Lesson 1
Close Reading

1\textsuperscript{st} Read – Scratch the Surface
- get the gist of the text

2\textsuperscript{nd} Read – Discover New Words
- highlight/underline any unfamiliar words
- use context clues to determine the meaning of the word
- write the definition on the text

3\textsuperscript{rd} read – Dig a Little Deeper
- determine the main idea of each paragraph or section of the text
- write the main idea on a post-it

4\textsuperscript{th} read – Analyze the Text
- teacher determines (identify theme, cause and effect, author’s purpose, etc.)
Mountain View Elementary was a fine school. Now, a fine school usually has a fine principal, and that was true at Mountain View. Principal Peterson was very proud of his school. He strolled the hallways, gently scolding students who were disobeying rules. Nothing got past Principal Peterson.

As the county fall reading contest drew near, Principal Peterson decided to make his fine school even finer. He devised a plan to motivate the students to read more pages than any other school in the district.

"Good morning, Mountain View," he announced. "This is your principal. As you all know, the county's fall reading contest is just around the corner. I have decided to make a deal with you. If you read more than 500,000 pages in one month, I will do something crazy. I will learn to ride a unicycle, and I'll ride it to school each day for a week while playing a kazoo!" This would certainly motivate the students to read! Besides, it was a safe bet, since 500,000 pages was an enormous number of pages for elementary kids to read.

To Principal Peterson's surprise, the children loved the idea. Funny how the chance of seeing their principal doing something silly got them going! They borrowed books from the library. They borrowed books from their teachers. They borrowed books from each other. Within a few weeks, the number of pages students had read soared through the roof.

Principal Peterson was getting worried. He imagined wobbling down the street on one wheel. Yikes! The children had read 300,000 pages so far. Worries of humming into a kazoo spun through his head. How could he think of enough tunes? Before long, the total number of pages raced to 400,000. The children went through those pages like termites in a wood shop. In no time at all, the children had surpassed the 500,000 mark.

Excitement was high as students lined the sidewalks and waited for Principal Peterson's appearance. Angelo was the first to see Principal Peterson wobbling down the sidewalk on the unicycle, wearing bright red pants and a purple dotted shirt. "Here he comes!" Angelo yelled. Principal Peterson had surely practiced. He was doing a great job keeping the unicycle from toppling over. Sometimes he would backpedal to get his balance and then move forward again. Better yet, he was playing the school song on a kazoo. Everyone cheered as Principal Peterson hopped from the bike and took a bow. Kids couldn't wait to see how much better he'd ride tomorrow and what he would be wearing.
Lesson 1 Vocabulary

A Fine, Fine School

1. **principal** - leader of a school
2. **soared** - something flew up toward the sky
3. **strolled** - walked slowly
4. **worried** - feeling concerned that something bad may happen
5. **proud** - you feel pleased with yourself
6. **announced** - made known to many people
7. **fine** - very nice or excellent quality
8. **certainly** - surely or definitely

Vocabulary in Context

- Study each Context Card.
- Use two Vocabulary words to tell about an experience you had.

**principal**
A principal who gets to know the students will be a better leader.

**soared**
Colorful kites soared high in the sky at the school's cultural fair.

**proud**
These young actors feel proud of their terrific performance in a school play.

**strolled**
Students and their families strolled for miles to raise money for charity.

**worried**
This boy is worried. He is afraid rain will ruin the class field trip.

**fine**
The sun shines and the air is clear. It is a fine day for the school yard sale.

**announced**
Each day, a different student announced school news over a loudspeaker.

**certainly**
We certainly should turn off lights when not using them. This surely saves energy.
Words with Short Vowels

Read each word. Then find and circle it in the Word Find. Words can go across or down.

<table>
<thead>
<tr>
<th>gentle</th>
<th>empty</th>
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<tr>
<td>softly</td>
<td>glance</td>
<td>puppy</td>
<td>tumble</td>
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s o v t l y u s o
p v i s i t s o y
u i l o g u f f s
p s y f e m p t y
p g l a n c e l t
y l i e t u m y o
p u l m l l l e s
t u y p e m y l y
b m u t u m b l e

Write each word in the correct place in the chart below.

Words with Short Vowels

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**Context Clues**

**At the Art Museum**

Mrs. Banks was taking her students on a class trip to an art museum. When they arrived, Mrs. Banks introduced Mr. Diaz. “Mr. Diaz is a docent who volunteers here and he will be our guide today.”

Mr. Diaz pointed out elements about each artist’s work, such as use of color or thickness of brush strokes. “Each artist has his or her own way of creating a painting.” Mr. Diaz gave each student a paintbrush. “Go home and generate your own work of art!” Mr. Diaz said. “Make the kind of art you like best! Show us your view of the world.”

The students were so keen to get started, they could hardly wait to get back. Mrs. Banks said to the class, “Perhaps this experience will encourage some of you to train at an art school!”

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<tr>
<th>Word</th>
<th>Context Clues</th>
<th>Meaning</th>
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Context Clues

Read the sentence. Write the meaning of the underlined word as it is used in the sentence. Use a dictionary if you need help.

1. One fine day when the weather was nice, our family went on a picnic.

2. We ate sandwiches and tried a new kind of juice drink.

3. We plan to take another trip to the park soon.

4. Elena was fatigued after the long, busy day.

5. The immense sign blocked our view of the building.

6. The winter day is too frigid to go outdoors.

7. Jeffrey was so surprised at what he saw, he couldn’t stop gaping.

8. The detective had a crucial piece of information about the theft.
# Story Map:

**Title**

<table>
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<th>Setting</th>
<th>Characters</th>
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**Plot**

- **Beginning**

- **Middle**

- **End**
A Fine, Fine School

The Fine, Fine School Times

Tillie is writing an article for the school newspaper, The Fine, Fine School Times. Her article will tell the real story. Use the text and illustrations to help her write the article.

Read pages 20–23. How do the students and teachers feel about going to school on the weekends and during the summer?

Mr. Keene just announced school will be open every single day of the year. I talked to some students and teachers. The students feel that

______________________________________________________________________________________

The teachers are worried that they might

______________________________________________________________________________________

Mr. Keene has a different opinion. He thinks that the teachers and students will love coming to school every day because

______________________________________________________________________________________

That's all the news for now!
Read pages 30–33. Now Mr. Keene has changed his mind about keeping school open every day. Tillie has written another article to share the news.

The big news in school today is that school will be closed on weekends and during the summer. Mr. Keene said that the main reason for the change was

I talked to some students about the change. One student told me that she liked the days off because

Another student told me that now when he was not in school he could learn other things, like

The teachers and students are all pleased with Mr. Keene’s decision. That is all the news for now from The Fine, Fine School Times.
Words with the VCCV Pattern

Write a word from the box to complete each sentence in the story.

- basket
- chipmunk
- rabbit
- galloped
- happened
- princess
- puppet
- suddenly
- garden
- trumpet

1. The blaring __________________ announced the show would soon begin.

2. Children sat in front of a little stage in the __________________.

3. Everyone was excited to see the __________________ show.

4. A furry __________________ was the first puppet onstage.

5. Next came a little __________________ puppet.

6. What __________________ next was a surprise.

7. The rabbit told the chipmunk she was really a beautiful __________________.

8. The chipmunk gave the rabbit a __________________ of flowers.

9. The rabbit __________________ disappeared, and a beautiful princess stood in her place.

10. The princess and the chipmunk __________________ away on a horse.
Lesson 1 Vocabulary
principal  soared
proud      announced
strolled   worried
fine       certainly

Write the vocab. words in ABC order
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Put 3 of the vocabulary words in a sentence: principal, proud, strolled
1. 
2. 
3. 

Word: Soared

Meaning:

Picture:

7-Up Sentence:

Syllables:

Vowels and Consonants:

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