

# JG3-L1-U1-LC1-1

The screenshot shows a digital reading page from the 'Journeys' curriculum. At the top left, there are logos for HMH and VIP KID. The title 'JOURNEYS' is written in a large, stylized, orange font. Below the title, there is an illustration of a young boy in a red hoodie and a dog sitting on a log over a campfire. The text 'How is learning at school different from learning at home?' is displayed in white. Below this, it says 'Topic: Education'. In the bottom left corner, there is a purple circle with the number '3' and a page indicator '1/35'. In the bottom right corner, there is a code 'G3-U1-LC1-L1' and a row of social media icons. To the right of the page is a 'Tips' section which is currently empty.

HMH VIP KID

# JOURNEYS

How is learning at school different from learning at home?

Topic: Education

3

1/35 1

G3-U1-LC1-L1

Tips

No Tips for this page

The screenshot shows a digital 'Focus Wall' page. At the top left, there are logos for HMH and VIP KID. The title 'Our Focus Wall' is written in a large, blue, bubbly font. Below the title, there are two sections: 'DOMAIN' with 'Community' and 'TOPIC' with 'Education'. The main content is under the heading 'You will:' and contains a list of three tasks: 1. read a short vocabulary reader and learn the target vocabulary, 2. learn grammar: simple sentence and sentence fragment, and 3. preview the anchor text from lesson 2, A Fine, Fine School. In the bottom left corner, there is a page indicator '2/35'. In the bottom right corner, there is a row of social media icons. To the right of the page is a 'Tips' section with 'Suggested time: 0.5 min' and 'Goal: S is introduced to the lesson objectives.'.

HMH VIP KID

## Our Focus Wall

DOMAIN  
Community

TOPIC  
Education

You will:

1. read a short **vocabulary reader** and learn the **target vocabulary**.
2. learn grammar: **simple sentence** and **sentence fragment**.
3. **preview** the anchor text from lesson 2, *A Fine, Fine School*.


2/35 2

Tips

**Suggested time:** 0.5 min  
**Goal:** S is introduced to the lesson objectives.

Tips HMH VIP KID **Warm Up**

What do you think American schools were like two centuries ago?



3/35 3

Tips

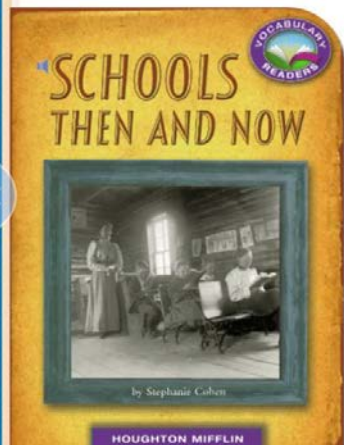
**Suggested time:** 1 min

**Goal:** S is able to discuss the topic.

**Activity:**

1. S reads or listens to the question and answers it.
2. T may guide S to answer the question from the aspects of classrooms, teachers, students, books, and so on.


Tips HMH VIP KID **Vocabulary Reader**



**SCHOOLS THEN AND NOW**  
by Stephanie Cohen  
HOUGHTON MIFFLIN

**Schools Then and Now**

1. What can you see on the cover?
2. What do you want to know from the reader?



4/35 4

Tips

**Suggested time:** 1 min

**Goal:** S is able to get ready for reading the vocabulary reader.

**Activity:**

This is a transitional slide.

S is guided to answer the questions.

**Suggested answers:**

Answers may vary.


Tips HMH VIP KID Vocabulary Reader Think Through

What was school like in the 1800s?

**V** **Going to School in the 1800s**

Imagine what school was like for children in the 1800s. School was just one room. There was only one teacher. Children of all ages learned together.

Your school probably has many classrooms and teachers. All of the children in your class are probably about the same age. And you **certainly** don't have to walk more than three miles to get to school today. But pioneer children often did.



5/35 5

Tips

**Suggested time:** 2 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

1. S looks at the picture and talks about what they see in the picture.
2. S listens to or reads the guiding question.
3. S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
4. S is guided to answer the question on the vocab card dragged in by T.

**Suggested answer:**

In 1800s, school was just one room. There was only one teacher. Children of all ages learned together.

**Answer to the vocab question:** A

Tips HMH VIP KID Vocabulary Reader Think Through

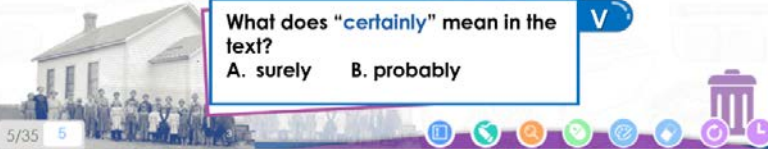
What was school like in the 1800s?

**Going to School in the 1800s**

Imagine what school was like for children in the 1800s. School was just one room. There was only one teacher. Children of all ages learned together.

Your school probably has many classrooms and teachers. All of the children in your class are probably about the same age. And you **certainly** don't have to walk more than three miles to get to school today. But pioneer children often did.

**V** What does "certainly" mean in the text?  
A. surely B. probably



5/35 5

Tips

**Suggested time:** 2 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

1. S looks at the picture and talks about what they see in the picture.
2. S listens to or reads the guiding question.
3. S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
4. S is guided to answer the question on the vocab card dragged in by T.

**Suggested answer:**

In 1800s, school was just one room. There was only one teacher. Children of all ages learned together.

**Answer to the vocab question:** A



Tips HMH VIP KID **Vocabulary Reader** Think Through

How did children go to school in the 1800s?  
Would you like this way of getting to school?

**The Road to School**

Many pioneer children walked to and from school, even if they lived miles away and even when the weather was bad. Some lucky children rode a horse to school.

If you live more than a mile from your school, you probably take a car or a bus. If you live closer, maybe you've **strolled** to school a few times. But only if it's a nice day!

6/35 6

Tips

**Suggested time:** 2 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding questions.
- S reads the selected text and answers the guiding questions with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the question on the vocab card dragged in by T.

**Suggested answers:**

- Children walked to school, even if they lived miles away.
- Answers may vary.

**Answer to the vocab question:** B

Tips HMH VIP KID **Vocabulary Reader** Think Through

How did children go to school in the 1800s?  
Would you like this way of getting to school?

**The Road to School**

Many pioneer children walked to and from school, even if they lived miles away and even when the weather was bad. Some lucky children rode a horse to school.

If you live more than a mile from your school, you probably take a car or a bus. If you live closer, maybe you've **strolled** to school a few times. But only if it's a nice day!

Which picture shows "strolled" in the text?

A. B. V

6/35 6

Tips

**Suggested time:** 2 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding questions.
- S reads the selected text and answers the guiding questions with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the question on the vocab card dragged in by T.

**Suggested answers:**

- Children walked to school, even if they lived miles away.
- Answers may vary.


**Answer to the vocab question:** B

Tips HMH VIP KID **Target Vocabulary** 1 Teach/Model

**strolled** (v.)

walked slowly

Students and their families **strolled** for miles to raise money for charity.



When was the last time you strolled?  
Where were you going?

7/35 7

Tips

**Suggested time:** 1 min

**Goal:** S is able to understand the target vocabulary word.

**Activity:**


1. S reads the word and is introduced to the meaning of it.
2. S looks at the picture and reads the sample sentence. T may scaffold as necessary (e.g. correct pronunciation, explain the meanings of other words, etc.).
3. T may click the little hand to show the question that connects to S.
4. S answers the question with T's help.

**Answers may vary.**

Tips HMH VIP KID **Vocabulary Reader** Think Through

**Welcome to the Schoolhouse**

In the winter, a stove heated the schoolhouse.  
When temperatures **soared**, there was no air conditioner.  
The schoolhouse had no water fountains or bathrooms.



V

8/35 8

Tips




**Suggested time:** 1 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

1. S looks at the picture and talks about what they see in the picture.
2. S reads the selected text. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
3. S is guided to answer the question on the vocab card dragged in by T.


**Answer to the vocab question:** increased



**Vocabulary Reader**


**Welcome to the Schoolhouse**

In the winter, a stove heated the schoolhouse. When temperatures **soared**, there was no air conditioner. The schoolhouse had no water fountains or bathrooms.

**Can you guess what "soared" means? (context clue: no air conditioner)**



8/35 8

Tips

**Suggested time:** 1 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

1. S looks at the picture and talks about what they see in the picture.
2. S reads the selected text. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
3. S is guided to answer the question on the vocab card dragged in by T.

**Answer to the vocab question:** Increased



**Target Vocabulary**


**soared (v.)**  
 flew upward

Colorful kites **soared** high in the sky at the school's cultural fair.



In your experience, which has soared higher, a bird or a kite?

9/35 9

Tips

**Suggested time:** 1 min

**Goal:** S is able to understand the target vocabulary word.

**Activity:**

1. S reads the word and is introduced to the meaning of it.
2. S looks at the picture and reads the sample sentence. T may scaffold as necessary (e.g., correct pronunciation, explain the meanings of other words, etc.).
3. T may click the little hand to show the question that connects to S.
4. S answers the question with T's help.

**Answers may vary.** (e.g., A bird.)



HMH VIP KID Vocabulary Reader Think Through


What did the pioneer teachers do each morning?

**V**

**Meet the Teacher**

Pioneer teachers worked very hard, even before they **announced** the start of school each morning. They filled the stove with coal, cleaned the chimney, and filled the water buckets.

**C1** Many **fine** teachers were just teenagers themselves. If you finished eighth grade and behaved properly, you could become a pioneer teacher.



Some teachers rang a bell in a bell tower to begin the day. Others rang a hand bell.

10/35 10

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary words.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding question.
- S reads the selected text as well as the caption and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the questions on the vocab card and connect card dragged in by T.

**Suggested answer:** They filled the stove with coal, cleaned the chimney, and filled the water buckets.

**Answer to the vocab question:** made known

**Answers to the connecting questions:** Answers may vary.


ciader Think Through

1. Is this school a **fine** school?  
2. What kind of school deserves to be called a **fine** school?

What does the word "announced" mean in the text? (picture clue: the bell)

Pioneer teachers worked very hard, even before they **announced** the start of school each morning. They filled the stove with coal, cleaned the chimney, and filled the water buckets.

Many **fine** teachers were just teenagers themselves. If you finished eighth grade and behaved properly, you could become a pioneer teacher.



Some teachers rang a bell in a bell tower to begin the day. Others rang a hand bell.

10/35 10

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary words.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding question.
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- S is guided to answer the questions on the vocab card and connect card dragged in by T.

**Suggested answer:** They filled the stove with coal, cleaned the chimney, and filled the water buckets.

**Answer to the vocab question:** made known


**Answers to the connecting questions:** Answers may vary.

Tips HMH VIP KID **Target Vocabulary** 1 Teach/Model

**announced** (v.)

made known

Every day, a different student **announced** school news over a loudspeaker.



What are some things that your teacher has announced to the class?

11/35 11

Tips

**Suggested time:** 1 min

**Goal:** S is able to understand the target vocabulary word.

**Activity:**

- S reads the word and is introduced to the meaning of it.
- S looks at the picture and reads the sample sentence. T may scaffold as necessary (e.g. correct pronunciation, explain the meanings of other words, etc.).
- T may click the little hand to show the question that connects to S.
- S answers the question with T's help.

**Answers may vary:** (e.g., homework, the time of a class meeting, new rules, etc.)

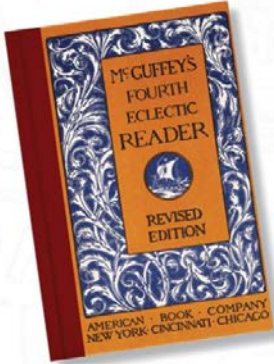
Tips HMH VIP KID **Vocabulary Reader** Think Through

What were pioneer children proud of? Would you feel the same?

**C1**

**Time to Learn**

Pioneer children spent a lot of their time reading a book called McGuffey's Reader. It was usually one of the only books a student had. There was no library in a one-room schoolhouse. McGuffey's was filled with facts, speeches, poems, and essays. Students were **proud** to learn pages from McGuffey's.



12/35 12

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding question.
- S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the question on the connect card dragged in by T.

**Suggested answer:**

- They were proud to learn pages from McGuffey's.
- Answers may vary.

**Answer to the connecting question:**  
Answers may vary.



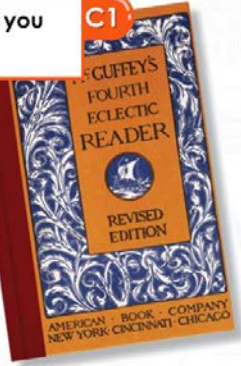
Tips HMH VIP KID Vocabulary Reader Think Through

What were pioneer children proud of? Would you feel the same?

**Time to Learn**

When was the last time you felt **proud** of yourself?

Pioneer children spent a lot of their time reading a book called McGuffey's Reader. It was usually one of the only books a student had. There was no library in a one-room schoolhouse. McGuffey's was filled with facts, speeches, poems, and essays. Students were **proud** to learn pages from McGuffey's.



12/35 12

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary word.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S listens to or reads the guiding question.
- S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the question on the connect card dragged in by T.

**Suggested answer:**


- They were proud to learn pages from McGuffey's.
- Answers may vary.

**Answer to the connecting question:**  
Answers may vary.

Tips HMH VIP KID Vocabulary Reader Think Through

**Time to Play**

Pioneer children had one thing in common with you. They played games like marbles, hide and seek, hopscotch, and jump rope, just like some of you do.



13/35 13

Tips


**Suggested time:** 1 min

**Goal:** S is able to understand the selected text.

**Activity:**

- S looks at the pictures and talks about what they see in the pictures.
- S reads the selected text. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).




**Vocabulary Reader**


**C**

**Times Have Changed**

A one-room schoolhouse was very different from your school. Can you imagine school with no computers? No cafeteria? No school bus? Well, at least no one **worried** about missing the bus.



**V1**

There wasn't even a **principal**. Students just had their teacher, one room, and a bunch of desks. But they learned something new every day.

**V2**

14/35 14

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary words.




**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the questions on the connect card and vocab cards dragged in by T.

**Answer to the connecting question:** Answers may vary.

**Suggested answers to the vocab questions:**

- happy, unconcerned, relaxed, calm
- A



**Vocabulary Reader**


**C**

Do you think you have anything in common with pioneer children?

**V1**

**What words mean the opposite of "worried?"**

A one-room schoolhouse was very different from your school. Can you imagine school with no computers? No cafeteria? No school bus? Well, at least no one **worried** about missing the bus.

**V2**

**What does "principal" mean?**

A. the leader of a school  
B. the leader of a company

There wasn't even a **principal**. Students just had their teacher, one room, and a bunch of desks. But they learned something new every day.

14/35 14

Tips

**Suggested time:** 3 min

**Goal:** S is able to understand the selected text and target vocabulary words.

**Activity:**

- S looks at the picture and talks about what they see in the picture.
- S reads the selected text and answers the guiding question with the help of T. T may scaffold as necessary (e.g., correct S's pronunciation, explain the meanings of words, ask comprehension questions, etc.).
- S is guided to answer the questions on the connect card and vocab cards dragged in by T.

**Answer to the connecting question:** Answers may vary.

**Suggested answers to the vocab questions:**


- happy, unconcerned, relaxed, calm
- A

Tips HMH VIP KID **Target Vocabulary** 1 Teach/Model

**principal** (n.)

the leader of a school

A principal who gets to know the students will be a better leader.



What does your school's principal do in your school?

15/35 15

Tips

**Suggested time:** 1 min

**Goal:** S is able to understand the target vocabulary word.

**Activity:**

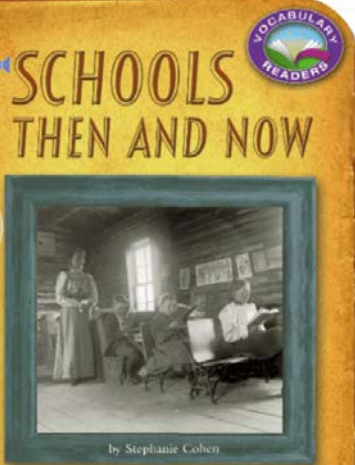
1. S reads the word and is introduced to the meaning of it.
2. S looks at the picture and reads the sample sentence. T may scaffold as necessary (e.g. correct pronunciation, explain the meanings of other words, etc.).
3. T may click the little hand to show the question that connects to S.
4. S answers the question with T's help.

**Answers may vary:** (e.g., having meetings, making speeches, making rules for students and teachers, etc.)

Tips HMH VIP KID **Think Through**


**SCHOOLS THEN AND NOW**

VOCABULARY READERS



by Stephanie Cohen

1. Were your ideas about the schools in 1800s right?
2. Would you like to study in a one-room schoolhouse?



16/35 16 HOUGHTON MIFFLIN

Tips

**Suggested time:** 1 min

**Goal:** S is able to form opinions on the vocabulary reader.

**Activity:**

This is a transitional slide.

S is encouraged to answer the questions with their own opinions.

**Suggested answers:**

Answers may vary.



HMH VIP KID **Target Vocabulary** 2 Guided Practice

Fill in the blanks with the correct words.

strolled    announced    soared    proud

1. The principal \_\_\_\_\_ a piece of good news.
2. He \_\_\_\_\_ through the hallways of school.
3. The rocket \_\_\_\_\_ into the air.
4. Teacher May felt \_\_\_\_\_ of her students.

17/35 17

Tips

**Suggested time:** 1 min

**Goal:** S is able to use the vocabulary with T's guidance.

**Activity:**

1. S listens to or reads the instructions.
2. S fills in the blanks with the correct words. T may scaffold (e.g. correct pronunciation, explain the meanings of words, etc.) when necessary.

**Answers:**

1. announced; 2. strolled; 3. soared; 4. proud


HMH VIP KID **Grammar** 1 Teach/Model

Read the sentences and answer the question.

What do these parts of the following sentences tell you?

→ Pioneer children had one thing in common with you.

→ They played games like marbles, hide and seek, hopscotch, and jump rope.



18/35 18

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of subject.

**Activity:**

1. S reads or listens to the instructions and question.
2. S answers the question with T's guidance.
3. T may click the little hand to show the correct answer.

**Suggested answer:**

They tell whom or what the sentences are about. We call them subjects.


Tips HMH VIP KID **Grammar** 1 Teach/Model

Read the sentences and answer the question.

What do these parts of the following sentences tell you?

→ Pioneer children had one thing in common with you.

→ They played games like marbles, hide and seek, hopscotch, and jump rope.



They tell whom or what the sentences are about. We call them subjects.

18/35 18

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of subject.

**Activity:**

1. S reads or listens to the instructions and question.
2. S answers the question with T's guidance.
3. T may click the little hand to show the correct answer.

**Suggested answer:**

They tell whom or what the sentences are about. We call them subjects.


Tips HMH VIP KID **Grammar** 1 Teach/Model

Read the sentences and answer the question.

What do these parts of the following sentences tell you?

Pioneer children had one thing in common with you.

They played games like marbles, hide and seek, hopscotch, and jump rope.



They tell what the subjects do or are. We call them predicates.

19/35 19

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of predicate.

**Activity:**

1. S reads or listens to the instructions and question.
2. S answers the question with T's guidance.
3. T may click the little hand to show the correct answer.

**Suggested answer:**


They tell what the subjects do or are. We call them predicates.

Tips HMH VIP KID **Grammar** 1 Teach/Model

Read the sentences and answer the question.

What do these parts of the following sentences tell you?

Pioneer children had one thing in common with you. They played games like marbles, hide and seek, hopscotch, and jump rope.



They tell what the subjects do or are. We call them predicates.

19/35 19

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of predicate.

**Activity:**


- S reads or listens to the instructions and question.
- S answers the question with T's guidance.
- T may click the little hand to show the correct answer.

**Suggested answer:**  
They tell what the subjects do or are. We call them predicates.

Tips HMH VIP KID **Grammar** 2 Guided Practice

Circle the subject and underline the predicate in each sentence.

- Pioneer children had one thing in common with you.
- Your school probably has many classrooms and teachers.
- A one-room schoolhouse was very different from your school.



20/35 20

Tips

**Suggested time:** 1 min

**Goal:** S is able to identify the subjects and predicates in the sentences.

**Activity:**

- S listens to or reads the instructions.
- S completes the practice with T's guidance.

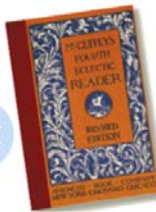
**Answers:**

- subject: Pioneer children; predicate: had one thing in common with you
- subject: Your school; predicate: probably has many classrooms and teachers
- subject: A one-room schoolhouse; predicate: was very different from your school



Tips HMH VIP KID Grammar 1 Teach/Model

Read the parts of the sentences and answer the question.



What parts are missing?

1. Students
2. Many fine teachers

---

3. were just teenagers.
4. learn pages from McGuffey's.

21/35 21

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of sentence fragment.

**Activity:**

1. S reads or listens to the instructions and question.
2. S answers the question with T's guidance.
3. T may click each little hand to show the correct answers.


**Answers:**

- 1, 2: missing predicates
- 3, 4: missing subjects

The sentences missing predicates or subjects are incomplete sentences. We call them sentence fragments.

Tips HMH VIP KID Grammar 1 Teach/Model

Read the parts of the sentences and answer the question.



What parts are missing?

1. Students
2. Many fine teachers

missing predicates

---

3. were just teenagers.
4. learn pages from McGuffey's.

missing subjects

The sentences missing predicates or subjects are incomplete sentences. We call them sentence fragments.

21/35 21

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to understand the concept of sentence fragment.

**Activity:**

1. S reads or listens to the instructions and question.
2. S answers the question with T's guidance.
3. T may click each little hand to show the correct answers.

**Answers:**

- 1, 2: missing predicates
- 3, 4: missing subjects

The sentences missing predicates or subjects are incomplete sentences. We call them sentence fragments.

HMH VIP KID Grammar 2 Guided Practice

Connect the subject and predicate parts to create the famous sayings.

Practice 1 A spoils the whole barrel.

The early bird 2 B makes perfect.

One rotten apple 3 C catches the worm.

22/35 22

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to turn the sentence fragments to complete simple sentences.

**Activity:**

- S listens to or reads the instructions.
- S completes the practice. T may scaffold (e.g. What is missing? What should we add?) when necessary.

**Suggested answers:**

- 1-B
- 2-C
- 3-A

HMH VIP KID Preview

We will read *A Fine, Fine, School* in the next lesson! Before reading, let's do the preview.

**A FINE, FINE SCHOOL**  
by Sharon Creech pictures by Harry Bliss

23/35 23

Tips

**Suggested time:** 0.5 min

This is a transitional slide. S gets ready to preview the anchor text.

Tips HMH VIP KID Preview

# A FINE, FINE SCHOOL

by Sharon Creech pictures by Harry Bliss

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- Title**  
*A Fine, Fine School*
- Author**  
Sharon Creech
- Illustrator**  
Harry Bliss
- Genre**  
Humorous Fiction

Navigation icons: Home, Search, Home, Home, Home, Home, Home, Home, Home, Home

Tips

**Suggested time:** 1.5 min

**Goal:** S is able to preview the story.

**Activity:**

- S learns the title, the author, and the illustrator.
- T may pull out the cards and read the introduction about the author and the illustrator.
- S answers the simple checking questions "What do you know about the author/illustrator?" and "What can you know from the book cover and the title?"

**Suggested answers:**

- The answer for the first question will vary.
- The story is about a school.

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# A FINE, FINE SCHOOL

by Sharon Creech pictures by Harry Bliss

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**When Sharon Creech is working on a book, she sometimes gets stuck. When that happens, she goes for a long walk or does some laundry. Then she returns to her computer and starts writing again.**

**Bliss is a cartoonist whose comic strip appears in daily newspapers. He and his family live in Vermont.**

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- The answer for the first question will vary.
- The story is about a school.




HMH VIP KID Preview

## Genre: the subject or style of literature


### Humorous Fiction

Humorous fiction has characters and events that are funny.  
As you read, look for:

mostly realistic characters and events



The characters are \_\_\_\_\_ and \_\_\_\_\_.



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Tips

**Suggested time:** 1 min

**Goal:** S is able to identify the characteristics of humorous fiction.

**Activity:**

1. S is introduced to humorous fiction.
2. T may explain the first characteristic of humorous fiction.
3. T may click the little hand on the left side to show the meaning of "realistic."
4. T may click the little hand on the right side to show more evidence to explain why the anchor text is a humorous fiction.

**Answers:**

realistic characters; non-realistic character (Monkey King)  
teachers; students


HMH VIP KID Preview

## Genre: the subject or style of literature

### Humorous Fiction


Humorous fiction has characters and events that are funny.  
As you read, look for:

mostly realistic characters and events



realistic characters

The characters are teachers and students.



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Tips

**Suggested time:** 1 min

**Goal:** S is able to identify the characteristics of humorous fiction.

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**Answers:**

realistic characters; non-realistic character (Monkey King)  
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HMH VIP KID Preview

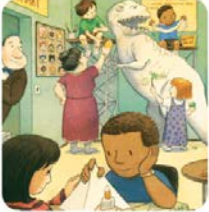
## Genre: the subject or style of literature

### Humorous Fiction

Humorous fiction has characters and events that are funny.  
As you read, look for:

- mostly realistic characters and events
- a setting that is familiar to most readers

The story takes place in a school.



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Tips

**Suggested time:** 1 min

**Goal:** S is able to identify the characteristics of humorous fiction.

**Activity:**

- S is introduced to humorous fiction.
- T may explain the second characteristic of humorous fiction.
- T may click the little hand to show more evidence to explain why the anchor text is a humorous fiction.

**Answer:**  
a school

HMH VIP KID Preview


## Genre: the subject or style of literature

### Humorous Fiction

Humorous fiction has characters and events that are funny.  
As you read, look for:

- mostly realistic characters and events
- a setting that is familiar to most readers
- funny situations or events

The illustrations are \_\_\_\_\_.



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Tips

**Suggested time:** 1 min

**Goal:** S is able to identify the characteristics of humorous fiction.

**Activity:**

- S is introduced to humorous fiction.
- T may explain the third characteristic of humorous fiction.
- T may click the little hand to show more evidence to explain why the anchor text is a humorous fiction.

**Answer:**  
funny

HMH VIP KID Preview

## Predict

1



What kind of activities are the children enjoying in the classroom in the picture?

2



How do the students feel in the picture?

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Tips

**Suggested time:** 1.5 min

**Goal:** S is able to predict what will happen in the story with the help of each picture.

**Activity:**

- S observes the pictures.
- S answers the questions. T may guide S to observe the details to find the answers.

**Suggested answers:** 1. They are making dinosaurs and pyramids. 2. They feel unhappy.

HMH VIP KID Preview

## Predict

3



Where is the girl in the picture?

4



What are the children and teachers doing in the picture?

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Tips

**Suggested time:** 1.5 min




**Goal:** S is able to predict what will happen in the story with the help of each picture.

**Activity:**

- S observes the pictures.
- S answers the questions. T may guide S to observe the details to find the answers.





**Suggested answers:** 3. She is in an office. 4. They are celebrating.









## Set a Purpose


**What do you wonder about the story?**  
**(at least 40 words)**





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Tips




**Suggested time:** 2 min

**Goal:** S is able to set a reading purpose before their reading.


**Activity:**





- S uses the pictures and their predictions as clues to guess what will happen in the story.
- S thinks of the points they are interested in to tell what they wonder.


**Sample answers:** I wonder why the school is fine. I wonder what funny events can happen.


**Let's find out the answers in the next lesson!**







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Tips

This is a transition slide. S is reminded to read the whole story after class.



Self-Reflection

- I read the reader and can understand the words:
 

principal     soared     strolled     worried  
 proud     announced     fine     certainly
- I know the grammar:
 

simple sentence and sentence fragment.
- I can preview the story:
 

*A Fine, Fine School.*
- I can set a purpose for reading *A Fine, Fine School*:
 

I wonder ...

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Tips

Suggested time: 1 min  
Goal: S reflects on what they have learned during the lesson.






DON'T FORGET!

## A FINE, FINE SCHOOL

by Sharon Creech  pictures by Harry Bliss



- Do the review book.
- Read the anchor text: *A Fine, Fine School* in the preview book from Lesson 2.
- Complete your task (What do you wonder about the story? —more than 40 words ) and upload it.

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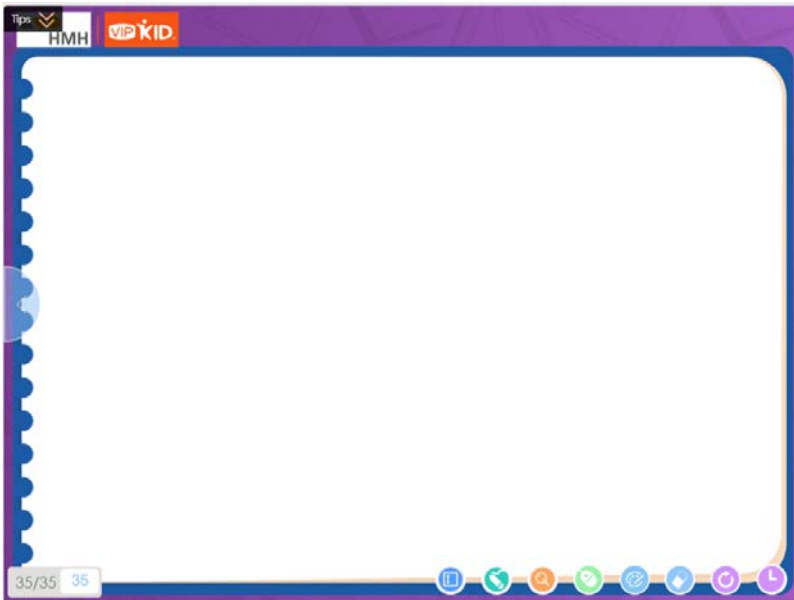
Tips

Suggested time: 0.5 min  
Goal: S is reminded to review the lesson and preview the next lesson.



Tips

No Tips for this page



Tips

The blank slide can be used when necessary.