



A Bath for Lucky

Level H / 196 words / fiction

High frequency words:

all, eat, done, give, going, was

Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some reasons why animals and people need to take baths?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *another, bathtime, knew, and shampoo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *bathtime* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

It takes two gallons of water to brush your teeth, two to seven gallons to flush a toilet, and 30 to 50 gallons for a bath. A shower of 10 minutes uses 50 gallons of water.

- **Literal comprehension:** The answers are in the text. Ask, "What do you know about the characters in this story? What was the problem in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a person or animal who didn't like to take a bath? What would you have said or done if you were in this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *hide, hose, and rose*.
- Find and discuss the rhyming pairs: *wet-get* and *rid-did*.
- Find and discuss the words with the /ar/ sound pattern: *cart* and *farm*. Create more words with the same sound (*hard, park, large, chart, star*).

Rereading for fluency

- Have the child(ren) read the story aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student elaborate on the text by creating a future episode of *A Bath for Lucky* in which the student writes of how Lucky gets dirty again and needs another bath. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the CVCe pattern; Practicing rhyming words; Practicing the /ar/ sound; Rereading.