



### About the Book

Text Type: Fiction/Realistic Page Count: 14 Word Count: 344

#### Book Summary

*The 100th Day Project* is a story about a young girl who is assigned a homework project for the 100th day of school. Leticia needs to fill a piece of paper with 100 things. She doesn't want to fill her paper with just anything; she wants it to be special. Her mother and brother help her come up with something fantastic, and it becomes the favorite project of the class. Illustrations support the text.

Book and lesson also available at Levels L and P.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Use the reading strategy of summarizing to understand text
- Sequence events in a story
- Recognize the /sh/ sound in words
- Identify and fluently read the *sh* consonant digraph
- Identify adjectives and the nouns they describe
- Read and identify the correct use of cardinal and ordinal numbers

#### Materials

Green text indicates resources available on the website

- Book—*The 100th Day Project* (copy for each student)
- Chalkboard or dry erase board
- Summarize, sequence events, adjectives, number words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words:

Story critical: *brainstorm* (v.), *celebrate* (v.), *creative* (adj.), *curious* (adj.), *grid* (n.), *project* (n.)

### Before Reading

#### Build Background

- Write the word *project* on the board. Ask students to explain some types of projects they have previously done.
- Explain that some classrooms count each day of school until they get to 100 as part of a math lesson. When they reach the 100th day, they usually have a celebration, which involves activities and projects related to the 100th day of school, to recognize the accomplishment.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Summarize**

- Explain that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a *summary* is a brief overview of the most important information in the text. The summary usually tells *who*, *what*, *when*, *where*, and *why* about a topic.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read the first chapter aloud to students and model summarizing.  
*Think-aloud: To summarize, I need to decide which information affects the meaning or outcome of the chapter that would be important to remember. Then, in my mind, I organize the information into a few sentences. This chapter is mostly about Leticia, so I will write her name under the heading Who. Based on the information in the chapter, I know that Leticia is trying to identify what she has 100 of. How is this information important to the outcome of the chapter? (She needs to complete a 100th day project that includes 100 things.) I will write counting 100 things for a project under the heading What. Leticia needs to complete the project by the 100th day of school. Why is this important to the meaning of the chapter? (Everyone has to bring in 100 of something for the 100th day of school.) I will write this information under the heading When. Where do the events of this chapter take place? (at Leticia's house) I will write this information on the chart. Finally, why are all these events in the chapter happening? (to celebrate the 100th day of school) I will write this information on the chart under the heading Why. I can use the important information from the chapter, which I've listed on the chart, to create a summary in my own words. For example, a summary of this chapter might be: Leticia needs to complete a project for the 100th day of school. The project must include 100 things. Leticia works at home to find 100 of something.*
- Introduce and explain the [summarize worksheet](#). Have students write the information from the board on their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told from beginning to end.
- Model using sequencing words to describe the steps of a familiar routine, such as brushing teeth. Write key words from each step in order as you describe them to students.  
*Think-aloud: I know that a process, like a story, has a sequence of events. For example, if I want someone to be able to describe how to brush their teeth, certain events need to be included to correctly describe the process. When I brush my teeth, first I take the lid off the toothpaste. Next, I put the toothpaste on the toothbrush. Then, I put the toothbrush head in my mouth and begin rubbing the bristles against my teeth. Then, I spit out the foamy toothpaste. Last, I rinse my mouth with clean water. Ask: Why don't I need to include details in the sequence of events, such as how the toothpaste tastes or what type of toothpaste I use? (A sequence of events contains only the events that are most important for someone to understand the story or process.)*



- Have a volunteer use the key words on the board to sequence the events of brushing teeth out of order. Ask students to explain why the order of events is important (the sequence does not make sense out of order).
- Review the important information from the first chapter that is listed on the summary chart. Have students use this information to identify what event happens first in the story. (First, Leticia tries to find 100 of something for a 100th day project.) Remind them to include only the event that is most important for someone to understand the story. Write the event on the board.
- Introduce and explain the [sequence events worksheet](#). Have students write the first event on their worksheet.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *project, celebrate, creative*.
- Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and a dictionary contain lists of vocabulary words and their definitions.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *project* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 5 as you read the sentence in which the word *project* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose


- Have students read the book to find out more about Leticia's project, stopping after every few pages to summarize the events in the book. Remind them that the information on their summary chart will help them to identify the sequence of events.

## During Reading


### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to reread the text.
- When students have finished reading, discuss the important information they identified on their summarize worksheet for chapter 2, "100 of Something." Model summarizing the information in chapter 2.

**Think-aloud:** *I made sure to stop after the first few pages to summarize what I'd read so far. First, I decided what information affected the outcome of the chapter that was important to remember, answering the questions who, what, when, where, and why. I read that Leticia's mother and brother help Leticia with her project. I will write all three names under the heading Who. I also learned more about the project. I learned that the 100 objects need to be glued onto the squares. Her mother helps her think. Leticia recalls that she likes to read books in class every day. I will write think of ideas and likes to read under the heading What and creative under the heading Why. Is there any information about when or where the events happen that is important to the outcome of the chapter? (No.) In my mind, I organized the important events into a few sentences. A summary for the second chapter might be: Leticia's homework project is to glue 100 objects on her grid paper. Leticia and her family decide to think of ideas for the project, and she realizes that she likes to read books in class every day.*

 **Check for understanding:** Have students read page 8 and write important information from the chapter on their summarize worksheet. Invite them to share the important information in chapter 3, "Making Little Books." Ask students to write a brief summary of the chapter on a separate piece of paper or at the bottom of page 8. (Since Leticia loves books, they decide to create 100 little books for her project. Leticia's family helps her to make the books.) Invite students to share the summaries they wrote.

- Review with students the important information from the second and third chapters that they listed on their summarize worksheet. Have them use this information to identify the events that happen next in the story. (Next, Leticia and her family think of ideas for a project. Then, Leticia decides to make little books, and her family helps her make them.) Ask students to explain whether they need to include every event that happened in the chapter. (No, only the major events that are important to understanding the story are included in a sequence of events.) Have students write these events in order on their sequence events worksheet.
- Have students read the remainder of the story. Remind them to record information on their summarize worksheet for each chapter.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about the events of the story because I summarized the information in my own words as I read the book.*
- Ask students to explain or show how the strategy of summarizing helped them understand the book. Discuss the important information in the remaining chapters.
- **Independent practice:** Have students complete their summarize worksheet by adding important information from chapters 4 and 5.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss the problem Leticia faced at the beginning of the story (she needed to make a project but didn't know what to use to make it). Review with students the sequence of events listed on their worksheet. Discuss how these events are steps Leticia has taken to solve her problem.
- **Independent practice:** Have students complete their sequence events worksheet by sequencing the remaining events of the story. Have them write the events in order on their worksheet. When students have finished, discuss their answers aloud.
- **Enduring understanding:** In this story, Leticia spent a lot of time planning her special project. Now that you know this information, how will you approach your next project?

### Build Skills

#### Phonological Awareness: Recognize /sh/ sound

- Have students listen as you say some words. Ask them to clap if each pair of words begins with the same sound. Say the following pairs of words: *ship/shark, shell/sun, shine/hand*.
- Have students listen for the ending sound in some words. Demonstrate with the word *brush*. Then have them clap if each pair ends with the same sound. Say the following word pairs: *rush/hatch; bush/blush; mat/hush*.

#### Phonics: Sh consonant digraph

- Introduce or review the *sh* consonant digraph with students. Write the word *bush* on the board and ask students to read it with you. Ask what sound they hear at the end of the word and what letters make this sound. Underline the *sh*.
- Explain that the letters *s* and *h* together make the /sh/ sound. Have students review the book to find words that contain the /sh/ sound (*wash, she, dishes, showed, shared*).



- Record these words on the board and ask for volunteers to come up and circle the *sh* digraph in each word. Words can be added to spelling journals, word walls, or classroom dictionaries.

### Grammar and Mechanics: Identify adjectives and the nouns they describe

- Write the following sentence on the board: *I only have 97 gold stars.* Ask students to identify the nouns in the sentence (*I, stars*). Point to the word *stars*. Ask students to identify how the stars are described (*97, gold*).
- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one, how many, or what kind*.
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence. Ask them to hold up the same number of fingers as there are adjectives in each sentence after you read each sentence aloud.  
*She held up the large white grid.* (2)  
*Gluing down some pennies wouldn't work.* (1)  
*They made 100 little books.* (2)
- Have individual students come to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes.



**Check for understanding:** Have students identify and circle all the adjectives on pages 4 through 8. Have them underline the noun each adjective describes. Discuss the results as a group. Ask volunteers to identify whether the adjectives describe which one, how many, or what kind.

- Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

### Word Work: Cardinal and ordinal numbers

- Explain that when reading aloud, readers will sometimes encounter different symbols, numbers, and abbreviations within the text. Good readers read these parts of the text fluently, just as they read the words.
- Direct students to page 4. Ask them to find the number in the text (*100*). Review or explain that this is called a *cardinal number* and that cardinal numbers are used to describe an amount. Point out that a cardinal number is read in the same manner as the written word for the number.
- Have students turn to page 11. Have them locate the two numbers in the text (*100th, 100*). Point out that two letters follow the first number (*100th*). Explain that this is called an *ordinal number* and that it is used to describe a specific order or position.
- Review the correct letters that follow each number through ten. Write them on the board and have students practice reading the numbers aloud (*1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th*). Next to each number, write the word equivalent (*first, second, third, and so on*).
- Check for understanding:** Have students choose a cardinal and ordinal number and use each one in a sentence. Have them record their sentences on a separate piece of paper. Invite them to share their sentences with the class.
- Independent practice:** Introduce, explain, and have students complete the [number words worksheet](#).

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students sequence the events of the story with someone at home.

### **Extend the Reading**

#### **Realistic Fiction Writing and Art Connection**

Have students continue the story, adding another chapter to the end. Have them tell how Leticia felt about all of the hard work she put into her project and what she told her family about later that night. Have them include dialogue between family members, similar to the dialogue in the book.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative report writing.

#### **Math Connection**

Provide graph paper for students to create their own 100 chart. Ask them to glue to their chart 100 similar things that represent something that is important to them. Have them label their chart with an appropriate title. Invite students to share their project with the class.

#### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### **Assessment**

#### **Monitor students to determine if they can:**

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- accurately sequence events of the text during discussion and on a worksheet
- consistently recognize the /sh/ sound
- correctly identify and fluently read the *sh* consonant digraph
- accurately recognize adjectives and the nouns they describe during discussion and on a worksheet
- fluently read cardinal and ordinal numbers within the text; accurately use cardinal and ordinal numbers in sentences on a worksheet

#### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)