screen wire.
3. Under my nose she struck a wooden match with her thumbnail.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)**

**Task #14  100 Sight Words (1 minute)**

saw, make, soon, you, four, black, as, eat, must, who

**Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)**

Reading and Writing for Meaning

**Task #16  Make a Little Book (5 minutes)**

Make a seven page *Little Book* and enter the information requested from the day’s lesson.

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Lesson Plan 10–44

Phonemic Awareness

Task #1 Read Aloud - Pages 29–32 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Mrs. Effie Wilcox sat at the end of a pew.
2. It sounded like it could have a lot of verses.
3. Mrs. Wilcox’s mouth opened in a silent scream.
4. The wagon bounced across Grandma’s side yard.
5. To keep up, both ladies held their skirts high.

Approximately 10–12 words
1. I raced like the wind through the nighttime town.
2. The rail outside was thick with horses hitched to wagons.
3. I sidled down the side isle, breathing heavy.
4. The Cowgill boys looked like they were on the chain gang already.
5. I got my first real look at their maw and paw.

Sentence Reorder
1. They were all a lot taller than he was.
   *hey were all a lot taller than he was.*
2. Unless my trigger gives finger way to temptation.
   *nless my trigger finger gi es way to temptation.*
3. The ceiling light glinted wickedly her off spectacles.
   *he ceiling light glinted wickedly off her spectacles.*
4. I thought Mr. Cowgill going was out on a limb.
   *I thought Mr. Cowgill was going out on a limb.*
5. And I’ll me want a new mailbox.
   *And I’ll want me a new mailbo .*

Sounds in a Word

1. song
2. out
3. in
4. it
5. like
6. back
7. got
8. hat
9. sing
10. next

Task #3 Hear the Syllables (2 minutes)

Two Syllable
- sprinted
- bigger

Three Syllable
- depot
- tambourine
- important

Four Syllable
- miracle
- galloping
- accompanied
- remembering
- interested
- particular
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<tr>
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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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</tr>
</tbody>
</table>

**Work Bank:** depot wagon particular miracle galloping

**Task #5** Word Baggies (10 minutes)

spectacles: pet, pat, cat, sat, set, cap, caps, let, leap, lap, less, clap, seat, salt, tale, slate, late, elate, space

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: ladies, skirts, boys, pants, ones — plurals
- 5 interesting words: rafters, swaying, pinned, nervous, spectacles
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Where are the Cowgill’s.”
- “It’s kind of important.”
- “Mrs. Dowdel, Mrs. Dowdel, compose your soul in patience.”
- “And put down that shotgun.”
- “Not so fast Cowgill.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

nighttime ragtime outside schoolhouse doorway
shotgun overgrown ladylike nowhere without

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**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

raced wind through night time town sprinted past business block across tracks depot toward lumberyard began hear singing ragtime beat church bigger than seemed packed rafters rail outside thick horses hitched wagons light song were pouring stood know looked like besides could were backs peoples heads got lucky hands high above head air down side heavy minute counted how long hymn

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. My boys aren't broke out brains, you know.
2. I was tempted to cover my ears, because that alone was enough to make Grandma squeeze off a round.
3. He patted his biggest bruiser's shoulder, and all four of them were trying hard not to smirk.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

it, came, jump, say, will, come, little, she, could, make

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 11–44

Phonemic Awareness

Task #1 Read Aloud - Pages 33–35 from *A Long Way from Chicago* (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. In fact, it had swelled up some.
2. A pause fell upon them.
3. They didn’t have to wait a minute more.
4. Grandma and I filled the doorway to watch.
5. Then back up the path came Mrs. Wilcox.

Approximately 10–12 words
1. The milk was more pink than white now.
2. Grandma and Mr. Cowgill seemed to have a moment of complete understanding.
3. In his earthly life Grandpa Dowdel had shaved over the sink.
4. Then she turned from the door, and I saw the look on her face.
5. She appeared pretty satisfied at the way things had turned out.

Sentence Reorder

1. Then the bruisers and Ernie out trooped.
   *hen the bruisers and Ernie out trooped.*

2. But you could see mouse the inside.
   *But you could see the mouse inside.*

3. She nodded to across the kitchen sink.
   *She nodded across to the kitchen sink.*

4. Then he whaled tar the out of every one of them.
   *Then he whaled the tar out of every one of them.*

5. He took each by the arm in turn and them gave all what for.
   *He took each by the arm in turn and gave them all what for.*

Sounds in a Word

1. pink
2. thing
3. tell
4. good
5. name
6. town
7. night
8. drop
9. like
10. will

Task #3 Hear the Syllables (2 minutes)

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<th>Three Syllable</th>
<th>Four Syllable</th>
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<td>explanation</td>
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<td>every</td>
<td>sanitary</td>
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<td>privy</td>
<td>capable</td>
<td>delivering</td>
</tr>
<tr>
<td>moment</td>
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<td>disagreement</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<td>dis, ment</td>
<td>a</td>
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</tr>
</tbody>
</table>

**Work Bank:** bottle, moment, capable, sanitary, disagreement

**Task #5** Word Baggies (10 minutes)

- **sharpening:** sharp, harp, pen, sing, pin, has, rig, ping, sharp, rap, ring, rip

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: back, had, than, fact, can — short a
- 5 interesting words: evidence, strictly, strain, wordlessly, whaled
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

- Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “I’ll be interested in your explanation for that.”
- “I don’t mean to tell you a thing.”
- “There stands the evidence.”
- “You can say that again.”
- “What do you want?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- worthless
- ransack
- myself
- cutthroat
- beside
- anybody
- moonlight
- crosswalk
- cannot
- lifetime
** fluency **

** Task #10 ** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

** Task #11 ** “60 in 60” (3 minutes)

interested your explanation that pointed milk bottle nobody noticed though stood on kitchen table more pink than white now could see mouse inside fact had swelled some again Grandma remarked sweat popped brow tell thing there stands evidence strictly sanitary strain rivers doubt keep good name town bunch worthless boys apt drop before delivering door big ones perfectly capable myself

** Task #12 ** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. After all, they blew up my mailbox, and Effie Wilcox has to use my privy.
2. Many more mice in the milk, and your customers will start keeping their own cows again.
3. Then she turned from the door, and I saw the look on her face.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

** text comprehension **

** Task #13 ** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

** Task #14 ** 100 Sight Words (1 minute)

down, every, jump, little, she, yellow, under, out, now, you

** Task #15 ** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

** reading and writing for meaning **

** Task #16 ** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
## Lesson Plan 12-44

### Phonemic Awareness

#### Task #1 Read Aloud - Pages 37–40 from A Long Way from Chicago (4 minutes)

#### Task #2 Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

**Approximately 5–7 words**
1. Being nine, Mary Alice decided to take charge.
2. We were bound to find out.
3. Grandma’s house was the last one in town.
4. But it was a short night.
5. Mary Alice couldn’t believe the overalls.

**Approximately 10–12 words**
1. Her eyes were watering, and she was holding her nose.
2. He was breathing hard and nowhere near the cobhouse.
3. But this year came the sound of shuffling boots and sometimes a voice.
4. Fresh from the Chicago Loop, Mary Alice and I traded glances.
5. The cheese was on the back porch now, in a gunnysack.

**Sentence Reorder**

1. And I see could the old tomcat from here, stretched out in the yard.
   
   *And I could see the old tomcat from here, stretched out in the yard.*

2. Then on the night second I wouldn’t hear anything.

   *Then on the second night I wouldn’t hear anything.*

3. But this year came the sound of shuffling and boots sometimes a voice.

   *But this year came the sound of shuffling boots and sometimes a voice.*

4. Crowning it all was her gardening hat.

   *Crowning it all was her gardening hat.*

5. I need me a day off and some quiet.

   *I need me a day off and some quiet.*

**Sounds in a Word**

1. not  
2. you  
3. glad  
4. row  
5. on  
6. go  
7. wash  
8. dress  
9. hat  
10. rods

#### Task #3 Hear the Syllables (2 minutes)

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<th>Four Syllable</th>
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<td>another</td>
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<td>watering</td>
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Phonics

Task #4  Syllable Types (4 minutes)

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</table>

Work Bank: nation powerful decoration chamber country

Task #5  Word Baggies (10 minutes)

- breathing: breath, thing, rat, beat, bath, bathe, ran, ring, tear, tab, eat, get, bring, eating

Task #6  Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: it, in, next, bed, chins — short vowel sound
- 5 interesting words: skittish, chamber, wafting, husky, drifter
  - Define and use in a sentence and then find the sentence in the book.

Fluency

Task #7  Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8  Reading Sounds Like Talking (3 minutes)

- “I don’t want any,” Mary Alice said.
- “It’s not for you,” Grandma said.
- “Keeps the chiggers off,” Grandma said.
- “We’re going fishing.”
- “It’s just one thing after another in town,” Grandma declared.

Vocabulary

Task #9  Compound Words (2 minutes)

something platform cornfield outdoors gunnysack
cattfish bluefish hometown shadyside toothpick
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

you could see hard times from the window freight trains siding were loaded down men trying part country another looking work something watched eat stood open doors cars walking along nothing their hands sign platform house seemed business usual still skittish old tomcat cobhouse worried ought under beds handy night climb stairs just empty necessary shuffling boots voice tracks town

**Task #12** “Chunk” the Sentence (3 minutes)

**Three Sentences From A Long Way from Chicago**

1. The Wabash tracks that cut the town in two ran along the other side of the road.
2. We didn’t linger over breakfast because of the smell.
3. We trooped out into the night behind her.

**Five Sentences From Leveled Reader** - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

could, like, there, one, grown, every, fly, and, me, please

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page _Little Book_ and enter the information requested from the day’s lesson.
Phonemic Awareness

Task #1  Read Aloud - Pages 41–43 from A Long Way from Chicago (4 minutes)

Task #2  Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. The lowest wire was pretty close to the ground.
2. She’d pushed the cheese through.
3. It all looked overgrown and deserted to me.
4. We were in trees and tall grass.
5. But she was one expert rower.

Approximately 10–12 words
1. We ate dust for a mile or so.
2. At a stand of timber we veered across a pasture.
3. But they were like a mirage that keeps its distance.
4. Now she began to work her shoulders to inch herself under.
5. I never thought for one minute that this was Grandma’s boat.

Sentence Reorder
1. Then I got scare the of my life.
   *hen I got the scare of my life.*
2. A low limb and writhed looped.
   *A low limb writhed and looped.*
3. It just missed Grandma’s lap and fell hissing between her and me.
   *It just missed Grandma’s lap and fell hissing between her and me.*
4. She was applying a rag wet creek with water to my forehead.
   *She was applying a rag with creek water to my forehead.*
5. It was all neck, you if asked me.
   *It was all neck, if you asked me.*

Sounds in a Word
1. hang      3. vine      5. shoe      7. locks      9. came
2. back      4. time      6. had       8. lap       10. up

Task #3  Hear the Syllables (2 minutes)

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<th>Four Syllable</th>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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**Work Bank:** timber, pretty, horizon, territory, relentlessly

**Task #5** Word Baggies (10 minutes)

catfish: cat, fish, at, fat, sat, hat, hit, sit, Tim, him, his, fit, sift, cash, itch

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: speaking, reaching, pushing, drifting, morning — words ending in -ing
- 5 interesting words: douse, gunnysack, chiggers, horizon, weeping
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Work that rope loose.”
- “You fainted Joey.”
- “It was keen. You should have seen how Grandma grabbed it up by its tail.”
- “There’s cotton mouths around though, so I’d keep my hands in the boat if I was you.”
- “Grandma’s something with snakes.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

playsuit, underfoot, dragonflies, backwater, rowboat

beside, somewhere, harmless, cottonmouth, upstream
Fluency

Task #10  Fluency Notebooks (2 minutes)
Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)
Being boy climbed wires pivoted over fence post heel wounded hand dragged hamper through were forbidden territory overgrown looked deserted Grandma speaking low hush keep just behind trees tall grass sloped creek bottoms ground grew soggy underfoot dragonflies skated scum stagnant backwater along willows weeping water pulled back tangle vines we saw old worn-out snub-nosed rowboat pulled tied tree oars

Task #12  “Chunk” the Sentence (3 minutes)
Three Sentences From A Long Way from Chicago
1. Then I remembered the snake and grabbed up my knees.
2. When I came to, we were tied up to a sapling, and Grandma was crouched over me.
3. I never thought for a minute that it was Grandma’s boat.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)
eat, must, now, under, want, what, soon, did, run, said

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)
Make a seven page Little Book and enter the information requested from the day’s lesson.
**Task #1** Read Aloud - Pages 44–46 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

**Approximately 5–7 words**
1. Except it wasn’t a crate.
2. Which was an example of the way Grandma reasoned.
3. Dad was a dedicated fisherman.
4. He tied his own flies.
5. I noticed Mary Alice’s eyes on me.

**Approximately 10–12 words**
1. We were under way again, me keeping a sharp eye on low-hanging limbs.
2. Now she was putting up the oars and standing in the boat.
3. She was weaving to keep her balance in the tipping boat.
4. She heaved in the crate and unlatched the top.
5. She was busy as a bird dog, one of her own favorite sayings.

**Sentence Reorder**
1. Now she was putting up the oars and standing in the boat.
   *ow she was putting up the oars and standing in the boat.*
2. I thought of and cottonmouths ducked.
   *I thought of cottonmouths and ducked.*
3. Except it wasn’t a crate.
   *cept it wasn’t a crate.*
4. It was a trap fish.
   *It was a fish trap.*
5. You got all your done fishing at once.
   *ou got all your fishing done at once.*

**Sounds in a Word**
1. snag
2. glide
3. crate
4. sunk
5. flop
6. won
7. on
8. got
9. pole
10. shop

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>hornet</td>
<td>suspected</td>
<td>embarrassment</td>
</tr>
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<td>surface</td>
<td>cottonmouth</td>
<td>recovering</td>
</tr>
<tr>
<td>water</td>
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<td>conservation</td>
</tr>
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<td></td>
<td>favorite</td>
<td>prohibition</td>
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</table>
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</table>

Work Bank: hornet rowing suspected general conservation

**Task #5** Word Baggies (10 minutes)

undergrowth: under, growth, row, dog, throw, gone, done, thud, den, nod, tow, turn, torn, thunder

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: porch, worms, quartet, burned, orange — r control
- 5 interesting words: bravery, rod, plunged, cottonmouth, gills
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Grandma, how did you remember where it was?”
- “You couldn’t see it, but you snagged it with the hook right off.”
- “Remembered where I’d sunk it.”
- “Grandma,” I said, “is trapping fish legal in this state?”
- “Anyhow, it’s not my boat.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

inside anything catfish anyhow downstream
fisherman bootleg maybe barbershop undergrowth
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

Okay muttered grandma stifled rare smile suspected had high opinion bravery male sex hadn’t done anything change mind fainting bothered off years under again keeping sharp eye limbs recovering everything embarrassment rowing from bank putting oars standing boat rocked dangerously though planted boots wide sides allowed reached long rod hook end briefly into brown water plunged creek hit hand weaving

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. She heaved in the crate and unlatched the top.
2. Soon we were gliding gently downstream, Grandma rowing easy.
3. The catfish were at her feet, flopping less now.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

after, here, help, good, white, where, came, could, there, they

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 15–44

Springboard to the Novel

Phonemic Awareness

Task #1 Read Aloud - Pages 47–49 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. They were waving bottles and trying to dance.
2. I didn’t know what they’d do next.
3. I didn’t know where to look.
4. We were in his boat.
5. Grandma led, dragging the net of catfish.

Approximately 10–12 words
1. Then he fell back into the arms of the cheering crowd.
2. The drawers on the business community were riding mighty low.
3. She jammed an oar into the bank to push us off.
4. It took the drunks on the porch a moment to focus on us.
5. They thought they owned this stretch of the creek.

Sentence Reorder

1. I wasn’t sure ought she to be seeing this.
   I wasn’t sure she ought to be seeing this.
2. The drawers on some of the business community riding were riding mighty low.
   He drawers on some of the business community were riding mighty low.
3. I thought it was time to head upstream as fast as Grandma could row.
   I thought it was time to head upstream as fast as Grandma could row.
4. The full chorus was singing again, as louder we got nearer.
   He full chorus was singing again, louder as we got nearer.
5. It was a silent scene until Sheriff O. B. Dickerson his found voice.
   It was a silent scene until Sheriff O. B. Dickerson found his voice.

Sounds in a Word

1. fish  3. life  5. first  7. fell  9. gone
2. big  4. silk  6. lose  8. far  10. back

Task #3 Hear the Syllables (2 minutes)

Two Syllable Three Syllable Four Syllable
singers  skinny  fascinated  deputy  community  believing
bottle  sheriff  president  droopiest  recognizing  continual
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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<td>com</td>
<td>mu, ni, ty</td>
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</tr>
</tbody>
</table>

**Work Bank:** singers skinny deputy fascinate community

**Task #5** Word Baggies (10 minutes)

*disgusting:* gust, sit, gut, sun, gun, sting, sing, suit, tug, dust, dig

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: grown, grisly, president, private, property — /gr/ and /pr/ beginning blends
- 5 interesting words: drawers, perched, community, scrambled, scandalized
  - Define and use in a sentence and then find the sentence in the book.

---

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Ain’t that disgusting?”
- “He couldn’t carry a tune in a bucket.”
- “Men in a bunch never do.”
- “Stop in the name of the law!”
- “That’s my boat!”

---

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- underwear
- barefoot
- bloodshot
- upstream
- themselves
- everybody
- meantime
- railroad
- rattlesnake
- nowhere
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

Grandma saw them first time seemed lose control oars mouth fell open shock already shocked have pretend know where look some business community were far gone just stared back unbelieving thought owned stretch creek few seeing opposite sex scrambled hide themselves behind others never anybody looking old birds union suits less speechless gaze passed them all recognizing everybody silent scene

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. She rowed on as if none of this ever happened.
2. The sun was beating down, so she didn’t push herself.
3. After all, the sheriff couldn’t chase us downstream.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

did, make, soon, yes, could, look, so, yes, come, little

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 16–44

Phonemic Awareness

Task #1  Read Aloud - Pages 50–52 from *A Long Way from Chicago* (4 minutes)

Task #2  Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Even in full daylight the place looked haunted.
2. It had been a fine house at once.
3. But it was creepy in here, dim and dusty.
4. Then one of the chairs spoke.
5. I thought I might faint again.

Approximately 10–12 words
1. It's outbuildings had caved in, and the privy stood at an angle.
2. And we'd brought a full hamper to add to Aunt Puss's larder.
3. If she was, that made her our great-great-aunt.
4. And catfish have mustaches for some reason, which is just plain weird.
5. Finally, Mary Alice took the rusty hatchet out of my hand.

Sentence Reorder
1. cleaned We the fish on a plank table outdoors.
   *We cleaned the fish on a plank table outdoors.*
2. Nobody talk could to Grandma like that and live.
   *obody could talk to Grandma like that and live.*
3. Even in full the daylight place looked haunted.
   *en in full daylight the place looked haunted.*
4. But it was in creepy here, dim and dusty.
   *But it was creepy in here, dim and dusty.*
5. Bald as an egg, she but needed a shave.
   *Bald as an egg, but she needed a shave.*

Sounds in a Word

1. speck  3. dirt  5. place  7. crick  9. week
2. bluff  4. side  6. room  8. bank  10. shape

Task #3  Hear the Syllables (2 minutes)

Two Syllable Three Syllable Four Syllable
angle window otherwise furniture traditional introduction
hamper creepy demanded potato contribution exaggerate
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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<td></td>
<td>ger</td>
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</tr>
</tbody>
</table>

**Work Bank:** angle hamper potato introduction exaggerate

**Task #5** Word Baggies (10 minutes)

**mustaches:** must, sash, sat, set, hat, hut, hum, aches, ache, stash, match, mat, much, such, hem

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: fine, wide, piled, hide, fire — long /i/ sound, silent e
- 5 interesting words: hamper, shawl, kindling, fetched, plank
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- Nobody but Aunt Puss."
- “Where you been girl?”
- “Who’s them chilrun with you?”
- “Just kids I found along the crick bank.”
- “They was fishing.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

without   outbuildings   otherwise   lifeless   overlooking
inside    daylight       anybody     staircase  hightailed
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

just kids found along crick bank Grandma out surprise they fishing don’t know as want them house sent mean look they steal you’ve got under her breath spoken you about that before pulled shawl closer though was hottest day year hungry hightailed here after breakfast seen hide hoof mark since seen me week mumbled forgets catfish fried potatoes girl stir

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. But it was creepy in here, dim and dusty.
2. Mary Alice was in as big a daze as I was.
3. It made me kind of sick to hear Grandma rip the skin off the catfish.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

she, yellow, can, like, see, with, came, jump, say, will

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
**Task #1** Read Aloud - Pages 53–55 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**
- Approximately 5–7 words
  1. I had a sudden thought.
  2. She hadn’t noticed the years passing.
  3. She’s poor now, but she don’t know it.
  4. We walked country roads all the way home.
  5. But she was turning on Mary Alice.

- Approximately 10–12 words
  1. Mary Alice went in the middle, watching where she walked.
  2. I was ready to go straight up to bed.
  3. That’s why Grandma didn’t say we were her grandkids.
  4. “But it’s just private business between her and me.”
  5. She still had her hired girl and plenty to eat.

**Sentence Reorder**

1. Aunt Puss thought Grandma and Mary Alice and I were all about the same age.
   *Aunt uss thought Grandma and Mary Alice and I were all about the same age.*

2. It would have just mixed Aunt Puss.
   *It would ha e just mi ed up Aunt uss.*

3. Grandma set a brisk pace, and I struggled along behind with a hamper heavy with cleaned catfish.
   *Grandma set a brisk pace, and I struggled along behind with a hamper hea y with cleaned catfish.*

4. Mary Alice and I were both staggering.
   *Mary Alice and I were both staggering.*

5. Just two carry at a time.
   *ust carry two at a time.*

**Sounds in a Word**

1. day
2. in
3. me
4. my
5. way
6. set
7. up
8. to
9. at
10. sent

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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<tbody>
<tr>
<td>muddy</td>
<td>completed</td>
<td>interested</td>
</tr>
<tr>
<td>wisely</td>
<td>staggering</td>
<td>education</td>
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<tr>
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<td>scavenger</td>
<td>intolerant</td>
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<td>saltshaker</td>
<td>tolerable</td>
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### Phonics

**Task #4** Syllable Types (4 minutes)

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</table>

**Work Bank:** muddy wisely parlor interested tolerable

**Task #5** Word Baggies (10 minutes)

**staggering:** stag, sat, sag, sing, sting, tin, get, gig, ring, set, tag, grain, tang, stair, stir, stare

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: years, clean, leave, grease, lead — long /e/ sound, /ea/ vowel team
- 5 interesting words: waddled, flue, parlor, pecks, dawdle
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “These fish taste muddy.”
- “Do they paddle yer behind when you need it?”
- “Working for you was an education.”
- “Does she have hogs?”
- “Now get down every platter I own.”

### Vocabulary

**Task #9** Compound Words (2 minutes)

grandkids  schoolhouse  railroad  overlap  catfish
everything  beside  sunlit  tablecloth  fishhook
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

took another hour clean up kitchen the way wanted leave was time us back chair parlor where think off now called out trooped through front hall down sty slop hogs door hit dog bit outdoors right one time poor now don’t know hired girl plenty eat brisk pace struggled along behind hamper heavy cleaned catfish middle watching walked trees yard

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. The catfish fried in long pans with the potatoes and onions at the other end, popping in grease.
2. The kitchen was blue with smoke, and night was at the windows before we finished up.
3. Following her lead, we carried everything out into the night, making many trips.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

by, it, saw, who, but, is, said, white, blue, into

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck

Lesson Plan 18–44

Phonemic Awareness

Task #1 Read Aloud - Pages 56–59 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. She wasn’t looking for thanks.
2. She watched them feed, working her mouth.
3. Then he came to Grandma.
4. You’re all over me like white on rice.
5. Grandma pointed her spatula at the sheriff’s feet.

Approximately 10–12 words
1. Mary Alice helped, in an apron of Grandma’s that dragged the ground.
2. They were hollowed-eyed men who couldn’t believe their luck.
3. The minute she said that, all the drifters looked up.
4. That was when Sheriff Dickerson’s deputies saw they were outnumbered.
5. With a small finger, Mary Alice pointed out the bare platters.

Sentence Reorder
1. He poked his own chest with a pudgy finger.
   
   He poked his own chest with a pudgy finger.

2. As a rule, take it back where you tie it up.
   
   As a rule, I take it back where you tie it up.

3. The drifters wolfed down the last morsel.
   
   He drifters had wolfed down the last morsel.

4. I collapsed the legs on the card table.
   
   I collapsed the legs on the card table.

5. Only a faint scent of fried catfish lingered on the air night.
   
   nly a faint scent of fried catfish lingered on the night air.

Sounds in a Word
1. luck  3. it  5. bun  7. feed  9. boat
2. back  4. mess  6. had  8. first  10. up

Task #3 Hear the Syllables (2 minutes)

Two Syllable
around  table
lantern  belly

Three Syllable
deputies  yesterday
spatula  outnumber

Four Syllable
jurisdiction  investigate
misunderstood  questionable
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<td>in, yes</td>
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<td>gate</td>
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</table>

**Work Bank:** table, lantern, yesterday, jurisdiction, investigate

**Task #5** Word Baggies (10 minutes)

| urisdiction: | ton, tic, sir, tin, Sid, diction, not, nod, nor, turn, don, run, rid |

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: back, past, traps, that, as — short /a/ sound
- 5 interesting words: lanterns, bawled, loafers, spatula, complexes
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “They’re out of town.”
- “The town stops here.”
- “Yes, and I’m the sheriff of the county!”
- “You accusing me, the sheriff of Piatt County, of running fish traps?”
- “How could I row these grandkids of mine back past the Rod and Gun Club?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

everywhere today something outnumbered overlook
jaybirds himself catfish bootstrap afternoon
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

sheriff county bellowed my jurisdiction do tell run me in minute she that all drifters looked up deputies saw outnumbered boomed know what charge first crime wave get them fish instance wisely overlooking home brews hands trap same yours eyes bulged accusing running poked won chest pudgy finger morning replied drunk chuckled about face purple even darkness stole boat row

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago
1. His deputies loomed behind him, but they weren’t singing “Sweet Adeline.”
2. The drifters were moving off down the track, and the deputies were heading back into town.
3. O.B. Dickerson spit in the gravel, swung around, and followed them, his big boots grinding gravel.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

run, where, black, in, ride, what, big, I, red, went

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck

Lesson Plan 19–44

Phonemic Awareness

Task #1 Read Aloud - Pages 61–64 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Mary Alice was ten now.
2. Then somebody knocked on the front door.
3. If Grandma recalled this, she showed no sign.
4. It wasn’t just the heat.
5. The depression is upon us.

Approximately 10–12 words
1. It reconciled us some to our trips to visit her.
2. The gooseberries were ripe when we got there that August.
3. Grandma was supervising a pan of them on the stove.
4. But she had tiny feet, teetering in high-heeled shoes.
5. Even those of us who’ve never had a taste have heard.

Sentence Reorder
1. We weren’t so sure Mother and Dad either would.
   *We weren’t so sure Mother and Dad would either.*
2. If Grandma knew who won what at the fair county, she showed no sign.
   *If Grandma knew who won what at the county fair, she showed no sign.*
3. On the other hand, Grandma liked to win.
   *In the other hand, Grandma liked to win.*
4. I she thought might yawn.
   *I thought she might yawn.*
5. She was playing along with Grandma.
   *He was playing along with Grandma.*

Sounds in a Word

1. trip 3. now 5. sit 7. big 9. not
2. ten 4. right 6. down 8. top 10. brine

Task #3 Hear the Syllables (2 minutes)

Two Syllable
famous kitchen

Three Syllable
influence conclusion

Four Syllable
community appreciate

understand cucumber

competition competitor
### Phonics

#### Task #4 Syllable Types (4 minutes)

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<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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</tbody>
</table>

**Work Bank:** tiny kitchen influence cucumber community

#### Task #5 Word Baggies (10 minutes)

**opportunity:** port, opt, it, tiny, tot, nut, your, up, pop, pot, punt, pit, pity, rot, rut, nutty, or, runt, pint

#### Task #6 Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: while, rope, ripe, brine, wife — long vowel sounds/silent e
- 5 interesting words: gooseberries, recommenced, brine, forecloses, boredom
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

#### Task #7 Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

#### Task #8 Reading Sounds Like Talking (3 minutes)

- "But there is nobody to touch you for baking with gooseberries."
- "They’re from Chicago, so they’ve seen everything."
- "Wouldn’t have any way to get there if I wanted to go."
- "They never was easy for me."
- "Now, Mrs. Dowdel, don’t be like that."

### Vocabulary

#### Task #9 Compound Words (2 minutes)

gooseberries somebody overlooked nowhere otherwise

nobody grandkids itself hometown airplane
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

berries at the kitchen table first morning Grandma supervising pan stove popped softly burst open boiling water somebody knocked front door ran arm across forehead started through house followed keep back banker wife right behind thought going asked sit down another thing coming beached table nowhere near tiny feet shoes heat staggered people keeled mission point county fair week annual

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. The Weidenbachs lived at the far end of town in the only brick house.
2. Otherwise, those county seat women will sweep the field.
3. Growing frantic, Mrs. Weidenbach let her gaze skim over Mary Alice and me.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

be, here, ran, well, away, help, pretty, we, ate, have

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 20–44

Phonemic Awareness

**Task #1** Read Aloud - Pages 65–67 from A Long Way from Chicago (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

Approximately 5–7 words
1. She waved a hand in benediction over us.
2. Mrs. Weidenbach clapped her hands.
3. Mrs. Weidenbach was dismissed and soon left.
4. We tried and tried again.
5. The day of judgment came.

Approximately 10–12 words
1. Grandma gazed past her, seeming to count the corpses on the flypaper strip.
2. There followed three of the busiest days of my young life.
3. We baked gooseberry pie every four hours for the next three days.
4. Some pies were still too sour, others gritty with too much sugar.
5. She was like a scientist seeking the cure for something.

**Sentence Reorder**

1. Mary Alice and I were in the early parlor, waiting.  
   Mary Alice and I were in the parlor early, waiting.  
2. For her, dressing up usually meant taking off apron her.  
   or her, dressing up usually meant taking off her apron.  
3. On her head was a hat a with big brim.  
   n her head was a hat with a big brim.  
4. She glared, daring us to pay her a compliment.  
   he glared, daring us to pay her a compliment.  
5. The house of reeked baking.  
   he house reeked of baking.

**Sounds in a Word**

1. duct  3. red  5. strip  7. bring  9. big  
2. hand  4. past  6. back  8. up  10. cap

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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<td>conduct</td>
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<td>sugar</td>
<td>measuring</td>
<td>obligation</td>
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<td>pastry</td>
<td>compliment</td>
<td>publication</td>
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<td></td>
<td>cookery</td>
<td>admiration</td>
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</table>
**Phonics**

**Task #4** Syllable Types (4 minutes)

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<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<tbody>
<tr>
<td>con, duct</td>
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</tbody>
</table>

**Work Bank:** conduct, pastry, remember, cookery, publication

**Task #5** Word Baggies (10 minutes)

**Ingredients:** in, it, sit, sent, get, grits, dent, net, set, ring, ding, sing, end, grid, dig

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: waiting, fair, loafer, head, road — vowel teams
- 5 interesting words: corpses, flypaper, pastry, judgment, cameo
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Oh well,” Grandma said, “if I have an extra pie and it’s not raining that day…”
- “Mrs. Dowdel, I knew you would stand and deliver!”
- “Scoot uptown and bring me a twenty-five-pound sack of sugar.”
- “Let’s run the pie over to the Domestic Sciences tent and get it registered.”
- “The livestock draws flies.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- flypaper
- uptown
- breadboards
- corncobs
- fairground
- hatband
- outside
- backseat
- grandstand
- sidewalk
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

day judgment came were parlor early waiting Grandma told cover our heads again fairground sun cap traveled in wore her straw from Easter house reeked baking sailed galleon into front room dumb dressing usually meant taking off her apron morning wore dress covered flowers collar fine net fixed with big cameo brooch rode high feet large shoes white hint heel

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. She glared, daring us to pay her a compliment.
2. But the cat had our tongues.
3. The Hupmobile growled up outside, and the next thing you knew, we were in it.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

---

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

she, yellow, can, like, see, with, came, jump, say, will

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

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**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 21–44

Phonemic Awareness

Task #1 Read Aloud - Pages 68–70 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. The 4-H club was offering chances on a heifer.
2. Beyond it was a sight that drew me.
3. In an open stubblefield a biplane stood.
4. I didn’t have that kind of money on me.
5. I didn’t have any money on me.

Approximately 10–12 words
1. Mrs. Weidenbach averted her eyes as we passed Pickled Products.
2. A little card with a number and a name stood beside each entry.
3. The edges of its pastry were as neatly crimped as Grandma’s.
4. She bent to read the card, and then whipped around.
5. Four or five strands of hair were arranged across his little bald head.

Sentence Reorder

1. Next to it was a lattice-topped pie gooseberry.
   * e t to it was a lattice topped gooseberry pie.
2. Only gooseberries are shade that of gray-green.
   * nly gooseberries are that shade of gray green.
3. The biplane’s wings were canvas-covered much and patched.
   * he biplane’s wings were can as co ered and much patched.
4. And it a was very nice-looking pie.
   * And it was a ery nice looking pie.
5. A half-sized cow out carved of butter reclined on a block of melting ice.
   * A half si ed cow car ed out of butter reclined on a block of melting ice.

Sounds in a Word

1. way
2. sight
3. an
4. plane
5. leg
6. be
7. day
8. take
9. build
10. doubt

Task #3 Hear the Syllables (2 minutes)

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** Phonics **

**Task #4** Syllable Types (4 minutes)

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**Work Bank:** heifer quartet Temperance prohibition caterpillar

**Task #5** Word Baggies (10 minutes)

- **prohibition:** pot, pit, rot, not, hot, tot, bit, bop, hit, rob, rib, pin, ton

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: chances, charge, much, kitchen, each — words with the /ch/ digraph
- 5 interesting words: Temperance, quartet, crimped, gratis, entry
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

- Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “You recon that thing will get off the ground?”
- “A person would have to be nuts to go up in it.”
- “I said there’d be flies.”
- “To every blue ribbon winner, Mr. Buchanan will give a ride in his plane gratis.”
- “That’s free of charge, ladies and gentlemen.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- stubblefield beside gentlemen hedgerow nobody
- maybe airport today homemade toothpick
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

Have that kind money still heart began taxi never been plane hero flown Atlantic alone sponsoring red-faced cap bawled through megaphone what going folds any minute now going show stuff putting machine through same maneuvers against then think six bits still too steep agreed special prize day offer give ride plane gratis free charge ladies gentlemen heart left ground skimmed.

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. My heart left the ground, skimmed a hedgerow, and sailed into the wild blue yonder.
2. The pie in my hands would win first prize since nobody but Grandma would take a chance with gooseberries.
3. It was more rickety than the Ferris wheel.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

was, at, grown, play, want, ask, good, out, up, ask

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Task #1 Read Aloud - Pages 71–74 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Even Mary Alice looked concerned.
2. A puttering sound deafened us.
3. The tent quivered with one final burst of applause.
4. People began streaming out, flowing around us.
5. In a way, I was relieved.

Approximately 10–12 words
1. Everybody looked up, though we could only see tent.
2. It was just a moment, but somehow I was sure.
3. The judging went on forever, but nobody left the sweltering tent.
4. And my heart was up there with him, scouting for Germans.
5. I hoped we’d win, but I wasn’t sure we should.

Sentence Reorder
1. We all watched the chewing judges.
   We all watched the chewing judges.
2. He dived to earth, pulled them up in time.
   He di ed to earth, then pulled up in time.
3. A voice rose from inside the tent, followed by gusts of applause.
   A voice rose from inside the tent, followed by gusts of applause.
4. Consoling Grandma was a thankless job.
   Consoling Grandma was a thankless job.
5. There ahead, the biplane was on the ground.
   here ahead, the biplane was on the ground.

Sounds in a Word
1. way
2. sight
3. an
4. plane
5. leg
6. be
7. day
8. take
9. build
10. doubt

Task #3 Hear the Syllables (2 minutes)
## Phonics

### Task #4 Syllable Types (4 minutes)

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**Work Bank:** mixture puttering vertical responsible consistency

### Task #5 Word Baggies (10 minutes)

**consistency:** sit, set, toss, tin, ten, tiny, cot, cent, yet, not, net, no, nice, ton, sent, since, coin, consent, city

### Task #6 Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: twelve, still, claw, plane, blue — initial blends
- 5 interesting words: trowels, consistency, pasture, scouting, applause
  - Define and use in a sentence and then find the sentence in the book.

## Fluency

### Task #7 Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

### Task #8 Reading Sounds Like Talking (3 minutes)

- “Him and me come up together out in the country, so I know.”
- “What a nice, moist consistency your pie filling has, Mrs. Dowdel.”
- “About a mouthful.”
- “After all that pie crust I rolled out.”
- “As I have said, a red ribbon for second place is not to be sneezed at or scorned.”

## Vocabulary

### Task #9 Compound Words (2 minutes)

- everybody
- somehow
- beside
- something
- inside
- anything
- overall
- thankless
- afternoon
- watermelon
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

were ready head for parking pasture turned other toward midway biplane but fell silent walking through fair something inside rib cage began stir ahead ground afternoon sun played off dull within dared dream wasn’t swooping even taxi walking lighter giving blue ribbon winners free rides hadn’t stimulated much business lounging beside plane smoking another cupped hand strode past ticket table

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. Giving blue ribbon winners free rides hadn’t stimulated much business.
2. Grandma strode past the ticket table but onto the field.
3. She paused to look the plane over from prop to tail.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

good, out, up, as, go, our, under, are, get, one

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Task #1 Read Aloud - Pages 75–78 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. She handed the hat to Mary Alice.
2. Eventually, the sight drew a crowd.
3. A lot of Grandma stuck up above the plane.
4. The tail rose, but dropped down again.
5. Barnie Buchanan dropped down from the cockpit.

Approximately 10–12 words
1. The breeze stirred her white hair, loosening the bun on the back.
2. But then distant dust spurted from the plane’s front wheels.
3. She’d plant one big shoe on a shoulder and the other on another.
4. They had her by the ankles, then by the hips.
5. At last she was on solid ground, scanning the crowd for me.

Sentence Reorder
1. But then dust distant spurted from the plane’s front wheels.
   But the distant dust spurted from the plane’s front wheels.
2. It had stopped just short of hedgerow the, and now it was turning back.
   It had stopped just short of the hedgerow, and now it was turning back.
3. As always, I see couldn’t a moment ahead.
   As always, I couldn’t see a moment ahead.
4. Grandma that waved away.
   Grandma wa ed that away.
5. They’d been a torment to her day all.
   hey’d been a torment to her all day.

Sounds in a Word

DUST  ROSE  SHORT  WING   SPEED
TAIL  HAD  TURN  SCAN  FORM

Task #3 Hear the Syllables (2 minutes)

Two Syllable
compete  cobbler

Three Syllable
already  propeller

Four Syllable
uncertainly  testimony

fellow  invite

spectacle  gathering

aviator  commentator
Task #4 Phonics

Syllable Types (4 minutes)

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</table>

Work Bank: compete invite propeller gathering aviator

Task #5 Word Baggies (10 minutes)

Stuttering: sing, ring, string, get, gut, set, sit, true, sting, stutter, nut, net, nest, guest, gist, Gus, true

Task #6 Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: mind, around, hand, bend, ground — final blends /nd/
- 5 interesting words: hoist, propeller, spectacle, pummeled, settee
  - Define and use in a sentence and then find the sentence in the book.

Task #7 Fluency

Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8 Reading Sounds Like Talking (3 minutes)

- “Don’t give it another thought.”
- “You can take my grandson instead.”
- “Grandma, I’ve got a couple of things on my mind.”
- “Well, spit ‘em out, if you must.”
- “When I was dainty enough for a plane to lift, they didn’t have them.”

Task #9 Vocabulary

Compound Words (2 minutes)

pocketbook  hatband  cockpit  halfway  hindquarters
farewell  grandson  somehow  patchwork  uplift

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**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

Well noticing size what class you compete in fruit pies cobbler held up crumpled blue ribbon clutched fist gave him glimpse then dropped into her pocketbook well seems already given ride a man who won first pies little fellow got turned around your mind won look more like pie baker reached up pull pin out her hat handed hold three

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. Grandma reached up to pull the pin out of her hat.
2. They had an awful job getting her into the plane, and they were wringing wet.
3. He could pilot the plane from there, if he could see around grandma.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

two, any, funny, on, too, and, four, now, to, and

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 24–44

A Long Way from Chicago
by Richard Peck

Phonemic Awareness

Task #1 Read Aloud - Pages 79–82 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. This was orange pop at a nickel a bottle.
2. She saw us come in.
3. Mary Alice plunged in at her end.
4. We elbowed aside the Grapettes.
5. You had to look twice to see her.

Approximately 10–12 words
1. Mary Alice said anything that cost money gave Grandma gas.
2. Then it opened again, and Mary Alice made her entrance.
3. Shirley could sing and act, and she was a tap-dancing demon.
4. Every girl in America was taking tap to be the next Shirley Temple.
5. A light breeze would have blown her into the next room.

Sentence Reorder
1. First the door screen closed behind me.
   *First the screen door closed behind me.*
2. The toothpicks stopped dead in the women’s farm mouths.
   *The toothpicks stopped dead in the farm women’s mouths.*
3. Their voices lower dropped.
   *Their voices dropped lower.*
4. But now it was time for our Nehis.
   *But now it was time for our ehis.*
5. You had to twice look to see her.
   *You had to twice look to see her.*

Sounds in a Word
1. take  3. apt  5. sand  7. start  9. cool
2. leg  4. side  6. fish  8. touch  10. count

Task #3 Hear the Syllables (2 minutes)

Two Syllable
bubbles  thirteen
sandals  coffee

Three Syllable
history  regular  president
handkerchief

Four Syllable
allowances  conversation  misunderstood  miserable
**Phonics**

**Task #4** Syllable Types (4 minutes)

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**Work Bank:** bubbles  sandals  regular  history  miserable

**Task #5** Word Baggies (10 minutes)

**toothpicks:** tooth, picks, tot, pot, cot, kit, thick, pit, tick, sock, cook, took, shook, hook, hick, sick, sit, hot

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: money, history, country, leggy, only — y as a vowel at the end of a word
- 5 interesting words: scarce, strides, poise, crocheted, shirtsleeve
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Don’t it beat all how a man that good-lookin’ would marry a wife that plain?”
- “Maybe she’s a good cook.”
- “It was in the paper.”
- “Was it legal?”
- “Them Roosevelts isn’t Illinois people.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

ourselves  twenty-five  afternoon  uptown  checkerboard
drawstring  sidewalk  outstretched  handsome  toothpicks
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

though was getting little too leggy be child star mother said taking tap would give adjust poise was apt stop cold sidewalk run through tap routine her regular sandals wasn’t going wait while did each acted like other one there only people couple farm women passing time day wore pinned cousin apron hair net saw come screen door closed behind

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. I wasn’t going to wait while she did that, so we each acted like the other one wasn’t there.
2. You could tell that Mrs. Crepe wanted our nickels before we fished the Nehis out of the water.
3. Mary Alice took out her tap shoes to show her, so it must be girl talk.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

four, now, to, an, for, not, three, am, fly, no

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 25–44

Phonemic Awareness

Task #1 Read Aloud - Pages 83–85 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. She was the toughest looking woman you ever saw.
2. I thought she was going to hold up the place.
3. The girl hung there in her mother’s grasp.
4. Mary Alice reached up to touch her hand.
5. But I didn’t look or listen.

Approximately 10–12 words
1. She made Mrs. Ike Cripe look like a movie star.
2. She headed for the wispy girl, whose eyes looked hunted and scared.
3. The girl stood by Mary Alice, trying not to cry.
4. Over the glowing embers Grandma put an old pot on a tripod.
5. We dumped lye into it, with just the right amount of water.

Sentence Reorder
1. Pretty we soon started for home.
   retty soon we started for home.
2. She it shook at the girl.
   he shook it at the girl.
3. She soon us had busy as bird dogs.
   he soon had us busy as bird dogs.
4. The fire had burned down right just.
   he fire had burned down just right.
5. Ham skins, bacon rinds, and things mysterious too to mention.
   Ham skins, bacon rinds, and things too mysterious to mention.

Sounds in a Word
1. be 3. grub 5. hunt 7. bark 9. work
2. match 4. part 6. stun 8. dare 10. dump

Task #3 Hear the Syllables (2 minutes)
**Phonics**

**Task #4** Syllable Types (4 minutes)

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</table>

**Work Bank:** lumber, bottle, lingering, mysterious, particular

**Task #5** Word Baggies (10 minutes)

**Tripod:**
- trip, pod, rip, rid, rod, trod, drip, dot, dip, prod

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: table, bottle, Temple, circle, apple — consonant le
- 5 interesting words: confounded, sunbonnet, teepee, hopper, lye
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “You done paid her before she worked out her day?”
- “A fool and her money are soon parted.”
- “Gimme that fifteen cents, or I’ll turn you every way but loose.”
- “She’s her jailer.”
- “We’re makin’ soap.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- buckboard
- sunbonnet
- today
- tonight
- sidewalk
- cornfield
- forget
- afternoon
- southwest
- southeast
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

When you get home tonight your back wages hide won’t set down first frost missy sly put over on me reached touch hand trying say something make girl feel better look listen pretty soon started home left bottom bottle think too walked together now waited stopped unbroken slab sidewalk into tap steps skirts way heart going motions mind somewhere else

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. She was trying to say something to make the girl feel better.
2. She held her skirt out in the Shirley Temple way, but her heart wasn’t in it.
3. After supper Grandma and I worked through what she called the cool of the evening.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

This, all, find, new, they, again, every, my, there, after

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Read Aloud

Read aloud from A Long Way from Chicago (4 minutes)

Repeat Sentences and Sounds

Repeat approximately 5–7 word sentences:
1. She pursed her lips to give a considered opinion.
2. But goose bumps popped out on my arms.
3. I had trouble settling down that night.
4. So I was up and down.
5. But I didn’t see anything.

Repeat approximately 10–12 word sentences:
1. The darkness deepened around us, and a star or two came out.
2. It was the first night of the visit, so that was normal.
3. Then I was no sooner asleep than I was awake again.
4. Now I was bolt awake, and the goose bumps were back.
5. Wearing only my BVDs, I got up and looked out in the hall.

Sentence Reorder

1. But I heard snuffling, like crying.
   But I heard some snuffling, like crying.
2. I was up and down.
   So I was up and down.
3. This brought forth a little startled yipping sound from inside.
   His brought forth a little startled yipping sound from inside.
4. I rapped lightly.
   I rapped lightly.
5. Her keyhole spoke.
   Her keyhole spoke.

Sounds in a Word

1. dark  3. chew  5. sight  7. hike  9. look
2. deep  4. grind  6. talk  8. glow  10. bump

Hear the Syllables

Two Syllable

story  paddle

Three Syllable

horizon  remember
ignorant  innocent

Four Syllable

superstitious  locomotives
weather-beaten  increasingly
**Phonics**

**Task #4** Syllable Types (4 minutes)

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**Work Bank:** story signals horizon ignorant increasingly

**Task #5** Word Baggies (10 minutes)

**Skeletons:** ton, toss, eel, son, set, let, lot, sent, leeks, less, loss, ten, no, on, one, to, toe, so

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: me, he, a, I, go — open syllable words
- 5 interesting words: freight, timber, brakeman, engineer, locomotive
  
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “What are you looking for Grandma?”
- “You mean you never heard the story?”
- “Of course, I’m talking’ about ignorant people.”
- “Mary Alice, are you alone in there?”
- “Who wants to know?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

brakeman firefighters along hamburger railroad
indoor somehow behold weather-beaten buttermilk
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

stove lengths circle burned ground where cooked down apples apple butter waved over soap until started coming we thought pink bar came wrapper labeled cost seven cents made own soon busy bird dogs sent pump pail after water house coal scuttles full wood ash kitchen poured dropped came lye pan supper time went inside built big fire shavings worked called

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. I swallowed hard, but I was always interested in anything from her early life that might explain Grandma.
2. The darkness deepened around us, and a star or two came out.
3. Mary Alice’s door was shut tight, though we never closed our bedroom doors, hoping for a breeze.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

eat, must, the, a, down, me, that, black, is, jump

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Task #1  Read Aloud - Pages 89–91 from A Long Way from Chicago (4 minutes)

Task #2  Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. Grandma had already eaten her breakfast.
2. She was at the stove, fixing ours.
3. And buttermilk biscuits and fried eggs over easy.
4. Grandma gave her departing figure a long look.
5. Miz Eubanks dropped down and lit running.

Approximately 10–12 words
1. She knew I was watching but she didn’t meet my eye.
2. The eggs were runny, so that was a problem for her.
3. She skidded out of her chair and was gone, back upstairs.
4. Then far down the road a cloud of dust appeared, heading for town.
5. The buckboard sped past the house, never slowing for town.

Sentence Reorder
1. It’s straw hat hanging was from an ear.
   It’s straw hat was hanging from an ear.
2. In an hour’s time I made hadn’t a dent in it.
   In an hour’s time I hadn’t made a dent in it.
3. She swerved into Grandma’s yard side and drew up.
   he swer ed into Grandma’s side yard and drew up.
4. She pounded up on the porch back, shoving Mary Alice aside.
   he pounded up on the back porch, sho ing Mary Alice aside.
5. Grandma appeared, behind big screen wire.
   Grandma appeared, big behind screen wire.

Sounds in a Word
1. turn
2. watch
3. run
4. make
5. had
6. head
7. sun
8. fly
9. stand
10. half

Task #3  Hear the Syllables (2 minutes)
**Phonics**

**Task #4** Syllable Types (4 minutes)

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**Work Bank:** argue, rattle, departing, galloping, reasonable

**Task #5** Word Baggies (10 minutes)

buttermilk: butter, milk, tub, Tim, term, kit, but, Kim, bet, bit, time, rut, rum, rim, trim, rub, bitter, bite

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: long, pot, job, on, got — short /o/ sound
- 5 interesting words: platter, departing, brew, hunkered, gallop
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “This here's good soap.”
- “It lathers good, and it'll take the top layer of skin right off you.”
- “Well Idella what have you got a Burr under your tail about now?”
- “What have I got that's yours?”
- “Who seen her come in here?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

whoever breakfast buttermilk outside catfish
halfway feedback everybody everything keyhole
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

mentioned that night air would cool brew soap went outside see embers white pot solid soap me cheese fed catfish smell much better job pry out hunkered grass butcher knife carve into cakes lathers good take top layer skin right off sun been long morning glories far down road cloud dust appeared heading town strings sunbonnet flying standing her buckboard

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. Grandma stood up to watch it pass, finger her chins thoughtfully.
2. In an hour’s time I hadn’t made a dent in it.
3. The old mule was foaming at the mouth and looked near death.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

make, look, little, like, jump, it, is, into, in, I

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 28–44

Phonemic Awareness

Task #1  Read Aloud - Pages 92–95 from A Long Way from Chicago (4 minutes)

Task #2  Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. She was dancing with rage.
2. Her old mule saw her coming and shied.
3. Things quieted down after that.
4. My eyes burned like fire.
5. I was thinking hard about a Nehi.

Approximately 10–12 words
1. Now that I was thirteen, it took less than this to embarrass me.
2. I watched him scale Grandma’s back fence in his suit.
3. A lady and a man got out and started up the front walk.
4. I went in the kitchen door, not wanting to miss anything.
5. Mary Alice and I lurked near, taking in every word.

Sentence Reorder
1. By noon I knocked off work for a stop at the privy dinner before.
   By noon I knocked off work for a stop at the privy before dinner.
2. I nearly over jumped the privy.
   I nearly jumped over the privy.
3. I blinked in the midday sun while waited he for me to work this out.
   I blinked in the midday sun while he waited for me to work this out.
4. Mary Alice and I near lurked, taking in every word.
   Mary Alice and I lurked near, taking in every word.
5. Mary Alice and I heard both it.
   Mary Alice and I both heard it.

Sounds in a Word
1. burn  3. hang  5. friend  7. help  9. judge
2. think  4. say  6. speak  8. got  10. talk

Task #3  Hear the Syllables (2 minutes)

Two Syllable
wiltine  collar

Three Syllable
property  practicing
insurance  embarrass

Four Syllable
midafternoon  professional
capacity  everybody
**Task #4  Syllable Types (4 minutes)**

<table>
<thead>
<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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</tr>
</tbody>
</table>

**Work Bank:** wilting, collar, property, embarrass, capacity

**Task #5  Word Baggies (10 minutes)**

spectacles: less, tap, sap, pet, sac, lap, tale, tape, cease, last, peace, lace, space, ape, case, place

**Task #6  Personal Word Walls (PWW) (6 minutes)**

- 5 phonics words: shied, she, shoes, show, shirt — digraph /sh/
- 5 interesting words: holed, lurked, spectacles, democratic, sedan
  - Define and use in a sentence and then find the sentence in the book.

**Task #7  Read Independently (5 minutes)**

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8  Reading Sounds Like Talking (3 minutes)**

- “I doubt if my grandma is in the market for any insurance."
- “Oh no. You can’t sell her anything.”
- “Between the Cobhouse and the privy?”
- “Everybody’s private business is public property.”
- “Thirty, but he’s a young thirty.”

**Task #9  Compound Words (2 minutes)**

tonight, bedrooms, nightfall, overflow, upstairs, halfway, upset, something, anything, necktie
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

done could do on soap pot nickel burning hole pocket hard before make escape car pulled front house sedan lady man got out started front walk went kitchen door wanting miss anything was already hanging around foot stairs led bedrooms palmed poem her stuck shirt sausage sandwich earlier gone nightfall selling wife here professional took time friendly word feet private

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. They got their feet in the door, and Grandma let them take chairs in the front room.
2. Grandma’s spectacles flashed her a warning.
3. Mary Alice and I lurked near, taking in every word.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

big, black, here, out, new, where, under, yellow, see, soon

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck

Lesson Plan 29–44

Phonemic Awareness

Task #1 Read Aloud - Pages 96–99 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. Grandma was at the front door now.
2. She pulled it open and stalked outside.
3. That’s as far as she got.
4. Miz Eubanks sat in the yard, dazed.
5. She had one knee on the sill.

Approximately 10–12 words
1. Grandma strolled over and took the ladder in both hands.
2. She grabbed the window screen, and it came with her as she fell.
3. Forgetting their differences, Mr. Stubbs would have gone to her aid.
4. Where she’d parked her mule I didn’t know, if it was still alive.
5. By eight o’clock that night the whole town knew everything.

Sentence Reorder
1. Of all the invasions privacy of, this one took the cake.
   "Of all the invasions privacy of, this one took the cake.
2. Miz Eubanks away limped, steaming.
   "Miz Eubanks away limped, steaming.
3. I looked up at the bedroom window with missing the screen.
   "I looked up at the bedroom window with missing the screen.
4. She grabbed the window screen, and came it with her as she fell.
   "She grabbed the window screen, and it came with her as she fell.
5. By eight o’clock that night the whole knew town everything.
   "By eight o’clock that night the whole town knew everything.

Sounds in a Word
1. look
2. shade
3. snag
4. her
5. self
6. bush
7. howl
8. bed
9. miss
10. brief

Task #3 Hear the Syllables (2 minutes)

Two Syllable
1. below
2. deathly

Three Syllable
1. under
2. invasions
3. property
4. privacy
5. engineer

Four Syllable
1. involutions
2. fortunate
3. interference
4. abdicated
5. investigate
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
<th>Closed (VC)</th>
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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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</tbody>
</table>

**Work Bank:** below little engineer invasions unfortunate

**Task #5** Word Baggies (10 minutes)

windowsill: widow, window, ill, will, owl, fowl, old, now, sow, win, wow, lid, nod, dill, sin, wind, low, so, sod, snow

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: screen, loose, knee, free, steaming — vowel teams
- 5 interesting words: stalked, wheezing, dazed, abdicated, milling
  – Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “For the love of Pete!”
- “It’s that trashy Eubanks woman trying to get her girl back.”
- “Get in the car Lula.”
- “You can call it Skipper.”
- “Get everything squared away?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

outside upstairs bedroom sunbonnet inside
snowball platform forget runaway showdown
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

World dropped had out from under her one knee windowsill rest was space grabbed window screen came with her she fell long moment turning dropped legs crashed bushes clutching found not top nodding snagged among roots crawl under broken fall then piercing shriek rent evening air powerful set brakes skidded quarter mile before could come stop little haze night mist

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*
1. There was a little haze that night, a little mist.
2. But it gave Vandalia and Junior their chance.
3. That was one night Grandma didn’t have to wake herself up to go to bed.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

under, what, here, grown, funny, are, black, came, come, ate

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 30–44

Phonemic Awareness

Task #1 Read Aloud - Pages 101–104 from *A Long Way from Chicago* (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. But she wasn’t there to meet us.
2. It was Mrs. Effie Wilcox.
3. Then Grandma turned to us.
4. It looked like a slow week.
5. Then the dust cleared, and I saw her.

Approximately 10–12 words
1. When we got down off the train, Grandma was there on the platform.
2. A lady was climbing up into the car behind ours.
3. After Wilcox died, she left the farm and bought that house in town.
4. Women dipped their handkerchiefs in his bloody wounds for souvenirs.
5. My hands curled like I had her steering wheel in my grip.

Sentence Reorder

1. She stepped back as the Blue Bird out pulled.
   *he stepped back as the Blue Bird pulled out.*

2. He’d been on a long spree, robbing throughout banks the Middle West.
   *He’d been on a long spree, robbing banks throughout the Middle West.*

3. The public didn’t know whether wanted him caught or not.
   *he public didn’t know whether they wanted him caught or not.*

4. The town was half-asleep with and August the depression.
   *he town was half asleep with August and the depression.*

5. I blundered along toward it.
   *I blundered along toward it.*

Sounds in a Word

1. check  3. game  5. out  7. move  9. look
2. go  4. not  6. hand  8. show  10. week

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
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<th>Three Syllable</th>
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<td>umbrella</td>
<td>elevator</td>
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<td>giant</td>
<td>powerful</td>
<td>traditional</td>
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<tr>
<td>pavement</td>
<td>welcoming</td>
<td>transportation</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<th>Open (V)</th>
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<th>Silent e (VCE)</th>
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<td>el</td>
<td>e, va</td>
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</tbody>
</table>

**Work Bank:** dazzling, checker, umbrella, entertainment, elevator

**Task #5** Word Baggies (10 minutes)

**entertainment:** tent, mint, main, retain, mane, aim, meant, ten, art, enter, tin, tart, train, men, man, tan, teen, entertain

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: mind, dump, past, lost, worst — final consonant blends
- 5 interesting words: foreclosing, spree, morgue, riddled, cadaver
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “She’s gone for good.”
- “Was Mrs. Wilcox going on a trip?”
- “I’d have took you.”
- “Grandma’s missing Mrs. Wilcox.”
- “Are you kidding?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

platform, suitcase, foreclosing, sidewalk, upstairs, uptown, outside, handbill, brickyard, blacksmith
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

she wasn’t there to meet seeing off lady climbing into car behind caught only squint dazzling light knew hat powerful arm bulging picnic hamper stepped back pulled out wave scanned see seat call woman today mind miles truly away falling behind suitcase year nearly inquired double sister foreclosing house watch dump stuff road died farm bought town payments dinner noon

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. But he was so bloated and shot up that some people said it wasn’t Dillinger at all.
2. Rumor had it that he was holed up somewhere.
3. Recalling to ourselves Shotgun Cheatham, we thought we could take it.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

please, where, little, grown, every, all, again, went, could, after

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 31–44

Phonemic Awareness

Task #1 Read Aloud - Pages 105–107 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. But Veech’s would order you a car.
2. I wanted to ask him if he’d driven it.
3. We both knew I didn’t have two dollars.
4. I have to say, it got to me.
5. That seemed her last word for the night.

Approximately 10–12 words
1. I could see this was the summer when I missed out on everything.
2. On Wednesday nights the Lions Club sponsored the picture show in the park.
3. Since nobody liked sitting behind Grandma, we settled on the back row.
4. Then the projectionist got the film threaded, and the show started.
5. A night breeze sighed in the tree, making the screen waver.

Sentence Reorder

1. But that was too close to asking him for a and ride a lesson.
   But that was too close to asking him or a ride and a lesson.
2. It was different Grandma’s at.
   It was different at Grandma’s.
3. Everybody but came Baptists.
   Everybody came but Baptists.
4. It was a audience good for a picture show.
   It was a good audience for a picture show.
5. Afterward, walked we home in the dark.
   Afterward, we walked home in the dark.

Sounds in a Word

1. bench 3. like 5. set 7. walk 9. latch
2. show 4. sit 6. thread 8. spook 10. stair

Task #3 Hear the Syllables (2 minutes)

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<thead>
<tr>
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<th>Four Syllable</th>
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<td>dollars</td>
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<td>meaning</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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</table>

**Work Bank:** hundred  interest  probably  overreact  meaningfully

**Task #5** Word Baggies (10 minutes)

- admission: ad, miss, sad, dim, sin, son, Sid, mission, mad, man, dam, sand, on, am, and, as, said

**Task #6** Personal Word Walls (PWW) (6 minutes)
- 5 phonics words: out, our, about, around, count — vowel team /ou/
- 5 interesting words: Locomobile, Terraplane, drum, projectionist, linoleum
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

- Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)
- “Somebody order it?”
- “Who’s got seven hundred and ninety-five dollars?”
- “This baby’s top-of-the-line. Son, it’s got a radio.”
- “Hudson’s sending out their new Terraplane models to drum up interest.”
- “It’s the make Dillinger drove to outrun the cops.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

- nobody  seventeen  overreact  outrun  everything
- myself  bloodsuckers  staircase  meantime  homemade
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

different Grandma’s Wednesday nights sponsored picture show park canvas walls tent without roof benches showed movie sheet hung branch admission nickel head hungry quart Mason jar beets three since sitting settled socializing film threaded started living dead people black lips turned window behind merged night around good audience horror screamed whole turned breeze sighed waver barely blinked threw leaf patterns

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. Several people screamed, and once a whole bench turned over.
2. Mary Alice kept her eyes shut through most of it.
3. Now Mary Alice and I had to stumble up that long staircase to the darkness above.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

and, four, now, to, any, funny, on, too, big, red

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 32–44

**Phonemic Awareness**

**Task #1** Read Aloud - Pages 108–110 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

**Approximately 5–7 words**
1. I couldn’t explain it to Grandma.
2. I want you two to poke around in the attic.
3. I doubted the last part.
4. The hat was in my trunk.
5. I handed it down to Grandma.

**Approximately 10–12 words**
1. I shrugged, and she slid a belly-busting breakfast in front of me.
2. She ate with the fork in one hand, the knife in the other.
3. Then she looked like she was having one of her sudden thoughts.
4. I pulled a big furry buffalo robe out of mine.
5. The lid on her trunk dropped down on her head.

**Sentence Reorder**
1. I explain couldn’t to Grandma.
   
   *I couldn’t e plain to Grandma.*

2. Mary Alice turned up, looking like the ghost herself of.
   
   *Mary Alice turned up, looking like the ghost of herself.*

3. She was pale faced with bags under her eyes.
   
   *he was pale faced with bags under her eyes.*

4. Though glad to see daylight, she was worn to a fra le.
   
   *hough glad to see daylight, she was worn to a fra le.*

5. I it stuck up there.
   
   *I stuck it up there.*

**Sounds in a Word**

1. be  
2. drop  
3. come  
4. doubt  
5. drag  
6. was  
7. crowd  
8. start  
9. steam  
10. pat

**Task #3** Hear the Syllables (2 minutes)

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<th>Two Syllable</th>
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<th>Four Syllable</th>
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<td>frazzle attic</td>
<td>visiting remember</td>
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<tr>
<td>rummage convert</td>
<td>buffalo valentine</td>
<td>disappearing drastically</td>
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### Phonics

**Task #4** Syllable Types (4 minutes)

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</tbody>
</table>

**Work Bank:** frazzle attic buffalo valentine disappearing

**Task #5** Word Baggies (10 minutes)

**upstairs:** up, stair, it, at, sit, sat, put, stir, star, trip, sip, spur, as, us

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: part, church, convert, ladder, start — r controlled words
- 5 interesting words: rummage, belfry, steamer, ancient, echoed
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “But Joey, who was it sent to?”
- “Grandma, I guess.”
- “She got valentines?”
- “That sounds more like it.”
- “You find that stovepipe yet?”

### Vocabulary

**Task #9** Compound Words (2 minutes)

taxicab breakfast daylight trapdoor stovepipe
cobwebs cardboard watchdog bookstore forgive
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

who didn’t take part community activities wanted rummage sale ate fork hand knife other looked like having sudden thoughts tell what stovepipe hat there belonged preacher knew maw paw visiting time convert them dropped dead parlor rug kept rack remember stuck down picture paper back style last dragged ladder upstairs followed second floor show disappearing attic below bats belfry crowded

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. I was getting too old to be a boy, and driving meant you were a man.
2. So Grandma, who didn’t take part in community activities, wanted to go to the rummage sale.
3. She ate with the fork in one hand, the knife in the other.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

what, went, soon, here, grown, could, every, please, said, where

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
**A Long Way from Chicago**

*by Richard Peck*

**Lesson Plan 33–44**

**Phonemic Awareness**

**Task #1** Read Aloud - Pages 111–113 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

*Sentences for Repeating*

**Approximately 5–7 words**

1. We listened to her trudge away.
2. She'd taken off her apron and wore a hat.
3. Not her fine fair-going hat.
4. The sale was in the church basement.
5. Mrs. Askew's gaze was electric.

**Approximately 10–12 words**

1. We weren't going for the lunch the Ladies' circle was selling.
2. She'd taken off her apron and wore a hat.
3. Some were still bringing in their treasures and trash.
4. Everybody looked up when Grandma loomed into the room, as people always did.
5. She stared back at Grandma for a reaction and got nothing back.

**Sentence Reorder**

1. We weren't going for the lunch the Ladies' Circle selling was.
   
   *We weren't going for the lunch the Ladies' Circle was selling.*

2. This was the one she gardened and fished in, nibbled at the brim.
   
   *His was the one she gardened and fished in, nibbled at the brim.*

3. Mary Alice went for a look at merchandise.
   
   *Mary Alice went for a look at the merchandise.*

4. After a good long swig of lemonade, observed she the scene.
   
   *After a good long swig of lemonade, she observed the scene.*

5. She seemed to trouble have breathing.
   
   *He seemed to have trouble breathing.*

**Sounds in a Word**

1. clear  
2. bring  
3. pitch  
4. fly  
5. sit  
6. part  
7. long  
8. breath  
9. dance  
10. dutch

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
<td>trapdoor</td>
<td>occasional</td>
</tr>
<tr>
<td>thousand</td>
<td>rummage</td>
<td>altogether</td>
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<td></td>
<td>peony</td>
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<td></td>
<td>grocery</td>
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<td>funeral</td>
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<td>illegally</td>
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<td></td>
<td>magnificent</td>
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</table>

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Task #4 Syllable Types (4 minutes)

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<thead>
<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<tr>
<td>mag, nif, cent</td>
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</tr>
</tbody>
</table>

Work Bank: under trapdoor peony potato magnificent

Task #5 Word Baggies (10 minutes)

stitched: stitch, hit, hid, sit, ditch, set, etch, hide, side, tide, tic, Ted, itch, itches, Sid

Task #6 Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: whipped, whispers, short, what, church — /wh/, /sh/, and /ch/ digraphs
- 5 interesting words: brim, peony, quilt, pitcher, fraying
  - Define and use in a sentence and then find the sentence in the book.

Fluency

Task #7 Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8 Reading Sounds Like Talking (3 minutes)

- “Mrs. Dowdel, I feel I must tell you that Mrs. L.J. Weidenthach, the banker’s wife, has offered fifteen dollars for that stovepipe hat.”
- “Mrs. Dowdel, are you one-hundred-percent sure you want to part with that hat?”
- “It don’t belong to me.”
- “I have an idea it was in with some other old stuff Effie Wilcox threw away when the bank run her out of town.”
- “Other old stuff?”

Vocabulary

Task #9 Compound Words (2 minutes)

forgot         everything         afternoon         sidewalks         stovepipe
henhouse       apart             belong            pocketbook        forefather
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

Went for look merchandise tables surrounded flying elbows settled next she was folding chair pouring herself glass lemonade sitting with feet apart her hand knees good long swig observed scene biding time knew flurry began other end their hats town ladies country hiss whispers whipped into raised voices ease strict lady charge crowds face gone vampire white bending spoke low

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. Several pulled back, but a tall, strict-looking lady came forth.
2. But the tables were surrounded by flying elbows, so I settled next to Grandma.
3. Grandma took the quilt onto her lap, smoothed it out, and looked it over.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

grown, have, under, there, that, down, again, after, came, could

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 34–44

Phonemic Awareness

Task #1 Read Aloud - Pages 114–116 from *A Long Way from Chicago* (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Mrs. Weidenbach was beside herself.
2. Two things happened that next morning.
3. Banks is failing all over.
4. She waited an hour and a half.
5. Ottis looked down at his boots.

Approximately 10–12 words
1. The other thing was a knock at Grandma's front door right after breakfast.
2. He waved us through to the rear office, beside the safe.
3. I hear rumor that Lincoln debated Douglas in that very parlor.
4. Over his head on the wall above the desk was a widemouthed bass, stuffed.
5. I have an idea they'll send over a historian any day now to snoop.

Sentence Reorder
1. Grandma stepped back and clutched her throat, showing shock.
   *Grandma stepped back and clutched her throat, showing shock.*
2. Then she put on her gardening hat and went uptown to bank the.
   *Then she put on her gardening hat and went uptown to the bank.*
3. Mary Alice and I with went her.
   *Mary Alice and I went with her.*
4. He waved us through to the rear office, beside the safe.
   *He waved us through to the rear office, beside the safe.*
5. The banker pulled the purse strings of his mouth taut.
   *The banker pulled the purse strings of his mouth taut.*

Sounds in a Word

1. side
2. drop
3. grab
4. live
5. fast
6. string
7. stuff
8. show
9. store
10. start

Task #3 Hear the Syllables (2 minutes)

Two Syllable

| morning | alive |

Three Syllable

| initials | earliest |

Four Syllable

| vicinity | interested |
| gravel | stringy | convenience | seventeen | supposedly | circulating |

The clock symbol shows total elapsed time.
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
<thead>
<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<td>mor</td>
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<tr>
<td>ting</td>
<td>cu, la</td>
<td>cir</td>
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</tr>
</tbody>
</table>

Work Bank: alive morning seventeen interested circulating

**Task #5** Word Baggies (10 minutes)

pleased: please, lease, seed, deep, seal, leap, lead, pad, pled, plead, sad, slap, sleep, lap

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: dropped, grabbed, failed, looked, stuffed — /ed/ endings
- 5 interesting words: sweatband, vicinity, funds, rumor, dignity
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “If it’s a rumor at all.”
- “A rumor is sometimes truth on the trail.”
- “I am interested to hear you say so, Mrs. Dowdel.”
- “It brings me to the point.”
- “Get right to it.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

beside  brickyard  sweatband  backfired  breakfast
seventeen  uptown  widemouth  crackbrained  alive
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

waited hour half then she gardening hat went uptown bank business block people color getting sidewalk better days head wall above desk widemouthed bass stuffed excuse boomed showing chairs rumor alive doing truth trail interested hear banker pulled purse strings taut point right supposedly estate surfaced house forced foreclose grasp could mean expect state land restore museum very parlor split

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. They’ve very likely heard it at the statehouse in Springfield by now.
2. That park we got now is just wasteland the Wabash Railroad didn’t want.
3. A glimmer of hope showed in the banker’s hard eye.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

and, four, now, to, any, funny, on, too, are, get

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 35–44

Phonemic Awareness

Task #1 Read Aloud - Pages 117–120 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. Then Weidenbach turned up his hands.
2. Grandma was on her feet now.
3. Rumors are things with wings too.
4. Otherwise, his dad would take a cut.
5. Mary Alice and I exchanged looks across Grandma.

Approximately 10–12 words
1. She patted the bun of her back hair under the nibbled brim.
2. Then as if a sudden thought struck her, she nudged me.
3. Silent wars seemed to wage in Mr. Weidenbach’s brain.
4. I felt like I was six feet tall and shaved.
5. Grandma filled most of the backseat of the Terraplane.

Sentence Reorder
1. Mary Alice sat beside her with an unspent two-dollar bill in pocketbook her.
   Mary Alice sat beside her with an unspent two dollar bill in her pocketbook.

2. From Grandma, Mary Alice learning was thrift.
   From Grandma, Mary Alice was learning thrift.

3. Visors flipped down to keep the setting out sun of our eyes.
   Visors flipped down to keep the setting sun out of our eyes.

4. I no longer let the motor die at crossroads.
   I no longer let the motor die at crossroads.

5. Grandma’s head appeared between Ray’s mine and.
   Grandma’s head appeared between ay’s and mine.

Sounds in a Word

2. pull  4. watch  6. wise  8. spent  10. show

Task #3 Hear the Syllables (2 minutes)

Two Syllable  Three Syllable  Four Syllable
confess  items  falsified  exhausted  historical  indicated
rumor  cousin  agreement  forbidden  alternator  agriculture
Phonics

Task #4  Syllable Types (4 minutes)

<table>
<thead>
<tr>
<th>Closed (VC)</th>
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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<td>mor</td>
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<td>his, cal</td>
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<td>tor</td>
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</tr>
</tbody>
</table>

Work Bank: confess  rumor  agreement  forbidden  historical

Task #5  Word Baggies (10 minutes)

backseat: back, seat, sat, set, bat, bet, bask, task, ask, eat, cab, teak, sack, tack, tab, at

Task #6  Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: left, raft, soft, drift, lift — final consonant blends /lt/
- 5 interesting words: bootlace, sacred, fender, refinement, katydids
  - Define and use in a sentence and then find the sentence in the book.

Fluency

Task #7  Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

Task #8  Reading Sounds Like Talking (3 minutes)

- "You give Effie Wilcox back her house, free and clear."
- "It isn't worth nothing anyway—apart from its historical value."
- "That's blackmail."
- "What's the difference?"
- "All right. It's Mrs. Wilcox's house, free and clear."

Vocabulary

Task #9  Compound Words (2 minutes)

blackmail  bootlace  otherwise  gearshift  along
backseat  pocketbook  beside  oncoming  crossroads
Fluency

Task #10 Fluency Notebooks (2 minutes)
Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11 “60 in 60” (3 minutes)
Grandma feet now patted bun back hair under nibbled brim free clear that payments house sudden struck nudged boy bill fairs girl two dollars money banker shall draw out account old cootie replied won wallet wife pay fifteen preacher’s bucks spare silent wars seemed wage brain hip pocket kept bootlace tied around watched pair handed heaven help took them ride

Task #12 “Chunk” the Sentence (3 minutes)
Three Sentences From A Long Way from Chicago
1. Ray was up with me, and I was behind the wheel.
2. I’d crept out of town in second gear, and now Ray was showing me third.
3. After we made it across the plank bridge over Salt Creek, Ray reached down and turned the radio to WGN.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13 Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14 100 Sight Words (1 minute)
did, you, make, soon, could, look, so, yes, come little

Task #15 Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16 Make a Little Book (5 minutes)
Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck
Lesson Plan 36–44
Phonemic Awareness

Task #1 Read Aloud - Pages 121–124 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating
Approximately 5–7 words
1. She aimed a fork at me.
2. Mary Alice clutched her head.
3. It’s how we used to make butter.
4. Then a waistcoat with many buttons.
5. A pair of drainpipe pants.

Approximately 10–12 words
1. But the train hadn’t pulled out before we noticed a difference.
2. The depot was swagged in red, white, and blue bunting.
3. We were still kids, so we liked everything to stay the same.
4. Now the whole town seemed to be up to something.
5. The attic was hot as hinges, and nothing had changed since last year.

Sentence Reorder
1. Then she came on another box with a lot of brittle old tissue inside paper.
   *hen she came on another bo  with a lot of brittle old tissue paper inside.*
2. Mary Alice burrowed under more in tissue the box.
   *Mary Alice burrowed under more tissue in the bo .*
3. It had a collar high of flaking lace.
   *It had a high collar of flaking lace.*
4. She ran a careful over hand it.
   *he ran a careful hand o er it.*
5. After Mary Alice twice said she was so hot thought she she might throw up, we left.
   *After Mary Alice twice said she was so hot thought she might throw up, we left.*

Sounds in a Word
1. shoot  3. climb  5. bill  7. tuck  9. dress
2. world  4. pull  6. add  8. go  10. skim

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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<td>celebration</td>
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<tr>
<td>trouble</td>
<td>lettering</td>
<td>centennial</td>
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</tr>
<tr>
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<td>buffalo</td>
<td>undertaker</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<th>Closed (VC)</th>
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<td>ta</td>
<td>der, ker</td>
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</table>

Work Bank: summer brittle worldliness celebration undertaker

**Task #5** Word Baggies (10 minutes)

worldliness: world, line, done, send, wine, less, lend, sore, sin, son, sod, sold

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: lady, puppy, penny, ugly, daddy, jelly
  - when /y/ is at the end of a word of more than one syllable it represents the long /e/ sound.
- 5 interesting words: Centennial, talent, pity, getup, churn
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Well for pity sakes, you and me’s going to have to wear old-time long dresses.”
- “And you’re going to have to wear a historical getup too.”
- “It’s the Centennial Celebration.”
- “We’re all going back to the old days and the old ways for a week.”
- “Grandma, you never gave up any of the old ways.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

billboard waistcoat drainpipe undertaker forehead
something themselves getup everything nowhere
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

Attic hot hinges nothing changed since last year pity sakes mention those old coal-oil lamps whispered shut electricity quick survey trunk dress patterns buffalo robe old suit boxes eaves found folded clothes war forehead greasy fours pawing strange funny shoes voice below hollered grinned wilted black coat braid lapels buttons shirt high collar pair pants string die derby hat crowed

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. We made a quick survey of the trunk full of dress patterns and the one with the buffalo robe in it.
2. In old suit boxes under the eaves we found folded clothes that went back before the war, way back.
3. In another box there was nothing but old cut-velvet curtains with fringe at the bottom.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

Jump, say, will, who, saw, it, by, but, said, white

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Phonemic Awareness

**Task #1** Read Aloud - Pages 125–127 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

Approximately 5–7 words
1. Then I thought, why not?
2. I put on the derby hat.
3. Narrow in the waist, generous above.
4. But the dress had a figure of its own.
5. I followed, sweaty in two wool layers.

Approximately 10–12 words
1. I went to my room and skinned off my shirt and pants.
2. Then I put on the old white shirt with the stiff front room.
3. Mary Alice stood there, posing in the old white dress.
4. She was beginning to develop a figure, more or less.
5. We found her in the little sewing room off her downstairs bedroom.

**Sentence Reorder**

1. With a dainty gesture, she lifted her skirts as she started down the stairs.
   *With a dainty gesture, she lifted her skirts as she started down the stairs.*

2. Grandma wasn’t in the kitchen or the room front.
   *Grandma wasn’t in the kitchen or the front room.*

3. Mary Alice rustled her bustle in, and I followed.
   *Mary Alice rustled her bustle in, and I followed.*

4. Grandma turned around from the sewing machine, froze and.
   *Grandma turned around from the sewing machine, froze and.*

5. She wiped a hand quickly over her eyes.
   *He wiped a hand quickly over her eyes.*

**Sounds in a Word**

1. skin
2. step
3. glance
4. reach
5. turn
6. sweat
7. lay
8. sew
9. bend
10. quick

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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<tr>
<td>mirror</td>
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<td>dainty</td>
<td>quietly</td>
<td>accuracy</td>
</tr>
<tr>
<td>bobbin</td>
<td>generous</td>
<td>separate</td>
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<tr>
<td>instant</td>
<td>separate</td>
<td>capacity</td>
</tr>
<tr>
<td></td>
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<td>associate</td>
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### Phonics

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<tr>
<td>gen</td>
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<td>mir, ror</td>
<td>dain</td>
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<td>ep</td>
<td>ti, fi</td>
<td>er</td>
<td>ou</td>
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<td>ar</td>
<td>ate</td>
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<tr>
<td></td>
<td></td>
<td>ar</td>
<td></td>
<td></td>
<td>cial</td>
</tr>
</tbody>
</table>

**Work Bank:** mirror  dainty  generous  separate  artificial

**Task #5** Word Baggies (10 minutes)

**celebration:** ton, rate, tin, brat, ration, rat, rot, cot, not, cat, bet, beat, cab, bore, berate

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: boy, toy, joy, enjoy, destroy — The diphthong /oy/ us usually found at the end of a syllable.
- 5 interesting words: bustle, derby, dainty, bobbin, crook
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Only ten after six and she’s already girdled and gallivantin.”
- “Oh Mrs. Dowdel, you see before you a woman at the end of her rope.”
- “I wish.”
- “Mrs. Dowdel, as head of the Ladies’ Hospitality committee for the Centennial Celebration, I have come to fling myself at your feet.”
- “We of the committee have worked our fingers to the bone to make the celebration worthy of the town’s traditions.”

### Vocabulary

**Task #9** Compound Words (2 minutes)

<table>
<thead>
<tr>
<th>awhile</th>
<th>bootlace</th>
<th>downstairs</th>
<th>bedroom</th>
<th>footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothpaste</td>
<td>commonplace</td>
<td>popcorn</td>
<td>hometown</td>
<td>downtown</td>
</tr>
</tbody>
</table>
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

dainty gesture lifted skirts started down stairs followed sweat two wool layers kitchen front room found little sewing downstairs bedroom bending over treadle machine threading bobbin rustled bustle derby hat crook arm tintype picture fancy frame silky skirt froze instant silence fell wasp windowsill swept spectacles nose sipped quickly over wedding nose quickly quaked box together fan wore next desperate

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. She couldn’t take her eyes off us, and her eyes were full.
2. A rounded figure with a head cocked like a bird filled the screen door.
3. Grandma looked up from her breakfast, scrapple and corn syrup with sides of bacon.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

what, ride, in, black, big, red, went, pretty, grown, again

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 38–44

**Phonemic Awareness**

**Task #1** Read Aloud - Pages 128–130 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

**Sentences for Repeating**

Approximately 5–7 words
1. Mary Alice and I got ready to run.
2. Mary Alice and I stared at each other.
3. Defeated, Mrs. Weidenbach took the hint and retreated.
4. She slapped the oilcloth at last.
5. She glanced down at Mary Alice.

Approximately 10–12 words
1. She had ears on her like an Indian scout.
2. The only light in the cobhouse came from the open door.
3. But I could see the Phantom Brakeman’s old overcoat hanging on a peg.
4. My hands were in my armpits when I heard a sound.
5. But then he’d have jumped at me by now, if he’d been around.

**Sentence Reorder**

1. Grandma’s specs were down riding her nose.
   Grandma’s specs were riding down her nose.
2. Of all her whoppers, this was Grandma’s achievement crowning.
   All her whoppers, this was Grandma’s crowning achievement.
3. We listened to her heels pecking off the porch.
   We listened to her heels pecking off the porch.
4. I wiped the last scrap of scrapple around my plate in the corn syrup.
   I wiped the last scrap of scrapple around my plate in the corn syrup.
5. Grandma was deep in thought, and we were passing the time she until came to a conclusion.
   Grandma was deep in thought, and we were passing the time until she came to a conclusion.

**Sounds in a Word**


**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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</thead>
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<tr>
<td>public programs</td>
<td>condition arranging</td>
<td>semiformal impossible</td>
</tr>
<tr>
<td>table ready</td>
<td>glorious meaningful</td>
<td>increasingly participate</td>
</tr>
</tbody>
</table>
**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
<thead>
<tr>
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<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pub, lic</td>
<td>ta</td>
<td></td>
<td></td>
<td>ou</td>
<td>ble</td>
</tr>
<tr>
<td>sem, mal</td>
<td>i</td>
<td>glor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>im, pos</td>
<td>i</td>
<td>for</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Work Bank:** public, table, glorious, semiformal, impossible

**Task #5** Word Baggies (10 minutes)

**fingernails:** finger, nail, ran, ring, sing, linger, fail, fir, fear, near, sail, gale, fern, sale, sang, singer, general

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: search, heard, early, learn, earth — [ear] sounds like /er/
- 5 interesting words: glorious, settler, scrapple, weary, timber
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “Let me see if I heard right.”
- “At my time of life, my hearing isn’t what it was.”
- “You want me to swab out toilets while you run your old daddy for Oldest Settler and your nephew for public speaker.”
- “Well I wouldn’t have put it quite like that.”
- “I’m busy as a bird dog myself these days.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

inside     myself      grandkids     fingernails     ballroom
oilcloth   overcoat   cottonmouths armpits      tomcat
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

straight committee manage programs setting chairs arranging prizes ladies public rest room tidy glorious work meaningful active great hopes rise occasion might rise plunged drew lacy hanky dabbing mouth celebration daddy veteran bound carry honor support bound win uncertain waved strip bacon blast place charge talent show nephew reading quite canning tomatoes week wait man gazing hint until came slapped

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. Grandma was in deep thought, and we were passing the time until she came to a conclusion.
2. When I didn’t find her gum boots in the cellar, she sent me to the cobhouse.
3. My hands were in my armpits when I heard a sound.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

down, every, there, they, where, jump, come, will, yellow, you

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 39–44

Phonemic Awareness

Task #1 Read Aloud - Pages 131–133 from *A Long Way from Chicago* (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. But neither the kitten nor I was fooled.
2. The kitten butted Grandma’s hand.
3. They keep down the vermin.
4. Don’t need all of them though.
5. Mary Alice was up to something.

Approximately 10–12 words
1. I drew nigh and planted the kitten on the table beside her.
2. I was carrying the hamper, and mews came from within.
3. Then she stalked around in the weeds, teaching herself to jump at butterflies.
4. Grandma sighed with satisfaction to see them both breathing.
5. Both her teeth gleamed in the gloom of the room.

Sentence Reorder
1. In the kitchen Grandma had her gardening hat on, with the veil chigger.
   *In the kitchen Grandma had her gardening hat on, with the chigger eil.*
2. The sun had already begun to punish us by the time we’d crossed the over bridge Salt Creek.
   *He sun had already begun to punish us by the time we’d crossed the bridge o er alt Creek.*
3. By noon we were nearly out of the country the.
   *By noon we were nearly out of the country.*
4. When it was time to go, she back climbed into the hamper.
   *When it was time to go, she climbed back into the hamper.*
5. Chickens were in the brooder house, and the garden was in weeded and.
   *Chickens were in the brooder house, and the garden was in and weeded.*

Sounds in a Word
1. lift
2. mean
3. jump
4. brief
5. sit
6. wear
7. grunt
8. cross
9. skim
10. her

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
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</thead>
<tbody>
<tr>
<td>litter</td>
<td>tomatoes</td>
<td>satisfaction</td>
</tr>
<tr>
<td>hamper</td>
<td>kitten</td>
<td>accidental</td>
</tr>
<tr>
<td></td>
<td>butterfly</td>
<td>horizontal</td>
</tr>
<tr>
<td></td>
<td>hollyhocks</td>
<td>sentimental</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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<td>lit</td>
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<td>ter</td>
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<td>ver</td>
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<td>y</td>
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<tr>
<td>but</td>
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<td>ter</td>
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<tr>
<td>sat, is, fac</td>
<td></td>
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</tr>
</tbody>
</table>

**Work Bank:** litter vermin kitten tomatoes butterfly satisfaction

**Task #5** Word Baggies (10 minutes)

**satisfaction:** sat, sit, fact, not, act, fist, not, fast, as, Stan, ton, tan, fan, fin, faint, saint, taint

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: catch, crutch, latch, switch, fetch — words that end in tch
- 5 interesting words: chigger, veil, vermin, faint, scrub
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “How you been, Aunt Mae?”
- “Very warm for the time of year.”
- “How are your feet?”
- “Are they still swelling on you?”
- “They’re still pretty good layers.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

within elsewhere butterfly meanwhile inside
doorway beside riverbanks township saucepan
Fluency

Task #10  Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

Task #11  “60 in 60” (3 minutes)

sun already begun punish time crossed bridge carrying lived chickens house garden weeded stood guard along fence pushed front parlor other time faded love knots wallpaper cold stove old lady rocker oldest man earth stocking cap sighed both grinned both teeth gleamed gloom room gloves variety shawls still pretty good dozen eggs eat turned right up to him almost small

Task #12  “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. On the other side in a rocker sat the oldest man on earth, in a stocking cap.
2. It was a parlor from some other time, with faded love knots in the wallpaper.
3. Uncle Grady Griswold was almost as small as he was old.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

Task #13  Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

Task #14  100 Sight Words (1 minute)

after, again, away, came, come, could, every, find, funny, good

Task #15  Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

Task #16  Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
A Long Way from Chicago
by Richard Peck

Lesson Plan 40–44

Phonemic Awareness

Task #1 Read Aloud - Pages 134–136 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. He waved two small, shriveled fists.
2. He pointed a crooked finger.
3. Grandma nodded me toward the bedroom.
4. Grandma turned to the other rocker.
5. This was the night of the talent show.

Approximately 10–12 words
1. They didn’t smell very good, and they didn’t look right to me.
2. Grandma closed all her windows because the dust from the road never settled.
3. I hadn’t seen hide nor hoof mark of Mary Alice all day.
4. Mr. and Mrs. L.J. Weidenbach were up in the front row.
5. Grandma sat through that with both hands clamped on her knees.

Sentence Reorder
1. He started, and the looked kitten up in alarm.
   *He started, and the kitten looked up in alarm.*
2. My full kit’s in the there bedroom.
   *My full kit’s in the bedroom there.*
3. We’d covered the Mexican War in school year that.
   *We’d covered the Mexican War in school that year.*
4. We chose a back bench because nobody wanted to sit Grandma behind.
   *We chose a back bench because nobody wanted to sit behind Grandma.*
5. Afterward she remarked that it had been “more saw music than.”
   *Afterward she remarked that it had been more saw than music.*

Sounds in a Word

1. want 3. most 5. play 7. mix 9. side
2. no 4. rest 6. did 8. spell 10. nine

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
</tr>
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<tbody>
<tr>
<td>army</td>
<td>uniform</td>
<td>interested</td>
</tr>
<tr>
<td>enlist</td>
<td>curious</td>
<td>merrymaker</td>
</tr>
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<td>battle</td>
<td>batteries</td>
<td>competition</td>
</tr>
<tr>
<td></td>
<td>audience</td>
<td>musically</td>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
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<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</thead>
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<td>get</td>
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<td>ar for</td>
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<td>for form</td>
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<tr>
<td>cal</td>
<td>mu, si, ly</td>
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</tr>
</tbody>
</table>

Work Bank: army forget uniform curious musically

**Task #5** Word Baggies (10 minutes)

batteries: bat, bit, bite, Tab, sit, sat, rat, batter, rate, tear, start, irate, sea, see, sear, brat, bees

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: bubble, apple, middle, kettle, puzzle — Final Consonant le
- 5 interesting words: battle, drummer, rural, bandstand, settled
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “There’s something funny about this uniform.”
- “Was Uncle Grady on our side?”
- “Of course he was on our side.”
- “But he goes back before the Civil War.”
- “He was in the Mexican War.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

bedroom downstairs merrymakers bandstand turnout
barbershop forefather backside undercut backbreaker
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

first day town began fill merrymakers curious people farm wagons Fords far away closed windows dust road never settled events competitions chili cook-off marveled flower show ladies contest spelling bee display rural hide nor hoof mark quiet supper kitchen table under ceiling light flypaper strips night talent show knew going poured second cup coffee stifled yawn thinking bed guess look remarked

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. He started, and the kitten looked up in alarm.
2. We sleep downstairs now because Mae can’t climb steps.
3. I hadn’t seen hide nor hoof mark of Mary Alice all day.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

what, are, put, should, they, your, very, once, whose, here

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Phonemic Awareness

Task #1 Read Aloud - Pages 137–139 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

- Approximately 5–7 words
  1. She was fidgeting all over the bench.
  2. Then a boy clumped on the stage.
  3. At this point we could have used an intermission.
  4. Now the waltz was winding down.
  5. Her skirts fanned out in every direction.

- Approximately 10–12 words
  1. He took his bow to a spatter of applause that grew.
  2. Music from a full orchestra welled out of the Victrola.
  3. He was tall, dark, and handsome, and seemed to be wearing a tuxedo.
  4. The seed pearls on the girl’s dress flashed pale fire.
  5. After a moment of stunned silence the crowd was on its feet.

Sentence Reorder

1. From nowhere a glided couple onto the bandstand stage.
   *From nowhere a couple glided onto the bandstand stage.*

2. It was like a movie to coming life.
   *It was like a movie coming to life.*

3. Now the waltz was down winding.
   *Now the waltz was winding down.*

4. We were up before on daybreak Saturday.
   *We were up before daybreak on Saturday.*

5. That made me about half sick.
   *That made me about half sick.*

Sounds in a Word

1. plant 3. spat 5. call 7. dim 9. care
2. look 4. bow 6. turn 8. wear 10. turn

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>freckles costume</td>
<td>tambourines fidgeting</td>
<td>artificial intermission</td>
</tr>
<tr>
<td>record wearing</td>
<td>suspender audience</td>
<td>weatherbeaten unanimous</td>
</tr>
</tbody>
</table>

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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<td>co</td>
<td>re</td>
<td>cord</td>
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<tr>
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<td>ine</td>
<td>bour</td>
<td>cial</td>
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<tr>
<td>ten</td>
<td></td>
<td>ther</td>
<td></td>
<td></td>
<td>wea, bea</td>
</tr>
</tbody>
</table>

**Work Bank:** costume record tambourines artificial weatherbeaten

**Task #5** Word Baggies (10 minutes)

- Guipped: quit, squint, it, sit, set, dent, tin, ten, den, Ted, sin, quiet, squid, tied

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: tree, weed, bleed, seek, week – vowel team ee
- 5 interesting words: spatter, applause, turntable, glided, stunned
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “That made me feel half-sick.”
- “That’s my nephew everybody!”
- “Crank it up Lula.”
- “We don’t need to stay to the end.”
- We were up before daybreak on Saturday.

**Vocabulary**

**Task #9** Compound Words (2 minutes)

overgrown anyway everybody turntable withdrew
nowhere bandstand handsome headlights makeup
Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

took bow spatter applause grew friends stood clap joined everybody owed bank money kept bowing made about half sick remarked ladies mounted stage carrying portable threw wide doors wound crowd record turntable withdrew dimmed lights batteries weakening full orchestra welled waltz couple glided tall dark handsome seemed tuxedo vision girls hands held caught glimmer white gown twirled easy circles flowing skirts

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. The seed pearls on the girl’s dress flashed pale fire.
2. I looked again, and behind the careful makeup, below the swooped-up hair— it was Mary Alice.
3. But we were working right up to the last minute on our float.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

where, there, whom, does, done, one, though, thought, great, other

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page *Little Book* and enter the information requested from the day’s lesson.
Lesson Plan 42–44

Phonemic Awareness

Task #1 Read Aloud - Pages 140–142 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. The Odd Fellows’ drum and bugle corps followed.
2. He seemed to have no idea where he was.
3. But somehow, our float cut in.
4. She’d topped herself with Idella Eubanks’s sunbonnet.
5. After all, it was an antique.

Approximately 10–12 words
1. Their float was a flatbed International Harvester truck banked in flowers.
2. The sun sparkled off the tip of the sword he held aloft.
3. To lend him support, Grandma stood beside him, her feet planted wide.
4. Loose in her hand hung Grandpa Dowdel’s twelve-gauge Winchester.
5. Above them hung a sign, a sheet stretched between clothesline poles.

Sentence Reorder

1. At the back of the float was a throne.
   At the back of the float was a throne.

2. The sun sparkled off the tip of the sword he held aloft.
   He sun sparkled off the tip of the sword he held aloft.

3. Above them hung a sign, a sheet stretched between clothesline poles.
   Above them hung a sign, a sheet stretched between clothesline poles.

4. Just the sight of Grandma herself silenced crowds the.
   Just the sight of Grandma herself silenced crowds the.

5. It clopped on and ran into float Mrs. Weidenbach’s.
   It clopped on and ran into Mrs. Weidenbach’s float.

Sounds in a Word

1. seem
2. round
3. hoop
4. up
5. march
6. pull
7. sweat
8. carve
9. stool
10. roam

Task #3 Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
<th>Three Syllable</th>
<th>Four Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>bounty</td>
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<td>decorated</td>
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<tr>
<td>hunters</td>
<td>mustaches</td>
<td>decoration</td>
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<tr>
<td>platoon</td>
<td>pioneer</td>
<td>usually</td>
</tr>
<tr>
<td>talent</td>
<td>uniform</td>
<td>demonstrating</td>
</tr>
</tbody>
</table>

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**Phonics**

**Task #4** Syllable Types (4 minutes)

<table>
<thead>
<tr>
<th>Closed (VC)</th>
<th>Open (V)</th>
<th>r-controlled (Vr)</th>
<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
<th>Consonant le (Cle)</th>
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</thead>
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<td>dem, on, strat, ing</td>
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</tr>
</tbody>
</table>

**Work Bank:** bounty hunters uniform decorated demonstrating

**Task #5** Word Baggies (10 minutes)

**flatbed:** flat, bed, bet, bat, bled, lad, fled, late, fate, date, fad, bad, bale

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: badge, pledge, edge, fudge, wedge
  - [-dge] occurs at the end of one syllable word after a short vowel sound.
- 5 interesting words: flatbed, garbed, rambler, pioneer, brandishing
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “But why Ray Veech?”
- “I saw possibilities in him.”
- “I didn’t know he could dance.”
- “Dance? He can barely walk.”
- “What do you think I’ve been doing all week?”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

overworked hayframes outdone flatbed hoop skirt
upright nearby platform over hung sun bon net

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Fluency

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

front sweating yellow mound been cow carved butter sun got stood ball gown bowing crowd holding loving cup first prize talent show rode wearing wedding suit ride float stool demonstrating pioneer churn roamed crowds street throne platform rocker front room pile pillows stature full uniform sparkled tip sword held aloft raise beard beaming lend support feet planted wide never costume

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A *Long Way from Chicago*

1. The sun sparkled off the tip of the sword he held aloft.
2. It's bustle overhung the rear of the hayframe.
3. But the Blue Bird train pulled in from Chicago, right on schedule.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

Text Comprehension

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. *(5 minutes)*

**Task #14** 100 Sight Words (1 minute)

into, were, many, come, some, very, once, whose, here, from

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. *(2 minutes)*

Reading and Writing for Meaning

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day's lesson.
A Long Way from Chicago  
by Richard Peck  

Lesson Plan 43–44

**Phonemic Awareness**

**Task #1** Read Aloud - Pages 143–145 from *A Long Way from Chicago* (4 minutes)

**Task #2** Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

**Approximately 5–7 words**

1. Mrs. Wilcox teetered on her stool.
2. Then it all happened quick.
3. Seeming to consider this, Uncle Grady gazed down.
4. But she didn’t say so.
5. Two green eyes peered out.

**Approximately 10–12 words**

1. But now her old daddy turned around and looked back.
2. Their medals and weaponry clanged like wild bells ringing out.
3. By now the Wabash Blue Bird should have pulled out.
4. But all the passengers were at the windows, staring at this spectacle.
5. A trip to Grandma’s really took it out of you.

**Sentence Reorder**

1. She came to the depot to see us off on the day we left.
   
   *he came to the depot to see us off on the day we left.*

2. Mrs. Wilcox teetered on stool her.
   
   *Mrs. Wilcox teetered on her stool.*

3. You were just born, and accepted people it.

   *ou were just born, and people accepted it.*

4. And you don’t look surprised too.

   *And you don’t look too surprised.*

5. You could knock me over with feather a.

   *ou could knock me over with a feather.*

**Sounds in a Word**

1. crab  
2. old  
3. dad  
4. set  
5. turn  
6. look  
7. sharp  
8. hand  
9. slip  
10. jump

**Task #3** Hear the Syllables (2 minutes)

<table>
<thead>
<tr>
<th>Two Syllable</th>
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<th>Four Syllable</th>
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**Phonics**

**Task #4** Syllable Types (4 minutes)

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<th>Silent e (VCE)</th>
<th>Double Vowel (VV)</th>
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<td>cate</td>
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</tr>
</tbody>
</table>

**Work Bank:** sharply pulling restraining weaponry certificate

**Task #5** Word Baggies (10 minutes)

**eyesight:** eye, sight, see, sit, yet, get, hit, it, yes, set, sigh, hey, his, gist

**Task #6** Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: dead, head, bread, read, lead — vowel team ea with the short /e/ sound
- 5 interesting words: reciting, sharply, float, forage, throne
  - Define and use in a sentence and then find the sentence in the book.

**Fluency**

**Task #7** Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

**Task #8** Reading Sounds Like Talking (3 minutes)

- “You yellow-bellied old buzzard, if you’d fought in the Mexican War, we’d have lost!”
- “Them’s fighting words, and I declare war!”
- “Don’t use the sword, Uncle Grady!”
- “Grandma, there’s a loose end in my mind.”
- “Well, don’t trip over it.”

**Vocabulary**

**Task #9** Compound Words (2 minutes)

behind upset eyesight himself hoopskirt
aboard asleep patchwork sidekick upkeep
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

came depot see off the day left visit together supposed knew Blue Bird appeared tracks loose end mind trip over know Uncle Grady Griswold hundred three years spidery black umbrella herself sun mean birth certificate waved born people accepted train hissing steam last word scrambled aboard heaved up picnic hamper hardly out town before slumped seat took dozing feet lid

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From A Long Way from Chicago

1. Mrs. Weidenbach’s daddy slipped free of her, leaped out of his kitchen chair, and jumped off their float.
2. He lit on Mrs. Weidenbach’s daddy, and they both rolled in the street, locked in combat.
3. Grandma would have let them fight it out.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

does, done, great, other, eye, often, door, laugh, been, again

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.
Lesson Plan 44–44

Phonemic Awareness

Task #1 Read Aloud - Pages 145–148 from A Long Way from Chicago (4 minutes)

Task #2 Repeat Sentences and Sounds (3 minutes)

Sentences for Repeating

Approximately 5–7 words
1. She never did have a phone.
2. You don't get any sleep on a troop train.
3. Then I knew we were getting to Grandma's town.
4. Every window upstairs blazed.
5. She always turned out the light when she left a room.

Approximately 10–12 words
1. Another war came, World War II, and I wanted to get in it.
2. I sat through the long night, propped at the window.
3. My soul began to swoop as it had all those years ago.
4. I only hoped the war would last long enough to make a flier out of me.
5. It occurred to me that the troop train would pass through Grandma's town.

Sentence Reorder
1. I joined up at Fort Sheridan the for Army Air Corps.
   *I joined up at Fort Sheridan for the Army Air Corps.*
2. She never did have phone a.
   *She never did have a phone.*
3. You don't get any sleep on a troop train.
   *You don't get any sleep on a troop train.*
4. Then I knew we were getting to town Grandma's.
   *Then I knew we were getting to Grandma's town.*
5. It was lit up like a jack-o'-lantern.
   *It was lit up like a jack-o'-lantern.*

Sounds in a Word

1. hard
2. slump
3. doze
4. peer
5. sleep
6. blink
7. mean
8. sniff
9. lift
10. stream

Task #3 Hear the Syllables (2 minutes)

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<td></td>
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### Phonics

#### Task #4 Syllable Types (4 minutes)

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<td>tel, gram</td>
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<td></td>
<td>ou</td>
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<tr>
<td>dan</td>
<td>ti, fi</td>
<td>ar</td>
<td></td>
<td></td>
<td>cial</td>
</tr>
</tbody>
</table>

**Work Bank:** hardly  picnic  telegram  dangerous  artificial

#### Task #5 Word Baggies (10 minutes)

**Floating:** float, flat, a, lot, fling, fat, fit, fang, loan, tang, long, goat, goal, gal, tag, at, fig

#### Task #6 Personal Word Walls (PWW) (6 minutes)

- 5 phonics words: book, foot, wool, shook, cook — [oo] is a diphthong that represents the /o/ sound as in book.
- 5 interesting words: swoop, soul, telegram, troop, blazed
  - Define and use in a sentence and then find the sentence in the book.

### Fluency

#### Task #7 Read Independently (5 minutes)

Student will read one book, magazine, or story at his or her independent reading level.

#### Task #8 Reading Sounds Like Talking (3 minutes)

- “What a surprise.”
- “And yet you don’t look surprised.”
- “You could knock me over with a feather.”
- “How do you know Mother’s going to let you keep that kitten?”
- “How do you know she’s not?”

### Vocabulary

#### Task #9 Compound Words (2 minutes)

sometime  outside  upstairs  today  therefore
homemade  afternoon  meanwhile  popcorn  airplane
**Fluency**

**Task #10** Fluency Notebooks (2 minutes)

Students will read a list of familiar words (horizontally) from his or her independent reading book at the rate of one word per second. Count the number of words read correctly in one minute and keep data in fluency notebook.

**Task #11** “60 in 60” (3 minutes)

years grew slower faster realized war world wanted chance realize old dream flying soul began swoop those years ago county fair first ride biplane hoped last long enough joined flight school basic training down camp night shipping occurred pass sent telegram phone turn going through wouldn’t hour late siding outside another hour blue smoke noisy floating game long night propped

**Task #12** “Chunk” the Sentence (3 minutes)

Three Sentences From *A Long Way from Chicago*

1. Another war came, World War II, and I wanted to get in it.
2. I only hoped the war would last long enough to make a flier out of me, and so it did.
3. I waved long after the window filled with darkness and long distance.

Five Sentences From Leveled Reader - Sentences will vary according to reading level and teacher choice.

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**Text Comprehension**

**Task #13** Story Grammar Marker® - Use the Story Grammar Marker® to retell the story. (5 minutes)

**Task #14** 100 Sight Words (1 minute)

friend, we’re, none, only, sure, both, buy, prove, straight, gone

**Task #15** Read to Find Out - Text will vary according to reading level and teacher choice. (2 minutes)

---

**Reading and Writing for Meaning**

**Task #16** Make a Little Book (5 minutes)

Make a seven page Little Book and enter the information requested from the day’s lesson.