The Book Lesson for *Did It Fit?*

Did It Fit?

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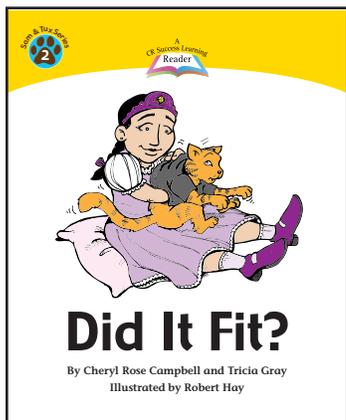
Book Summary: Jim and Liz like to dress up their pets. They try a cap, a hat, and a top. All of the items fit, but the pets either don't like them, or they fall off. Eventually, Jim and Liz put tags on the pets' collars and everyone is happy.

Analysis of Skills:

CR Success Concept: 1 (Simple Closed Syllables or VC and CVC words) 2 (this), 4 (just)

Guided Reading Level: E

Vocabulary:

T.R.I.C.K.y Words: New: *for, said, put, you, from*
Review: *a, like, the, look, I, we*

Tense: Past

Syntax: Sentence/question (Did it fit? It did fit.)

Pronouns: *you, it, we*

Punctuation: period, question mark, exclamation mark, quotation marks

Vocabulary: *tuxedo, tux*

Comprehension Focus: Setting

Book Lesson

Before Reading	**Book Introduction**	Read the back blurb: **Jim and Liz love to dress up their pets. But what do Sam and Tux think?**
	Personal Connection	Ask**: Have you ever seen a pet dressed in clothes?**
	Oral Language	Discuss *tuxedo*, tags for pets. Ask students if they know where people can buy pet tags. Discuss the change from the question, *Did it fit?* to the answer, *It did fit.*
	Vocabulary **T.R.I.C.K.y Words**	Read *for, said, put, you, from* on page 27. Point out the underlined words in the phrases. Echo read phrases with students.
	Focus Word	Point out the word *fit* on page 26. Follow the Focus Word procedure. Possible examples and non-examples: My new dress fits perfectly. The top fit even though it was too big. I can fit an elephant into a little box. Mom sewed a skirt to fit me. Say: **Turn to a partner and discuss something you have had that doesn't fit.**
	Four-Step Vocabulary	Have students look at page 26. 1. Choral Read 2. Teacher says, students point and read 3. Teacher gives definition, students point and read 4. Teacher randomly points, student reads.

During Reading	**Text Reading**	While students whisper read, "listen in." Note errors and rate student's reading: 3 - Fluent and accurate 2 - Accurate but not fluent 1 - Neither accurate nor fluent If a student scores a 2 or 1, use the 2-2-2 Method.
After Reading	**Comprehension** Questions for Discussion	**1. Who are the main characters?** (here) Liz, Jim, Sam, Tux. **2. Describe the events in the story and the problems that happened.** (hidden) Liz and Jim want to dress up their pets. Sam and Tux do not always like being dressed up. The solution is to find something that fits, does not fall off, and is liked by the pets. **3. Why do you think the cap and hat fell off?** (head) Sam tossed off the cap. Tux lost his hat when he was running. **4. Why did Liz tell Sam he was like Tux?** (head) Sam had on a tuxedo shirt, so he looked a little like Tux. **5. Why do you think Sam and Tux liked the tags?** (head) They are easier to wear. Pets may be used to tags. **6. Find Paws in the story. Pretend to be Paws and describe what is happening on this page.** (retell from a different point of view) Paws can be found on page 5. **7.** Discuss the Main Idea: Pets often do not like to dress up - at least not for long. **8.** Discuss the Central Message: (Thinking about others) We should consider what our pets want and need.
	Comprehension Focus	Problem and Solution: Have students turn to pg. 28. Explain that every story has *problems* that are *solved* in the story. Say: **Point to each picture at the bottom of the page and explain what the problem and solution was for each item.**
Writing	**Reading Response**	Say: **Describe a problem pictured on page 28. Tell what the problem is.** Possible Responses: Sam did not like the top. He got the top off.
	Edit	Prompt students through each step of C.O.P.S. (Capitalization, Order, Punctuation, Spelling) Encourage use of the word wall.
Fluency	**Fluency Check**	Use the BL Master to conduct a Fluency Check. Follow the directions at the top of the Fluency Check to instruct students on whether or not they should read the text in the speech bubbles. Note the student's rate of reading, which should be between 40- 50 wcpm for a hot read. However, at this early reading stage, the focus should be on the student's accuracy in decoding (90% or higher) and his/her ability to self-correct.
Extension	**Read Aloud for Text-to-Text Connection**	Read *Pete the Cat I Love my White Shoes* by James Dean. Pete the Cat is one cat who seems to like wearing shoes!