

Topic: Anticipation

Text Type: Narrative Fiction

Word Count: 473

Lexile® Measure: 700L

Skills: Reading for Meaning
Phrasing with Prepositional Phrases
Expression
Rate
Timed Reading

Lesson 1

Time: 10–15 minutes

Skills: Reading for Meaning

Student Pages: “A Very Long Day” (Student Copy)

Lesson 2

Time: 15–20 minutes

Skills: Phrasing with Prepositional Phrases

Student Pages: “A Very Long Day” (Student Copy)

Lesson 3

Time: 15 minutes

Skills: Expression

Student Pages: “A Very Long Day” (Student Copy)

Lesson 4

Time: 15 minutes

Skills: Rate

Student Pages: “A Very Long Day” (Student Copy)

Lesson 5

Time: 15–20 minutes

Skills: Timed Reading

Student Pages: “A Very Long Day” (Student Copy)

Teacher Pages: “A Very Long Day” (Teacher Copy), Fluency Chart

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Note: Words in bold are said aloud by the teacher.

Reading for Meaning

Distribute "A Very Long Day" (Student Copy). **Follow along with me as I read this passage. The title is "A Very Long Day."** Read the passage aloud to students. Read the passage with proper expression, phrasing, and intonation. Model appropriate rate as you read. After reading, ask the following questions to engage students in a discussion about the passage:

- **What is this passage about?**
- **Why did the author write this passage?**
- **What is the lesson or theme in this passage?**

Discuss any words students may not be familiar with.

Assign partners. Avoid pairing students of significantly different proficiencies. This results in less frustration. Also, the more proficient reader may serve as a model. Partners should be changed periodically.

It is important to model the expectations of partner reading. You may do this by role-playing with one student, or you may select two students to role-play the following:

- how to sit with your partner (Have partners sit close together so that the partner who is reading can use a low inside voice and still be heard.)
- how to read with your partner (Partner A reads. Partner B listens carefully and follows along. Partner A underlines lightly with a pencil any words he or she finds interesting or does not know. Partners may also assist with words if needed by using the following correction procedure:
 - If a student reads a word incorrectly, skips a word, or does not know a word, his or her partner points to the word and says, "What is this word?"
 - If the student reads the word correctly, the partner says, "Yes, that word is _____. Please reread the sentence."
 - If the student does not know the word, the partner says, "That word is _____. Please reread the sentence."
 - The student repeats the word and rereads the sentence.)
- how to dialogue with each other after the reading (Have students discuss what the passage is about and which words in the passage they found interesting or did not understand.)

After these procedures have been modeled, have students practice. Discuss behaviors that are unacceptable as well.

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Independent Practice

Now, I want you to get with your partner and read “A Very Long Day” together. Using a pencil, lightly underline any words you find interesting or do not know as you read. Partner A will read the first paragraph and stop. Then partner B will read the same paragraph. Discuss what you read and any words you found interesting or did not understand. Then follow the same procedure with the following paragraphs until you reach the end of the passage.

Walk around and observe students as they read together. If necessary, remind students of the expectations for partner reading.

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Teach

Redistribute or have students take out “A Very Long Day” (Student Copy). **In the previous lesson, we practiced reading with appropriate phrasing. We will continue to practice phrasing by learning about prepositional phrases.**

Grammar is important in chunking text. Knowing about prepositions helps to chunk text appropriately. A preposition is a word that comes before a noun or before a phrase that acts like a noun. It shows the connection, or relationship, between the noun and another word or phrase.

For example, John went to the game. The word to is a preposition. It shows the connection between “John went” and “the game.” Without the preposition, the sentence would be confusing. It would read, “John went the game.”

In the sentence “John went to the game,” “to the game” is a prepositional phrase. Prepositional phrases are usually chunked together. Although these phrases are not the only words you chunk while reading, recognizing them can help with fluency.

Here is a list of some prepositions. Have the following list of prepositions written on the board, and read them with the students:

about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, despite, down, during, except, excepting, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, regarding, round, since, than, through, throughout, till, to, toward, under, underneath, unlike, until, up, upon, with, within, and without

Let’s look at the first paragraph in our passage and circle all the prepositions. Guide students in circling the prepositions, as shown below.

Mario awoke two hours **before** his alarm went off. He was so excited he couldn’t sleep. He thought **about** the long day ahead. First, he would have to sit **through** class **after** class **after** class. Then he would have to suffer **through** an endless evening. Finally, an hour **past** his regular bedtime, Mario and his father would climb **into** the truck and drive **to** the movie theater.

What about “to sit” and “to suffer”? If the word “to” is followed by a verb, then it makes up an infinitive and not a prepositional phrase. Write *to + verb ≠ prepositional phrase* on the board. **If the word “to” is followed by a noun, then you have a prepositional phrase.** Write *to + noun = prepositional phrase* on the board.

Teach (cont.)

Now, let's underline each preposition with the word or group of words that goes with the preposition. This is called a prepositional phrase. These words are read chunked together. Guide students in underlining the prepositional phrases, as shown below.

Mario awoke two hours before his alarm went off. He was so excited he couldn't sleep. He thought about the long day ahead. First, he would have to sit through class after class after class. Then he would have to suffer through an endless evening. Finally, an hour past his regular bedtime, Mario and his father would climb into the truck and drive to the movie theater.

Now, let's practice reading together. Model reading the prepositional phrases in chunks, and have students repeat after you. Then, read the entire paragraph together.

Guided Practice

Let's look at another paragraph. Underline the prepositional phrases in the second paragraph. Have students underline the prepositional phrases in the second paragraph. Monitor them as they work, and provide assistance when necessary. Once students are finished, have them take turns sharing the prepositional phrases that they underlined. Direct and correct when necessary.

The very thought of it made Mario spring from bed and scramble over to his desk. He wanted to make sure the tickets were still there. He turned on the lamp and, with great relief, saw them sitting under his wand where he had left them.

Why didn't we underline the words "over" and "on"? In this example, they modify the verbs "scramble" and "turned," so they are adverbs here.

Now, let's practice reading together. Read the prepositional phrases as chunks with the students. Then, read the entire paragraph with the students.

Independent Practice

Now, it is time to practice with your partner. Have students underline prepositional phrases in the remaining paragraphs. Then, have them read the passage in pairs as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing. If necessary, model how to use proper phrasing again.

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Teach

Redistribute or have students take out “A Very Long Day” (Student Copy). **We will continue to practice reading fluently. Today, we will practice reading with expression.**

Reading with expression means reading while showing the character’s feelings with your voice. This is important in reading.

Quotation marks are used to let us know that someone is talking. When reading, it is important to give each character in the story a voice. In this passage, Mario and his father are the characters who speak.

We get clues about how the character sounds by thinking about the meaning of the words the character speaks. We can think about how the character would say the words. Although dialogue is used very little in this passage, it is very important to the meaning of the story. Find the first place in the passage where the author uses quotation marks. Listen to me read this conversation between Mario and his dad.

“What are you doing up?” his father asked from the doorway.

“I can’t sleep because I’m all jittery about tonight.”

“Well, you’d better try because it’s going to be a very long day.”

Notice how I changed my voice depending on which character was speaking. I imagine that his dad first speaks in a somewhat surprised voice and Mario speaks in an anxious voice because he can’t wait until it’s time to go to the show.

Reading with this type of expression adds drama and makes the story more interesting.

Guided Practice

Now, you take turns reading this dialogue with a neighbor. Be sure to use two distinct voices for Mario and his dad.

Independent Practice

Now, it is time to practice with your partner. Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing and expression. If necessary, model how to use proper phrasing and expression again.

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15
minutes

Teach

Redistribute or have students take out “A Very Long Day” (Student Copy). **Let’s continue to practice reading fluently. This time we will focus on rate.**

Rate is the speed at which you read the passage. Most of the time, reading is done at a normal pace. But sometimes, to add interest, you might read a sentence more quickly or slowly than the rest of the passage. The message that the author is conveying lets you know how to read the words.

This passage is read at a faster than normal rate because there is a lot of excitement. Reading the passage at a rate that sounds like talking eagerly will help you better understand the message that the author is conveying.

Guided Practice

Let’s practice with the first two paragraphs. First, listen to me read. Read the first two paragraphs aloud, fluently.

Now, read with me. Try to make your voice stay with mine. Read along with students.

Independent Practice

Now it is your time to practice with your partner. Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. After both have read the passage, have students discuss what the passage is all about. Walk around and listen in as students are reading. Comment on rate and phrasing. If necessary, model appropriate rate and phrasing again for students.

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Timed Reading

Redistribute or have students take out “A Very Long Day” (Student Copy). **While you are reading with your partner today, I will listen to each of you read. I will call you over one at a time and have you read for 60 seconds. Then we will set fluency goals together. Remember what is expected during partner reading. I want each partner to read the passage twice. You may begin.**

While students are reading, call one student over at a time, and listen to him or her read the passage for 60 seconds. Encourage students to do their best reading.

For each student, use a copy of “A Very Long Day” (Teacher Copy) to mark words that the student has trouble reading. If the student does not know a word, point to the word and say, “This word is ____.” Have him or her read the word and continue reading the passage.

As the student reads, listen for proper rate, phrasing, and intonation. Provide positive feedback on the student’s efforts when he or she is done.

When the student begins reading, start a timer or use a clock with a second hand. At the end of 60 seconds, tell the student to stop reading. Subtract the number of words that gave the student trouble from the total number of words the student read. This results in the student’s Words Correct Per Minute (WCPM).

(Total Number of Words Read) – (Number of Problematic Words) = (Number of Words Correct Per Minute)

Example: (101 Words Read) – (3 Problematic Words) = 98 WCPM

Give the student a Fluency Chart. Assist the student in charting his or her WCPM with a bar graph. The student should keep the graph to record readings of various other passages over time. Readings of the same passage may be recorded as well. Each time a passage is read, have the student write its title in the Title section of the chart and shade in the correct amount for WCPM on the graph. It will be motivating for the student to see his or her growth over time.

The student will need to set his or her own fluency goal. Take the student’s initial WCPM, and help him or her set a reasonable goal. A reasonable goal would be adding one or two words to his or her WCPM each week. The goal can be a monthly goal or a six- to nine-week goal.

Have students take the passage home and continue to practice. They can read the passage to a family member while practicing appropriate rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.



A Very Long Day

Mario awoke two hours before his alarm went off. He was so excited he couldn't sleep. He thought about the long day ahead. First, he would have to sit through class after class after class. Then he would have to suffer through an endless evening. Finally, an hour past his regular bedtime, Mario and his father would climb into the truck and drive to the movie theater.

The very thought of it made Mario spring from bed and scramble over to his desk. He wanted to make sure the tickets were still there. He turned on the lamp and, with great relief, saw them sitting under his wand where he had left them.

He picked them up and gazed at them: two tickets to the midnight showing of the latest—and last—Wally the Wizard movie. He had begged his dad to take him. At first, his dad had dismissed the idea. Mario was too young to be out so late, he said, and would probably fall asleep during the show. But Mario argued that such a thing could never happen. It would be the most exciting event of his life. Sleep would be impossible.

Just like it was right now.

"What are you doing up?" his father asked from the doorway.

"I can't sleep because I'm all jittery about tonight."

"Well, you'd better try because it's going to be a very long day." His dad helped Mario back into bed, switched out the light, and left the room.

Mario lay staring into the darkness for the next two hours, wide awake.

* * *

It was a very long day, indeed. School had been sheer agony—and since it wasn't nearly as exciting as a movie, Mario kept nodding off. When evening came, his dad suggested a nap, but now Mario was too keyed up. They found one of the old Wally movies on TV and watched it together. His dad fixed "wizard waffles" and they ate them using "waffle wands" (which were actually chopsticks). Mario got dressed in his cape and tie and glasses. He sat on the couch, jiggling his legs. Finally, at long last, it was time to go.

The movie theater was a zoo. Fans in costumes packed the lobby and spilled onto the front sidewalk. Attendants served green beverages from smoking cauldrons. An owl fluttered on the arm of a man wearing a pointy cap. Wallys wandered everywhere.

It was all a little overwhelming. Mario and his dad pushed their way through the crowd and took their places in a long line behind a red velvet cordon. After a while, Mario leaned into his father's side, wishing he could sit down.

Forty very long minutes later, they took their seats.

Fifteen minutes after that, the lights went down.

Two minutes after that, Mario was snoozing gently on his father's shoulder.

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A Very Long Day

Mario awoke two hours before his alarm went off. He was so excited he couldn't sleep. He thought about the long day ahead. First, he would have to sit through class after class after class. Then he would have to suffer through an endless evening. Finally, an hour past his regular bedtime, Mario and his father would climb into the truck and drive to the movie theater.	15 32 48 65 67
The very thought of it made Mario spring from bed and scramble over to his desk. He wanted to make sure the tickets were still there. He turned on the lamp and, with great relief, saw them sitting under his wand where he had left them.	83 101 113
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Just like it was right now.	201
"What are you doing up?" his father asked from the doorway.	212
"I can't sleep because I'm all jittery about tonight."	221
"Well, you'd better try because it's going to be a very long day." His dad helped Mario back into bed, switched out the light, and left the room.	237 249
Mario lay staring into the darkness for the next two hours, wide awake.	262
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Forty very long minutes later, they took their seats.	453
Fifteen minutes after that, the lights went down.	461
Two minutes after that, Mario was snoozing gently on his father's shoulder.	473

FLUENCY CHART

Student: _____

WCPM <small>(words correct per minute)</small>	Title	Date																		
160																				
150																				
140																				
130																				
120																				
110																				
100																				
90																				
80																				
70																				
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