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# Lesson 1

## Mom's (Not So Wonderful) News

### Materials

#### Supplied

- **Superfudge book**
- **Student Reader** (1 per student; pgs. 3–11)
- **Vocabulary cards:** *change, mistake, upset, yell*
- **Character cards:** Peter, Fudge, Mom, Dad, Turtle
- **Setting card:** a big city
- **Student Response Book** (pgs. 3–7)
- **Big Idea card:** *Peter's mom was having another baby. Peter was upset.*
- **Big Idea Chart**
- **Author's Purpose chart**
- **Photos of big cities** (print or project Appendix F from the flash drive)
- **My Writing Journal** (1 per student; pgs. 1–4)

#### To Bring From Home

- Backpack and items for packing (e.g., sunscreen, swimsuit, towel)
- If needed for object learners, items to represent a comb, a toothbrush, and a baby (see p. 17 for ideas)

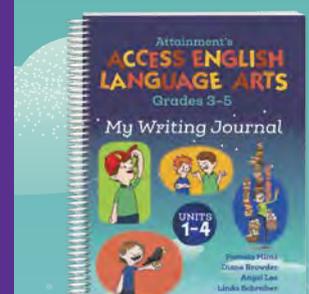
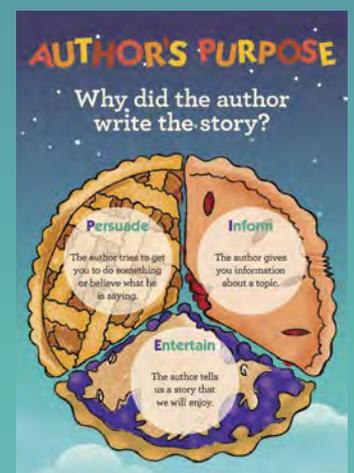
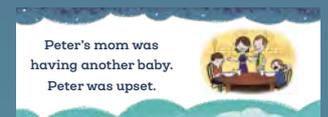
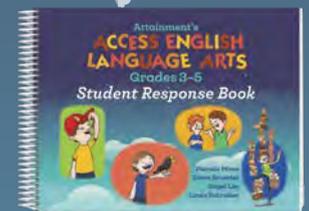
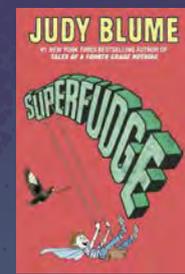
### Lesson Preparation

#### 1. Preprogram AAC devices for students who need them:

- Vocabulary words: *change, mistake, upset, yell*
- The Big Idea / Read-Along Line: *Peter's mom was having another baby. Peter was upset.*
- Affirmative and negative responses: *yes, no*
- Answer to what kind of stories the student feels are entertaining.
- Answer to what Mom and Dad's news was: *They're having a baby.*

#### 2. If needed for object learners, add tactile materials to the book title and author name on the book cover.

#### 3. To create the Big Idea Chart, place the Big Idea card in the top pocket of the blue pocket chart.



## Introduce the Lesson

Today, we will begin a unit about how reading is fun! We will be reading a fun book. The name of the book is *Superfudge*.

This book is a chapter book. We call it a *chapter book* because the book is organized into groups of pages called *chapters*. Each chapter has a number. This book has 11 chapters.

*Superfudge* is about a boy named Fudge and his older brother Peter. Fudge and Peter's parents have some news. I wonder what the news will be...

### Attention Getter

In this story, a boy named Peter thinks he wants to run away from home. Run away means he wants to leave his home. He puts things he wants to take with him in his backpack. Show students a small backpack. Give students an opportunity to feel and touch the backpack and if needed, guide them to touch and feel the backpack.

Show students the small backpack again and have them observe as you unpack it. **Here is the backpack again. You can use a backpack like this to put clothes in when you go on a trip. I've packed a few things in this backpack. Let's see what I've packed in my backpack...**

Unpack two to three items from the backpack that give hints about your destination (e.g., swimsuit, towel, and sunscreen for a trip to the beach). Have students indicate possible places or choose yes or no based on your queries.

**Since I have packed [a swimsuit, a towel, and sunscreen] in my backpack, where do you think I am going?**

**That's right. Since I packed [a swimsuit, a towel, and sunscreen], I could be going to [the beach].**

In the first chapter of the book we'll read today, you'll hear about a backpack one of the characters packs. As we read the story together, listen for why the character named Peter wants to run away.

#### For Students With VI

Place items in their optimal field of vision, and encourage them to explore the items.

#### For Students Who Are Nonverbal

Have students respond "yes" or "no" to your queries (e.g. *Am I going to school? To the store?*) using their AAC device.

#### For Students Needing More Support

Say, *As we read the story together, listen for what Peter packs in his backpack.*



**For Object Learners**

Use items/ objects for:

**backpack (n):**  
A bag used to carry things on your back

**toothbrush (n):**  
A brush used to clean your teeth

**baby (n):**  
A person who is less than 1 year old

**comb (n):**  
A tool used to make your hair look neat

## Vocabulary Building

(adj = adjective; n = noun; v = verb)

- change (n) Different from how things used to be  
upset (adj) Unhappy  
yell (v) To talk really loudly  
mistake (n) Something or some action that is wrong

### Optional Word Bank

friend, parent, slap, immediately, crowded, run away, news, choke, slam, howl, ignore, clung, annoying

Use the time-delay procedure to have students read the pictures with text and then to indicate the vocabulary words.

**Before we read, let's learn some new vocabulary words from our story.** Use the following time-delay procedure to introduce the vocabulary words to students.

### Round 1: 0-Second Time Delay

- Step 1** Present the target Vocabulary card and 3 distractor cards to one student.
- Step 2** Point to the target Vocabulary card and name it. While still pointing to the card, say, **This is the word [change]. Touch [change].**
- Step 3** Provide feedback.
- Give specific praise for touching the correct card, **Yes, [change]. Good job finding [change]. [Change] means ["A way different from how things are now or how they used to be"].**
  - If the student does not respond, first use a physical prompt to guide the student to locate the word. Then give praise, **Very good. You showed me [change]. [Change] means ["Different from how things used to be"].**
- NOTE: There should be no errors in this round.**
- Step 4** Shuffle the cards and repeat the process with each Vocabulary card [i.e., yell, mistake, upset].
- Step 5** Repeat these steps with each student in the group. Then proceed to Round 2.



## Round 2: 5-Second Time Delay

- Step 1** Present the target Vocabulary card and 3 distractor cards.
- Step 2** Say, **Show me [change]**. Wait up to 5 seconds for a response before prompting the student. (For students who can read, alternatively point to the card and say, **“What word?”** rather than **“Show me.”**)
- Step 3** Provide feedback.
- Give specific praise for pointing to the word or symbol, **Yes, [change]. Good job finding [change]. [Change] means [“A way different from how things are now or how they used to be”].**
  - If the student does not respond, use a physical prompt to guide the student to locate the correct word and then give praise, **Very good. You pointed to [change]. [Change] means [“A way different from how things are now or how they used to be”].**
  - If the student responds incorrectly, point to the correct word and say, **This is [change]. Find [change]**. If possible, try to block errors and redirect the student to the correct response. If the student makes an error, do not attend to it [e.g., by saying, **“No, that is [yell].”**]
- Step 4** Shuffle the cards and repeat the process with each Vocabulary card [i.e., yell, mistake, upset].
- Step 5** Repeat these steps for each student.

**Now, I want you to find the word when I give you a definition.** Use the time-delay procedure to have students point to the card when you give the definition.

# Introduce the Text

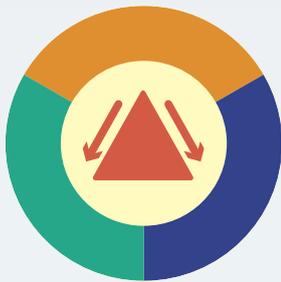
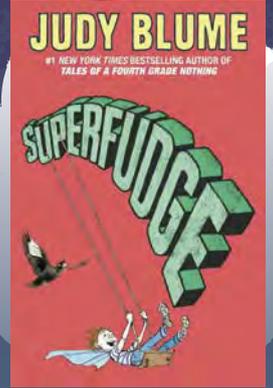
## Elements of the Book

Hold up the book *Superfudge* where students can see it and attend to it. **Today, we are going to read the first chapter of the book called *Superfudge*. Look at the cover of this book. It looks silly. I think this book will be fun to read. I think it will be entertaining!**

Point to the title. **The title of the book is *Superfudge*. Show me the title.** Have students point to or touch the title *Superfudge*.

If correct, say, **Yes, that's right. *Superfudge* is the title of the book. Look at the people on the cover of the book. These are characters in the book. They are not real people, they are make-believe.**

If no response, prompt students using the least intrusive prompt (LIP).



VERBAL	MODEL	PHYSICAL
<i>The title of the book is Superfudge. Show me the title of the book.</i>	<i>Point to the title. The title of the book is Superfudge. Show me the title of the book.</i>	<i>While physically guiding students to the title, say, The title of the book is Superfudge.</i>

Point to the author's name. **The author is the person who wrote the book. Judy Blume is the author of this book. Who is the author of this book?** Have students point to or touch Judy Blume's name.

If correct, say, **Great job! Judy Blume wrote the book. That makes her the author.**

If no response, prompt students using the least intrusive prompt (LIP).



VERBAL	MODEL	PHYSICAL
<i>The author's name is Judy Blume. The author wrote the book. Show me the author of the book.</i>	<i>Point to the author. The author's name is Judy Blume. Show me the author of the book.</i>	<i>While physically guiding students to the author's name, say, The author of the book is Judy Blume.</i>



## Characters

Before we start the story, I will show you some of the characters in the story. Characters are the people in a story. Characters can be animals or figures in the story, too. Let's meet the characters from the first chapter.

Teach the names of the characters Peter and Fudge using a 0-second time delay. Point to each Character card as you introduce the character. Then have the students point to the character while you are still pointing to the card.

- **Peter is the oldest boy in the family. Peter is a character in the story. Show me Peter.**  
Say, **Great! You found Peter.**
- **Point to Fudge. Fudge is Peter's younger brother. Fudge is a character in the story. Show me Fudge.**  
Say, **Yes! Fudge is Peter's younger brother.**
- **Point to Mom. Mom is Peter's mom. Mom is a character in the story. Show me Mom.**  
Say, **That's right! That is Fudge and Peter's Mom.**
- **Point to Dad. Dad is Peter's dad. Dad is a character in the story. Show me Dad.**  
Say, **Well done. You showed me Dad.**
- **Point to Turtle. Turtle is Peter's dog. Turtle is a character in the story. Show me Turtle.**  
Say, **Great. This is Turtle the dog!**

**Let's review all the characters.** Follow Round 1 with Round 2 (a 5-second time delay) to review the characters: Peter, Fudge, Mom, Dad, and Turtle. Give each student a chance to respond as you name all the characters.

### For Students Needing More Support

*Have students indicate the character using eye gaze or another response option. Physically guide the student to the character if needed.*

**For Students  
Needing  
More Support**

*Have students indicate the setting using eye gaze or another response option. Physically guide the student to the setting card if no response.*

## Setting

Point to the Setting card as you introduce the setting. Then have the students point to the setting while you are still pointing to it. **I also want to tell you the setting for this chapter. A setting is where a story takes place.** Point to the picture of a big city setting card. **This story takes place in a big city. Show me the big city.**

Say, **Very good. The city is New York City. There are many tall buildings in a big city like New York City.**

Give students a chance to learn more about New York City. Show the photos of a big city (or, to extend this activity, watch a video showing places in New York City or talk about the places you might visit if you went to New York City).



**For Students  
Needing  
More Support**

*For students who cannot read the entire line, pause to have them complete the last word.*

## Big Idea / Read-Along Line

Display the Big Idea card and/or point to the Read-Along Line in the Student Reader. **In today's story, you are going to help me read this Read-Along Line: "Peter's mom was having another baby. Peter was upset."**

Have students point left to right and read (read along with you, read using an AAC device, or point to the text while you read) the Read-Along Line.

**Great job! The Read-Along Line is: "Peter's mom was having another baby. Peter was upset." Every time you see this sentence, we will read it together.**



## Read the Text

Now, let's read our story. In this chapter, Fudge and Peter's parents have some news. Listen to hear what the news is.

Point out to students the illustration of Peter's mom telling the family her news so students can see it as you read the title of the chapter.

Read **Chapter 1: Mom's (Not So Wonderful) News** without stopping, acting out parts of the story where you can to make it interactive. Examples:

- I choked on the carrot I was eating.
- Dad slapped my back.

Encourage students to follow along while you read aloud; turn pages with or without cues (e.g., **What do we need to do to keep the story going?**).

**For Students with VI**

Describe the illustration. In this illustration, Mom and Dad are telling Peter and Fudge their news. Peter is not happy. Fudge is not listening.

CHAPTER 1  
**Mom's (Not So Wonderful) News**



My life was okay until my mom shared her so-called



wonderful news that **changed** everything. "Peter, we're

Unit 1: Chapter 1 3



going to have a baby," she said.



I choked on the carrot I was eating. Dad slapped



my back to get the carrot out of my throat. When I



could, I yelled, "Not another Fudge! How could you do



this to me?" I already had a little brother named Fudge.



# 4

He was four years old and really annoying.



I ran past Fudge to my room and slammed the

door behind me.



Peter's mom was having another baby.



Peter was upset.



Dad tried talking to me through the door. I told



him to go away. I put my comb and my toothbrush in



my backpack. I was going to run away. When Mom saw



my backpack, she asked where I was going. I said I was



running away to my friend Jimmy's house. Mom said it



would be crowded there. Jimmy and his dad lived in an



apartment with only one bedroom. I said I was going



to Grandma's house then. But Mom said Grandma was



not home. She was in Boston for the week. Mom



said to eat dinner while I decided where I was



going to run away to.



Peter's mom was having another baby.



Peter was upset.



Fudge wanted to see the new baby. But Mom said



he couldn't see the baby right now. He had to wait



until the baby was born. After hearing Fudge whine



all through dinner, I knew another baby was a big



mistake. I picked up my bag and said goodbye. Fudge



wanted to go with me. He clung to my legs. He wouldn't



let go. Then he started to cry. Dad ignored Fudge. He



said maybe the new baby would be different. I decided



not to run away. Five months later, on February 26th,



my baby sister was born. Mom called her "Tootsie." She

2



slept for only two hours at a time. She cried a lot. Her



crying woke me up at night. She also woke up my dog,

10

Access ELA Grades 3–5  
Student Reader



Turtle. When Turtle heard Tootsie crying, he'd howl, too.



Peter's mom was having another baby.



Peter was upset.

Unit 1: Chapter 1 11

## Build Text Comprehension

Good listening. I will read Chapter 1 again, but this time, I will stop and ask questions. We will look and listen for our vocabulary words, too. Be sure to listen for why Peter packs a backpack. Also, I'll need your help again with the Read-Along Line: "Peter's mom was having another baby. Peter was upset."

Re-read Chapter 1 and have the students follow along while you read aloud.

Each time you reach a Read-Along Line, say, **Here is our Read-Along Line. Read it with me: "Peter's mom was having another baby. Peter was upset."** Have students point left to right and read (read along with you, read using an AAC device, or point to the text while you read) the Read-Along Line.

When you read a sentence containing a target **vocabulary word**, stop to point it out. Say, **Did you hear one of our vocabulary words? The word is [\_\_\_\_\_]. Find the word [\_\_\_\_\_] on this page.**

Explain the word in the context of the sentence if needed.

Stop to ask these comprehension questions during reading or at the end of the chapter. If no response, use Re-read Prompts to help students find the answer. Use response options from the *Student Response Book* if needed. (Be sure to name each response option.)

**For Students Needing More Support**

*For students who cannot read the entire line, pause to have them complete the last word.*

**For Object Learners**

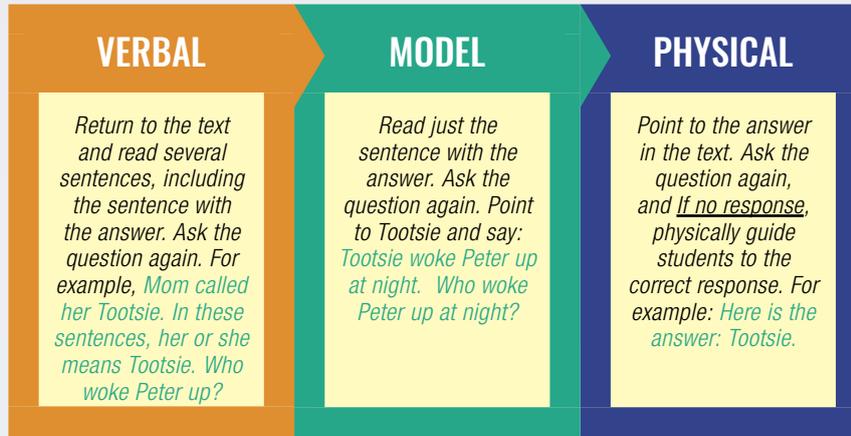
*Use items/objects (including a baby, comb, and toothbrush) as options to answer the questions.*



VERBAL	MODEL	PHYSICAL
Return to the text and read several sentences, including the sentence with the answer. Ask the question again.	Read just the sentence with the answer. Ask the question again.	Point to the answer in the text. Ask the question again, and <u>If no response</u> , physically guide students to the correct response.

- 1 What was Mom's wonderful news? Mom was \_\_\_\_\_. If correct, say, **That's right. Mom's news was that she was having a baby.**
- 2 Who had wonderful news? If correct, point to the illustration in the text and say, **That's right. Mom had wonderful news.** ★<sup>OL</sup>
- 3 What did Peter put in his backpack? If correct, say, **That's right. Peter put a comb and toothbrush in his backpack.** ★<sup>OL</sup>
- 4 What was Peter going to do with his backpack? He was going to \_\_\_\_\_. If correct, say, **Great job! Peter was going to run away.**
- 5 How did Peter feel about Mom's news? If correct, say, **Good reading! Peter was upset about the news.**

- 6 Who wanted to go with Peter? If correct, say, **Perfect! Fudge wanted to go with Peter.** If no response, use Re-read prompts to help students understand the antecedent of the pronoun.



**TIP**  
Question 7 is more difficult because of the use of the pronouns in the text.

- 7 Who woke Peter up at night? If correct, say, **That's right. Tootsie woke Peter up.**
- 8 What was Tootsie doing that woke Peter up? If correct, say, **Nice work! The baby's crying woke up Peter.**
- 9 Who else did Tootsie wake up? If correct, say, **That's right. Tootsie's crying even woke up Turtle.**

## Select an After-Reading Activity

Choose one of these After-Reading Activities. Vary the activity when repeating the lesson. Be sure to complete each activity at least once.

### Main Idea

Display the Big Idea Chart. **This is the Big Idea Chart. We will use the Big Idea Chart to record the big idea of each chapter after we've read it.**

**Today, we read Chapter 1. For the first chapter, I will tell you what the big idea was. The big idea in Chapter 1 was: Peter's mom was having another baby. Peter was upset.**

**Say it with me. The big idea in Chapter 1 was: "Peter's mom was having another baby. Peter was upset."** Have students say the big idea with you.

**I'll place this card on the chart.** Place the card on the chart.

### End-of-Chapter Comprehension

**Remember, when we started, I asked you to listen for the news that Fudge and Peter's parents have. What is the news?**

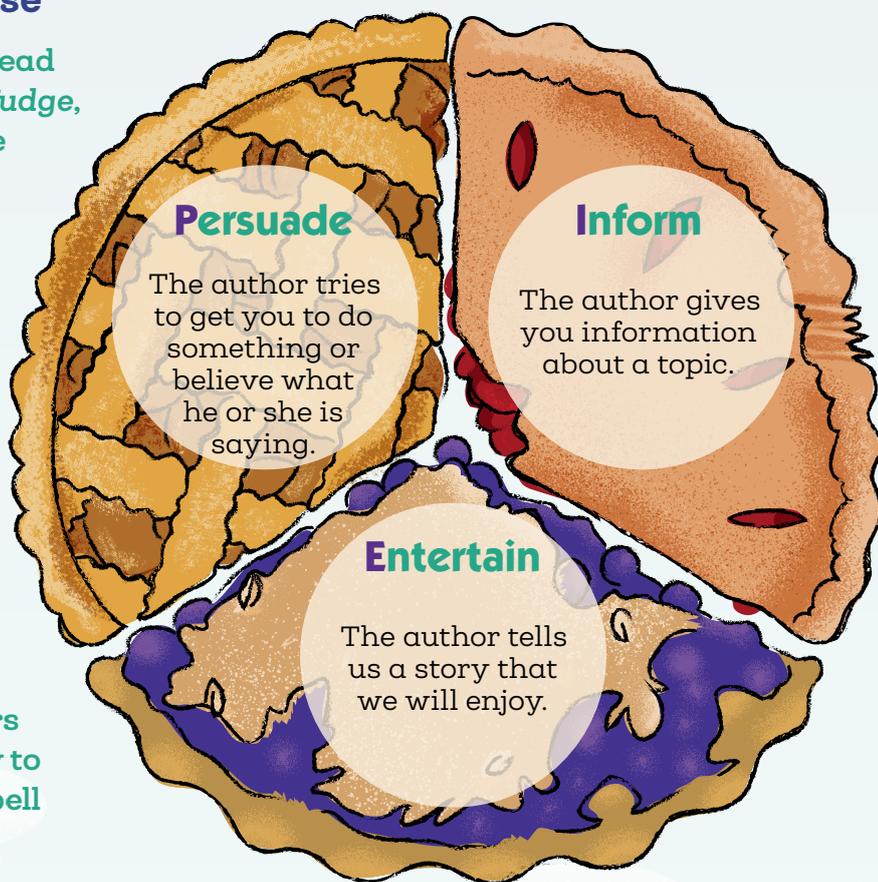
**Yes, Peter's Mom and Dad were going to have a baby. Very good.**

**We will read Chapter 2 next, and it will be your turn to tell me the "big idea."**

### Author's Purpose

**Now that we have read Chapter 1 of Superfudge, let's think about the Author's Purpose. Remember, the author is the person who writes a book or poem. The Author's Purpose is why the author wrote a book or poem. Authors write for many reasons.**

**Look at this chart. It shows three reasons that authors write. They are easy to remember... They spell the word PIE!**



**For Students Who Are Nonverbal**

*Have students respond using their AAC device.*

#### TIP

It is possible to spend the entire lesson on Author's Purpose. If you want to add depth to this section, add examples for each purpose of writing.

**P** P is for *Persuade* (point to *Persuade* on the pie). When the author's purpose is to persuade, the author wants the reader to agree with his or her opinion. An opinion is what you think or feel about something.

For Students  
Who Are  
Nonverbal



Have students  
respond using  
their AAC device.

When an author is trying to persuade the reader, he or she might say things like: "In my opinion, chocolate cake is the best dessert in the world. Many people love chocolate cake. If you eat chocolate cake, you will agree with me. It is the best dessert in the world."

Give additional examples of persuasive writing relevant to students.

Ask, Do you think the author of *Superfudge* was trying to persuade you or get you to agree with her? If so, the author's purpose was to persuade.

I don't think Judy Blume was trying to persuade you. Let's keep thinking...

**I** Next, we have *I*. *I* is for *Inform* (point to *Inform* on the pie). When the author's purpose is to inform, he or she gives readers information or facts about a topic. Sometimes, the information is to teach us about how to do something, like how to make hot chocolate or how to fix a bike. Sometimes, the information is just facts.

If the author is trying to inform you, you'll see words like, "Here are facts about..." "Here's how to..." "Let's find out about..."

Give additional examples of informational text relevant to students.

Do you think the author of *Superfudge* was giving us facts or trying to teach us something? If so, the author's purpose was to inform.

Hmmm. I don't think Judy Blume was trying to tell us facts or to teach us how to do something. Let's keep thinking...

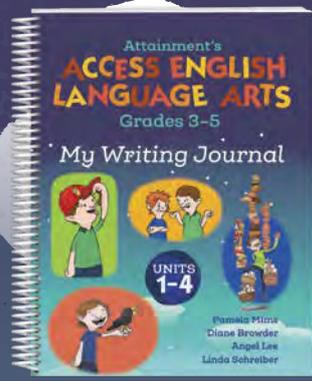
**E** Last, there is an *E* on our Author's Purpose chart. *E* is for *Entertain* (point to *Entertain* on the pie). When the author's purpose is to entertain, the author hopes that we will enjoy reading what he or she wrote. When we enjoy something it means we like it. Provide a few relevant sentences using the word *enjoy* (e.g., I enjoy eating chocolate cake).

Sometimes stories make us laugh, sometimes they make us sad, and sometimes they are scary but they are still entertaining. We still enjoy reading them. What kind of stories do you think are entertaining?

Give additional examples of books and/or activities that are entertaining and relevant to the students.

Do you think the author of *Superfudge* was trying to entertain us? If so, the author's purpose was to entertain.

I think Judy Blume was trying to entertain us. This story so far is funny, and I am enjoying it. How about you?



## Complete the Writing Journal Activity

Refer students to their *My Writing Journals*, where concepts taught are reinforced via writing. Remember that you can print pages from the *My Writing Journal* and Appendix D using the files found on the flash drive. This allows students to cut out the pieces they need to complete the activities.

## Repeat the Lesson

Repeat this lesson as needed until you think students have grasped the concepts in this lesson.

## Extend the Lesson

- Help students locate New York City on a map.
- Work with students to calculate the distance from your community to New York City.
- Help students conduct an internet search of apartment buildings in New York City. Compare them to apartment buildings in your own community.
- Have students find February 26th on a calendar.
- To help students comprehend pronoun usage in the story, write the pronouns *he*, *I*, or *she* at the top of each column of the 3-column T-chart. Read sentences with pronouns from the story and have students decide who the pronoun (*he*, *she*, or *I*) refers to, then place the Character card in the column.
- To help students comprehend pronoun usage in the story, as well as the dialogue between the characters, create a storyboard to help students see which characters are saying the dialogue.
- Work with students to calculate the distance in miles between Boston and New York City.
- Use descriptive words to describe family and friends.