

Objectives

Demonstrate understanding of the organization and basic features of print.

Recognize and read grade-appropriate irregularly spelled words.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Words
said she
there time
a for is

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Before Reading

Introduce Everyday Words

1. Gather students together on the rug or in their chairs.
2. Use the following details to explain *everyday words*.
 - Everyday words are all around. They are the most common words in English.
 - You can find them in books, on posters, and on signs.
 - We study everyday words so that we can remember them. We can read them easily wherever we see them.
 - With some words, we focus on each sound to read the word. With everyday words, we memorize the word and letters.
3. Write the focus words *said, she, there, and time* on the board.
4. Point to the word and its letters as you say-spell-say each word with students. Have each student say-spell-say each word as he or she “writes” the word with a finger on the rug or the table.
5. Write the review words *a, for, and is* on the board. Have students repeat as you touch and read each word.

Introduce the Book

Use the following steps to introduce students to *Celebrate!*

- Guide students to locate the front cover, back cover, and book pages.
- Read the title and the author’s name on the front cover. Explain that the title tells the reader about the book.
- Point to the cover image, and ask students what they see. Explain that the cover image tells the reader about the book.
- Read the summary on the back cover. Explain that the summary tells the reader about the book.
- Have students use the title, cover image, and summary to predict what the book is about.

Get Ready to Read

Guide students to become readers. Say, “We are readers. Readers read words and look at images in books to learn or enjoy a story. Let’s practice what readers do.”

- Readers read words and pictures from left to right, top to bottom, and page to page.
- Readers practice the words and pay attention to the punctuation marks so they can read the way they speak.
- Readers talk about what they read.



During Reading

Read the Book

Note: If students have read *Weather Wear* and completed the lesson, this book can be read independently. Skip to **After Reading** below.

Use the following steps to read each page.

1. Read the book aloud.
2. Explain what a sentence is. Say, “A sentence is a group of words that goes together to tell or to ask. Every sentence starts with a capital letter and ends with a punctuation mark.”
3. Point to each sentence on a page or spread. Say, “There are two sentences on these pages. Both sentences end with periods. These sentences are telling sentences. The commas divide the sentences into two parts. There are also special punctuation marks in the sentences. These are quotation marks. The quotation marks show that someone is talking.”
4. Have students look and listen for everyday words. Run your finger beneath the words (and rebus images), and read the sentences fluently.
5. Have students run their fingers beneath the words (and rebus images) as they read the sentences fluently, reading the way they speak. Repeat this for each spread.
6. Have students read the book to themselves, friends, or an adult.



After Reading

Use the following questions to discuss the book.

- Which celebrations are not in this book?
- What items do you use for a birthday celebration?
- What is the same about the celebrations in this book?

Post the words on a word wall or *My Words* board to reference in the future.

Revisit the Book

Use the following ideas to create independent workstations so students can revisit the book and everyday words on their own.

- **Copycat Book:** Copy the page. Provide scissors and writing tools. Have students cut the pages into strips. On the first strip, guide students to trace the title and write their names. On the next two strips, guide students to write the missing everyday words and draw other items used for celebrations. Staple completed books together.
- **My Words Practice:** Copy the page. Provide scissors and glue. Guide students to refer to the book as they complete the activity.
- **Read to a Friend:** Place the book in an independent-reading area. Guide students to read the book aloud to each other, pointing to each word as they read. If possible, allow students to record themselves as they read.



Celebrate!

by:



“There is a _____ for

,”

said.



“_____ is a time for

,”

she _____

.

Name: _____ Date: _____

Write and Build

Directions: Read the sentence. Write the underlined everyday words. Build the sentence.

“There is a time for



candy

,” she said.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

 said.	for	is	time
she	 ,”	“There	a

Note: To extend the lesson, have students write the sentence on the back of this page.

Sample Pages from

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