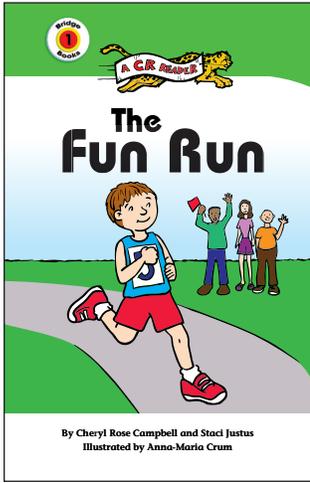


Bridge Book 1: *The Fun Run*

Connections



Level 30L

■ Phonics and Word Recognition Connection

RF.1.3b Decodes regularly spelled one-syllable words.

Students will be able to read and spell the following closed syllables: *_ad, _am, _an, _at, _id, _in, _it, _im, _is, _ith, _un, _ut, _up, _ug, _op, _eg, _et, _en*.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Students will read these T.R.I.C.K.y words: *down, says, want, most, see*.

■ Fluency Connection

RF.1.4 Reads grade level text orally with accuracy, appropriate rate, and expression.

Students will read *The Fun Run* (Lexile 30L) at > 50 wcpm with 95% accuracy and with expression.

■ Comprehension Connection

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Students will retell *The Fun Run*, including names of characters, setting, problem, events in order, and the central message.

■ Language Connection

L.1.1c Use singular and plural nouns with matching verbs in basic sentences.

Students will be aware of the difference between *Jim runs. Dad and Jim run.*

■ Vocabulary Connection

L.1.4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

Students will develop an understanding of *ad, winner, track, quit, pant, limp, past*.

Students will read phrases during Four-Step Vocabulary.

■ Writing Connection

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Students will write a sentence about the story using this sentence prompt:

Jim is a winner because he _____.

■ Social Studies Connection

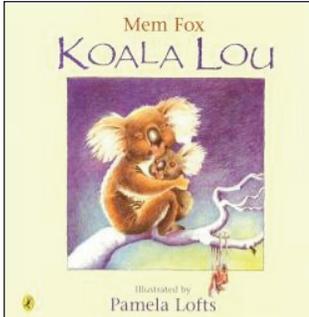
History: Family and cultural traditions in the United States in the past

Students can describe the famous races in the U.S, such as the Olympics, the Boston Marathon, etc.

Throughout the Week

Read Alouds

Read books about perseverance. Guide students in making connections to their own lives and to the story, *The Fun Run*.



Koala Lou by Mem Fox

The Dot by Peter H. Reynolds

The Very Busy Spider by Eric Carle

Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Mirette on the High Wire by Emily Arnold McCully

Amazing Grace by Mary Hoffman

I Knew You Could! by Craig Dorfman

The Art Lesson by Tomie dePaola

“I Can’t” Said the Ant by Polly Cameron

Winners Never Quit! by Mia Hamm

The Little Engine That Could Book and Record by Watty Piper

Non-fiction Read Alouds for Social Studies Connection: Read books about running, such as *Kids Running* by Carol Goodrow. Show pictures about famous races (Olympics, Boston Marathon). Discuss these races in terms of cultural traditions.

Material List

Days One - Six	Observation Form
Day One:	Copies of BB-1.1 for each student Copy of BB-1.2 Word Card: ad <i>The Fun Run</i> , page 4
Day Two:	Copies of <i>The Fun Run</i> , pages 3-9 Copy of BB-1.4
Day Three:	Copies of <i>The Fun Run</i> , pages 3-9
Day Four:	Copies of BB-1.3 for each student Word Card: winner <i>The Fun Run</i> , page 17
Day Five:	Copies of <i>The Fun Run</i> , pages 10-17 Copy of BB-1.4
Day Six:	Copies of <i>The Fun Run</i> , (entire book) Copies of BB-1.4 for each student Copies of BB-1.5 for each student Copies of BB-1.6 for each student



Purpose

Say, “We will read a story with closed syllables and short vowels. As we read, we will be thinking about the main idea of the story. After we read, we will retell the story, using characters’ names, setting, problem, and the events in the story.”

Overview Statement and Connections to Background Knowledge

Say, “This is a story about Jim. He wants to run in the Fun Run, which is a running race. Have you ever been in a running race or a swimming race?”

Briefly discuss the rules of a race.

Focus Vocabulary Word

Focus Word: *ad*

Print the word on the board or show word card.

Definition: **Say**, “This is a short word for advertisement, which is a way to sell something or to tell people about a special event to attend.”

Show in Text: Show page 4 and point out the picture. Read the sentence: *Jim sees an ad. The ad is for the Fun Run.*

Application: Ask students to play the Thumbs Up/Down game..

Say, “Give me a thumbs up if I used the word *ad* correctly. Give me a thumbs down if I used the word *ad* incorrectly.”

- an ad for a new toy
- an ad for a new movie
- an ad to come to dinner
- an ad about a school play
- an ad to have a dream

Turn and Talk: Ask students to turn to a partner. **Say**, “Share with a friend when you saw an ad. Tell your friend what the ad was for and where you saw it.”

Four Step Vocabulary Word Sheet

Prepare copies of BL Master BB-1.1 for each student.

Say, “This story has many words with closed syllables. Some are simple closed syllables. Some are complex.”

Complete the Four-Step Vocabulary with students.

1. Ask students to read the words silently.
2. Chorally read the words with the students.
3. Read a word and ask students to point to the word and read the word.
4. Say a definition and ask students to point to the word and read the word. Include *fit* (in good physical shape), *quit* (to stop doing something), *pant* (to gasp, to huff and puff)

When you read the phrases, point out that *see*, *says*, *want*, *down* are new T.R.I.C.K.y words.

Record Observations for Day One

Chant

Display and read chant (Black Line Master BB-1.2) to students. This chant will introduce the students to vocabulary in the story.

Four-Step Vocabulary Word Sheet
The Fun Run
Pages 3-9

Simple Closed Syllables

1) ad	fit	not	am	fun
2) in	on	an	get	is
3) run	at	give	it	sit
4) but	have	Jim	Dad	yes

Consonant Teams

quit	this	with	then	when
------	------	------	------	------

Complex Closed Syllables

1) long	fast	must	track	stop
2) pant	and	rest		

*New T.R.I.C.K.y Words

want	says	down	see
------	------	------	-----

Phrases/Sentences

1) I * want to be	4) sits * down
2) Jim * sees	5) to rest
3) * says Dad	6) * sees an ad

Black Line Master BB-1.1 ©2014 CR Success Learning, LLC

BB-1.1

The Fun Run Chant

Jim loves to run!
He has fun!
Fun Run! Fun Run!

At the track, run, run, run!
Will Jim quit?
Not one bit!

Up the hill! Run, run, run!
Will Jim quit?
Not one bit!

The Fun Run!
Run, Jim, run!
Fun, fun, fun!

Jim falls! Jim trips!
Will Jim quit?
Not one bit!

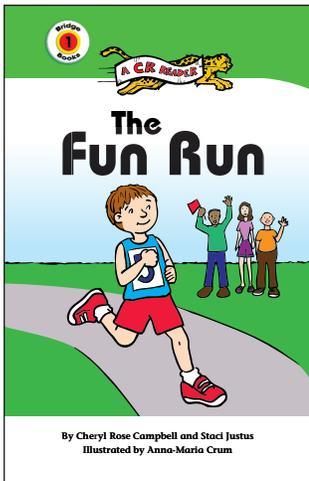
Jim hops! Jim limps!
He will not quit.
Not one bit!

Black Line Master BB-1.2 ©2014 CR Success Learning, LLC

BB-1.2

Day Two

Pages 3-9



Guided Reading

Gather copies of *The Fun Run*.

Purpose

Review the three purposes of the lesson:

1. Reading a story with closed syllables and short vowels
2. Retelling a story by remembering the characters' names, setting, problem, events, solution
3. Thinking about the message of the story

Comprehension Connection

Show simple Main Idea Map, such as the Hanger Story Map, and explain that the students will be completing this with you when you finish reading the entire story.

Review syntax. Show on board: *But it is a long run*. Explain that this means that the run will be for a long distance. Jim will need to run for long time.

Browsing the Book

Read the title, *The Fun Run*. Ask students to take a "picture walk" by describing the pictures on pages 3-9.

Individual Reading

Ask students to whisper read pages 3-9: **Say**, "As you read, stop and think about what Dad tells Jim."

While students whisper read, circulate among them. Listen to their reading. Record observations. Observe use of self-monitoring skills, including self-corrections. Also observe the student's fluency and accuracy. Students should read the words with 95% accuracy, which means one or less errors per twenty words. They should read smoothly, without lengthy pauses or hesitations while reading. The fluency rate for this story is approximately ten words in twelve seconds.

Record Observations for Day Two

Day Three

Fluency and Comprehension

Pages 3-9



Dad and Jim run.
They run on the track.
Then Jim stops.
"I have to rest, Dad,"
pants Jim.
Jim sits down.

8

Fluency

Ask students to read pages 8-9 chorally with you. Emphasize expression of words. For example, on page 8, Jim is panting and exhausted. On page 9, Dad is firm.

Reread pages 8-9, leaving out words for students to read.

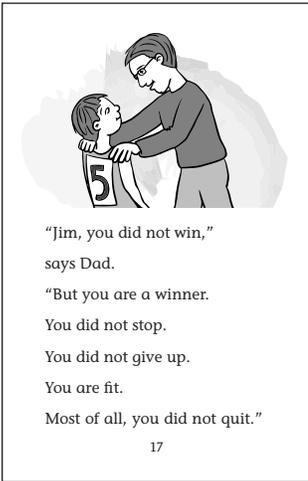
Comprehension

Ask "Here" questions and refer students back to the text: "How does Jim run?" (page 3) "How did Jim learn about the Fun Run?" (page 4) "What does Dad tell Jim?" (pages 7, 9) "On page 9, what does Dad repeat?"

Ask "Head" questions: "On page 6, how does Dad know it is a long run?" "On page 7, why does Dad tell Jim he cannot quit?" "Do you think Jim has started something and then quit before? Why do you think that might have happened?"

Ask "Heart" question: On pages 8 and 9, how does Jim feel? How does Dad feel? Ask students to predict what might happen next.

Record Observations for Day Three



Purpose

Say, "We will now finish reading *The Fun Run*. We will read words with closed syllables and short vowels. We will be thinking about the main idea of the story."

Focus Vocabulary Word

Focus Word: *winner* Print the word on the board or show word card..

Definition: **Say**, "a person or animal or a team who wins a race or a contest; a person who is successful in a goal."

Application: Ask students to play the Thumbs Up/Down game..

Say, "Give me a thumbs up if I used the word *ad* correctly. Give me a thumbs up if I used the word *ad* incorrectly." Show in Text: Read from page 17: "*Jim,*" said Dad. *You did not win. But you are a winner.*" Example: The person who is the fastest in a race. The person who achieves a goal.

Application: Ask students to play the Thumbs Up/Down game..

Say, "Give me a thumbs up if I used the word *winner* correctly. Give me a thumbs down if I used the word *winner* incorrectly."

- a person who is elected president
- a baseball team that does not score while the other team has 10 runs
- a football team with the highest score
- a person who gives up
- a person who crosses the finish line first
- a person who does his very best

Turn and Talk: Ask students to turn to a partner. **Say**, "Share with a friend, 'I am a winner at _____.'"

Four Step Vocabulary Word Sheet

Prepare copies of BL Master BB-1.3 for each student.

Say, "This story has many words with closed syllables. Some are simple closed syllables. Some are complex." Complete the Four-Step Vocabulary with students.

1. Ask students to read the words silently.
2. Chorally read the words with the students.
3. Read a word and ask students to point to the word and read the word.
4. Say a definition and ask students to point to the word and read the word. Include *trip* (to fall by catching your foot), *skin* (to scrape your skin), *limp* (to walk unevenly)

When you read the phrases, point out that *most* is a new T.R.I.C.K.y word.

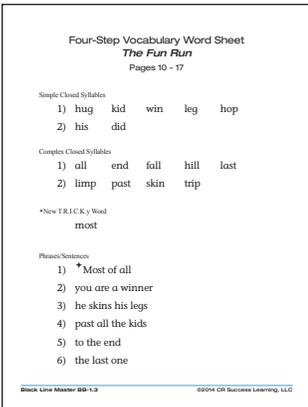
Record Observations for Day Four

Language - Use of Verb Forms

Print on the board: *Dad and Jim run. Jim runs.* Underline run, runs. Discuss how we add the /s/ to the action word or verb when the subject is about one person.

Print the word *stop* above the sentences. Erase the words *runs, run* in the two sentences and ask students to correctly fill in the missing words using the verb *stop*.

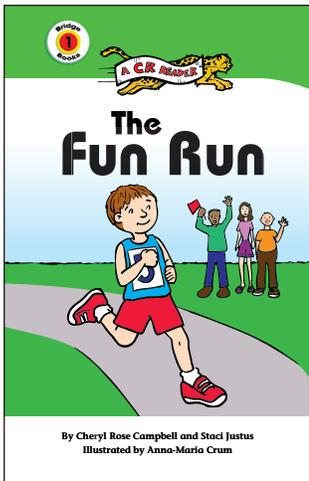
Print the word *win* above the sentences. Erase the words *stop, stops* in the two sentences and ask students to correctly fill in the missing words using the verb *win*.



BB-1.3

Day Five

Pages 10-17



Guided Reading

Gather copies of the book, *The Fun Run*.

Purpose

Review the three purposes of the lesson:

1. Reading a story with closed syllables and short vowels
2. Retelling a story by remembering the characters' names, setting, problem, events, solution
3. Thinking about the message of the story

Comprehension Connection

Display main idea map, Hanger Map, and remind students that you they will be completing this with you when you finish reading the story.

Discuss use of language and idioms. Show on board: *You did not give up*. Explain that the expression, *to give up*, means to stop, often because you do not have hope of succeeding.

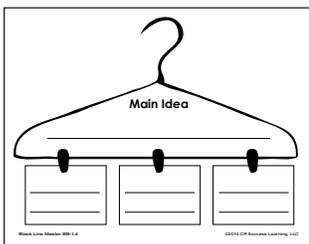
Browsing the Book

Do a "picture walk." Invite students to describe the pictures and predict the events in the story.

Individual Reading

Ask students to whisper read pages 10-17: **Say**, "As you read, stop and think about what Dad tells Jim at the end of the story." While students whisper read, circulate among them. Listen to their reading. Record observations. Observe use of self-monitoring skills, including self-corrections. Also observe the student's fluency and accuracy. Students should read the words with 95% accuracy, which means one or less errors per twenty words. They should read smoothly, without lengthy pauses or hesitations while reading. The fluency rate for this story is approximately ten words in twelve seconds.

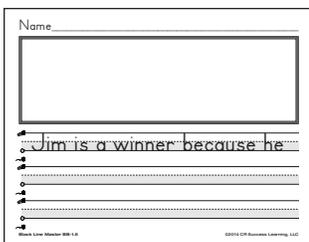
Record Observations for Day Five



BB-1.4

Day Six

Pages 3-17



BB-1.5

Comprehension

Prepare copies of Hanger Map, Writing Activity (BL Master BB-1.4 and BB-1.5) Review names of characters, setting, problem, events and solution.

Ask "Here" questions and refer students back to the text. "When the race starts, how does Jim do?" (page 12) What happens to Jim's leg and hands when he falls? (page 13) How does Jim do in the race? (page 15)

Ask Head question: "On page 17, why did Dad tell Jim he was a winner?"

Ask Heart question: How does Jim feel at the end? How does Dad feel?

Ask question for comprehension focus: What does the author want us to know?

Record Observations for Day Six

Written Response to Reading

Use a "Think aloud" to complete the Hanger Map. Ask students to write on their maps as you write on your map. Fill in the main events (Dad tells Jim to not quit), (Jim falls but gets up), (Dad hugs Jim and tells him he is a winner). Then fill in the main idea (A winner will not quit).

Distribute copies of BL Master BB-1.5. Have students write a sentence and draw a picture about the story: *Jim is a winner because he...*

Fluency Checks for Individual Students

Prepare copies of Fluency Check (BL Master BB-1.6)

While students write, conduct Fluency Checks for students in the group.

Fluency Check for		Name
The Fun Run		Date
Pages 6-9		WCPM _____ (Goal: >20 wcpm)
		Accuracy: Errors 0-3 (94-100%) 4-7 (88-93%) >7 (80-87%)
Dad looks at the ad.	5	
"It looks like fun," he says.	11	
"But it is a long run.	17	
You must be fit."	21	
"I am fit," Jim says.	26	
"Yes," says Dad.	29	
"You are fit.	32	
But you must run and run.	38	
You can not quit.	42	
You can not give up."	47	
Dad and Jim run.	51	
They run on the track.	56	
Then Jim stops.	59	
"I have to rest, Dad,"	64	
pants Jim.	66	
Jim sits down.	69	

Error Code Key	Invention	Self-Correction	Repetition
Substitution	Substitution	Omission	Appet
Insertion	Insertion	Insertion	Insertion
Self-correction	Self-Correction	Repetition	Teacher Talk

BB-1.6