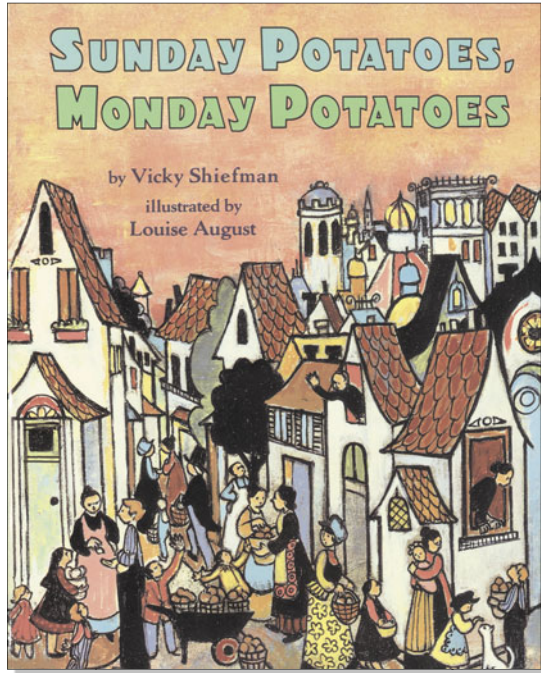


Sunday Potatoes



Leveling Systems
Avenues: ● Beginning
DRA: 10
Fountas and Pinnell: D
Lexile: BR

In this humorous story, a poor family that has nothing to eat except potatoes gets creative! Clear illustrations portray the family's activities and help students follow the varied text placement. Repetition will help students predict and comprehend the simple plot.

32 pages, 114 words

In This Guided Reading Lesson:

| Background and Vocabulary | Read the Book | Respond to the Book | Skill Lessons: |
|---|---|---|---|
| <p>Geography Words: country house room street town</p> <p>Action Words: cook cut dig eat plant store wash</p> | <p>Spotlight STRATEGY Use Visuals</p> | <p>Snack Cookbooks: Recipes</p> <p>Tell Me a Story: Story Retelling</p> | <p>Comprehension/ Critical Thinking</p> <p>Make Comparisons (PDF)</p> |

Sunday Potatoes, Monday Potatoes

Build Background

In the Garden Write and display the following words on index cards: *rake, dig, plant, water, weed*. Say each word and pantomime the action. Then pretend to rake as you say the following sentence, pausing before *rake* to let students fill in the appropriate word:

▶ I like to rake my garden.

After you act out each word, put the cards in a pile. Have a volunteer draw a card, say the verse, and pantomime the action.

Materials

- 5 large, unlined index cards

Build Vocabulary

My Town, My Country Display a United States map. Trace the outline of the U.S. and tell children that this is the country we live in. Then ask children to name the town they live in. Point to it on the map. Tell them that there are many towns in a country. Say:

▶ In our town, there are streets that we drive and walk on. On our streets, there are houses that we live in. In our houses, there are rooms. The bedroom and the kitchen are rooms.

Then have students complete these cloze sentences with the appropriate word from the Key Vocabulary list.

- *My room is in a _____.* (house)
- *My house is on a _____.* (street)
- *My street is in a _____.* (town)
- *My town is in a _____.* (country)

Ready! Set! Action! Write the Key Vocabulary words on chart paper. Say each word and act it out. Have partners take turns acting out and guessing the words. Then they can say or write sentences using each of the words: *Dad cooks hamburgers on the grill.*

Key Vocabulary

country
house
room
street
town

Key Vocabulary

cook
cut
dig
eat
plant
store
wash

Sunday Potatoes, Monday Potatoes

1 Preview the Book

Cover This book is fiction. It is a make-believe story about a poor family who **eats** nothing but potatoes. See the potatoes in the baskets? What can you make with potatoes?

Pages 4–9 A **country** is a big place! Let's turn the page. This is a **town**. A town is smaller than a city. Let's look at the next pages. Here's a **street**.

Pages 10–13 This is the **house** the family lives in. *Display pages 12–13.* This is a **room** in the family's house.

Pages 14–15 Let's follow the footprints to see what the family is doing. First they **cut** the roots from the potatoes. Next, they **plant** the roots in the ground. Then the potatoes grow. Then they **dig** up the potatoes.

Pages 16–17 Here the family **stores** the potatoes. They put them in a cool place so they stay fresh. Before they eat the potatoes, they **wash** them so that they are clean. Then they **cook** them on a stove.

Pages 18–21 Good readers use the pictures to help them understand what the words do not tell them. I can see that the family looks happy on Sunday. When I turn the page, I see that the baby doesn't want potatoes. Do you think he's tired of potatoes?

Pages 22–25 The words tell me that the family has potatoes on Tuesday and Wednesday, but they don't tell me how the family feels. Let's use the pictures to find out. Does the family look happy?

Pages 26–29 Let's read these pages together. How does the mother look on page 28? (angry)

Pages 30–32 How does everyone look now? (happy and excited) They are still eating potatoes, but this time the mother has made potato pudding! Pudding is a dessert. Let's turn to the inside back cover. This is a recipe. It tells how to cook something.



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Use Visuals** Students may not look carefully at the pictures to understand how the family feels. Remind these students to use visuals to monitor the expressions and actions of the family members to determine how they feel.

3 Respond to the Book

Snack Cookbooks Have students use the recipe in the story as a model to write a recipe for a snack that they like. Give examples of simple snacks such as sandwiches, or fun snacks such as “Ants on a Log” (celery, peanut butter, raisins). Suggest that they draw any ingredients they have difficulty writing. Combine the pages to make a cookbook of all the recipes.

Tell Me a Story Work with students to fill in a Beginning-Middle-End story map. When the map is complete, review the key points of the story. Then have students retell the story using another vegetable, such as squash or brussels sprouts. Assign one student as the narrator; the other students can pantomime the story actions.

Materials

- drawing paper
- art supplies

Materials

- Story Map: Beginning-Middle-End from *Picture It! Big Book*, page 15

Answers will vary. Sample response:

Story Map: Beginning-Middle-End

Sunday Potatoes, Monday Potatoes

Beginning

There is a poor family. All they have to eat is potatoes.

Middle

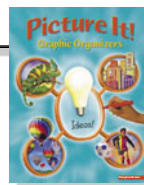
They cut, plant, dig, grow, store, wash, and cook potatoes.

End

They do not like to eat potatoes every day. Then the mother makes potato pudding. Everyone is happy.

Use only a black dry-erase marker.

15



Picture It! Big Book, page 15

from Sunday Potatoes

| Take a Running Record | | Number of Errors | Number of Self-Corrections |
|-----------------------|---|------------------|----------------------------|
| page | | | |
| 5 | At one time there was a country. | | |
| 7 | In that country there was a town. | | |
| 9 | In that town there was a street. | | |
| 10 | In that street there was a house. | | |
| 12 | In that house there was a room. In that room sat a family. They were very poor. All they had to eat was potatoes. You may ask, did they like to eat potatoes? Well, they did like to eat! | | |
| 14 | So, they cut potatoes. Planted, | | |
| 15 | grew, and dug potatoes. | | |
| 16 | Stored, washed, | | |
| 17 | and cooked potatoes. | | |
| 19 | On Sunday they ate potatoes. | | |
| | | Total | Total |

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(86 words - _____) ÷ 86 words = _____ %
total errors

Determine Instructional Needs

| | |
|---|--|
| <p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text | <p>Student needs more coaching in</p> <p>_____</p> <p>_____</p> |
|---|--|

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|--|---|--|
| <p>The rocket is going very fast.</p> | <p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p> | <ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on. |
| <p>The shuttle orbits the Earth.</p> | <p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p> | <ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on. |
| <p>No one has been to Mars.</p> | <p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p> | <ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct. |
| <p>There is no liquid water on the Moon.</p> | <p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p> | <ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread. |

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|--|--|--|
| Craters look like dark circles when you look up at the Moon. | Craters look like dark when you look up at the Moon. Skips important words | <ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line. |
| There are mountains on the Moon. | There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension | <ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience. |
| That's one small step for man, one giant leap for mankind. | That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing | <ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression. |
| The Moon is full tonight. | TheMoonisfulltonight Reads quickly, without comprehension | <ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies. |
| The Moon is Earth's only natural satellite. | ? Gets stuck; is unable to use any strategies | <ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words. |