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I created this lesson as a game. The questions are ready for the SmartBoard or overhead. Everything you need is included. 😊

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**Please feel free
to email with questions 😊**

**Sincerely,
Karen Haag**

A Strange Day in July

by Karen Haag 02/04

My brother and I were dressed for the family reunion. I had on my best white dress with a red satin belt and my most wonderful red patent leather shoes. My brother looked his Sunday best in his ironed khaki pants and laced-up boots. My mother told us firmly, “Sit on the couch in the living room. Karen, make sure neither of you move until the family gets here.”

We sat perfectly still right next to one another on the couch like my mother said. The room was silent. The grandfather clock ticked away. Tick. Tock. Tick. Tock. We waited. We waited some more. I wish we didn't have to sit here, I thought. My brother turned to me and asked, “Do you want to skip some stones in the lake?”

We were off in a minute. Out the door, down the hill and right to the edge of the lake we ran, as fast as our legs would carry us. When we got to the lake, we searched for perfect skipping stones and threw them out over the lake. First one and then another! We watched them jump, jump, jump across the sparkling water. My brother threw a third stone with all his might, and the stone bounced across the lake beautifully.

Then the strangest thing happened. That stone came skipping back. Stranger still, as it was just about to run into us, it lifted up and flew into the air. The next thing we knew, the rock started spinning and as we watched turned into a little tiny fairy like the one in Peter Pan. “Come with me,” she called as she twittered above our heads. “Come fly with me.” She sprinkled us with fairy dust.

Slowly, I felt myself being lifted into the air. The lake was getting smaller beneath my feet. The air got cooler. At first, I was flying with my feet pointed toward the ground. I leaned a little to the left and then a little to the right. I thought I was losing it but then I realized I was supported by some strange force and I couldn't fall! Slowly, I got into the idea of flying and straightened my body out so that I looked more like an airplane. My arms were spread wide and I began to enjoy flying.

My brother and I played in the sky. I flew under him and then he flew under me. We raced through the clear blue sky, which didn't look blue from where I was flying. We dove toward the earth and then pulled up and soared toward the heavens. All the while, the fairy was complimenting us. “Good job!” she'd say. It seemed like we flew for hours over the hillsides, above the lake scanning the neighborhoods below us. I couldn't get enough.

We looked down and saw tiny cars running along the road and pulling into our driveway. Our family had arrived. Oh, we were in trouble now. We explained to our new friend, the tiny little fairy. “No problem!” she announced. “Follow me!” Gladly, we raced after her through the evening sky. She led us right back to our very own living room. I was SO nervous because mom would see us now for sure.

The fairy flicked her magic wand and we were sitting perfectly still on the couch. Mom was answering the door. Our family greeted us one by one. “She hadn't seen,” I thought. My heart beat wildly. I looked at my brother and he winked back at me.

We've been to the lake a hundred times since then and never have seen our friend again. But when I look down at the lake and see the water shimmering, I believe what no one else knows. Those rocks that you think are just rocks? They can spin and turn into tiny little fairies whenever they want.

Reference the Text Game: Strange Day in July 75-90 minutes

MATERIALS:

Students: pencil and selection/student. Optional: Game piece, million-dollar ladder, & lifeline paper.
Teacher: 1 overhead of the selection, 1 overhead of the questions, seating chart or students' names on popsicle sticks, students in triads or quads seated together at desks pushed together or tables

DIRECTIONS & OBJECTIVE: Students will be playing a game. The objective is to get the answer correct AND to explain the clues the student used to get the answer (reference the text). The clues must match or come close to matching the key. The teacher has final say.

Everyone wins but only one student can answer at a time. The goal is for the class to get \$1,000,000 as a group. It's a team effort. Each person gets to keep track of the money earned on his/her personal Million-Dollar ladder but everyone in the class is getting the same amount of money. Talking during another student's turn means everyone moves down the ladder one step.

Ask, *Can everyone agree to these guidelines?*

Review the kinds of questions they may get asked - optional.

- Right There Question – in the text
- Think and Search Question – need to look more than one place but it's in the text
- Author and Me Question – clue in the text but I also need to infer with my brain
- On My Own Question – need to bring my own best judgment to the question or eliminate answers

Review the lifelines the class may use one time each:

- 1) Use a dictionary.
- 2) Ask the adult in charge.
- 3) Ask the group or another group.
- 4) Call one friend in the group or another group

Give each student an answer "ladder" board and a game piece to keep track of their "winnings." Give them a lifetime card to keep track of which ones they use. (They can cross them out as they use them.)

Give students time to read the passage. Read with a pencil! Students should underline, code and summarize like they have been taught to do!

Show a question on the overhead. Give groups time to discuss the answer AND the reference. Encourage them to mark the answer on the text with the question number.

Select one person to answer from your seating chart. The class must listen and not contribute to the answer. However, if the student gets the answer right, all students in the class move their game pieces up the Million-Dollar Ladder. Also, the student may choose to use a lifeline and in that case, the students need to have been listening!

For an answer to count, the student must give the correct answer and explain how they decided which answer was correct by referencing the text. It is great if the student can explain what kind of question it is but NOT NECESSARY because classifying the questions is arbitrary. But, it would be great if the teacher explained his/her thinking and modeled referencing of the text and classifying the questions *after* deciding whether the child's answer is acceptable or not.

Follow-Up Lessons

1. For individual accountability, let children take the test with the game questions and their marked paper.
2. Other games
3. Let student write the games

Who Wants To Be a Millionaire?

The average high school dropout makes, on average, \$300,000 less over his lifetime than a high school graduate according to *The Charlotte Observer*. A college grad can expect to make \$500,000 over the course of a lifetime, in today's dollars.

I got to thinking about this article I read in *The Charlotte Observer* the other day and how we could use this information to help our students. I envision a class meeting where the teacher shares these facts. With calculators in hand, let the students figure out what a worker would make without a high school degree – at \$7.25 per hour. Let's see, 45 hours x \$7.25/ hour = @\$325 per week. Multiply that times 51 weeks (taking sickness into account because hourly wage earners without high school degrees rarely get sick days). That's roughly \$16,639. Multiply that times 30 years and you get \$499,162.

A high school graduate could expect to make \$300,000 more than that - @\$800,000. A college graduate can expect \$500,000 more, over **one million dollars! So, who wants to be a millionaire?**

Times have changed. My husband's grandfather ran a successful business, owned a home and drove new Thunderbirds. He dropped out of school in third grade. Whereas, even 20-30 years ago, students could make a living without completing high school, now options are few. Students cannot even serve in the military without a high school diploma. Students with dreams of becoming a successful sport figure still have to get into college.

Instead of putting homework on the board, put **The Million-Dollar Club**. Let them know that it's a decision they face every day. Each day they do not do their homework, they are robbing themselves of income. The foundation they gain by doing the work will affect their success.

If punishing students for not doing homework is not working, try using class meetings, contracts and quality tools. Graphing their progress each day really helps some kids, especially if they are moving toward a goal.

Differentiate homework. In class the next day, have students who finished homework review what they learned from doing the homework for students who didn't finish or absent students.

Talk with them about how today's decisions are affecting tomorrow's ability to buy a car. It's hard to get up every day and go to school when the goal is 8-10 years away. We can help them understand that fact through class meetings and activities such as these.

We know that. How can we help students understand?

Lifelines 😊

1. Use a dictionary.

2. Ask an adult.

3. Ask a group.

4. Call one friend in
a group or another
group.

Million Dollar Winner!

15 \$1,000,000!
14 \$500,000
13 \$250,000
12 \$125,000
11 \$64,000
10 \$32,000*
9 \$16,000
8 \$8000
7 \$4000
6 \$2000
5 \$1000
4 \$500
3 \$300
2 \$200
1 answer right! \$100
START

Teacher Key

Inference Practice: Remember to infer 😊

1. The following *inference statements* are written about the story, “A Strange Day in July.” Your job is to decide which inferences are correct after reading the story. Color in true if the statement is most likely true. Color in false if the statement is not very likely to be true. Color in not enough information if you do not have enough information in the story to figure out whether the inference is true or false.
2. Make sure you write down the reference from the story so that you can prove your point.
3. Look carefully at the example so you know what to do.

Example: This story takes place in the 1850s.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

 girl is dressed in patent leather shoes

 sitting on couch in the living room

 family drove in cars

1. This story is *nonfiction*.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

Lots of clues: flying fairies and children, magic wands, stone came skipping back

2. The brother in the story is older than the sister.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

Since the mother told Karen to make sure neither of them moved “until the family gets here,” Karen is probably the older one.

3. The story takes place in the summer.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

Children ran down to the lake, not wearing coats. Reunions often held in the summer when everyone can get together. Most likely, true.

4. One could characterize the mother as wicked.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

There’s not enough information to prove she’s wicked. She dressed the children and told them to stay put, but she is not punishing them. There aren’t any details in the story to prove she’s wicked.

5. If the author wrote another chapter of this story, the boy and girl would see another fairy.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

The author’s clue is that the kids have been to the lake “100 times and they never saw their friend again.” The reference tells us it’s very unlikely they will see her again.

6. The relatives came to visit late in the day.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

The clue, “we raced after her through the evening sky,” with *evening* meaning early night, proves that the relatives came late in the day

7. The children can fly because the fairy sprinkled fairy dust on them.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
3 clues to answer this question as true: "Come fly with me." She sprinkled us with fairy dust. Then, we started to fly. Then, she sprinkled us with fairy dust when we stopped flying.

8. The children live in the country.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
They raced down the hill to the lake. The fact that they got there right away makes it seem like the lake is on their property. The cars were driving long, winding roads.

9. The children get in trouble a lot.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
All we know is that they didn't get in trouble this time. There are no clues to reference to tell us that they get in trouble a lot. Not enough information.

10. The little girl loved flying.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
Quite a few clues to prove that the girl liked flying: "Slowly, I got into the idea of flying; I began to enjoy flying; and I couldn't get enough."

11. The rocks in a lake near your house can turn into fairies anytime they want.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
Since this is a fiction story, it is very unlikely that rocks can turn into fairies. We couldn't find any scientific evidence to back prove this story could happen.

12. The ending of the story could be classified as mysterious.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
The story ending is mysterious in that they never saw the fairy again. The author doesn't tell us if this is a dream or where the fairy came from. The reader is left with many unanswered questions.

13. The story is told from the fairy's point of view.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
Absolutely false. All the references to the storyteller of the story are the little girl: "My brother and I were dressed for the family reunion."

14. The children do not have a father.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
There are no references at all to prove one way or the other that there is or there is not a father.

15. The word reunion in the first line of the story means a time when friends and family get together.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:
The family gets together. The family is referred to as "the relatives" meaning they're probably from out of town. They got all dressed up.

Inference Practice

Name _____

Remember to infer 😊

1. The following *inference statements* are written about the story, “A Strange Day in July.” Your job is to decide which inferences are correct after reading the story. Color in true if the statement is most likely true. Color in false if the statement is not very likely to be true. Color in not enough information if you do not have enough information in the story to figure out whether the inference is true or false.
2. Make sure you write down the reference from the story so that you can prove your point.
3. Look carefully at the example so you know what to do.

EXAMPLE: This story takes place in the 1850s.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

girl is dressed in patent leather shoes

sitting on couch in the living room

family drove in cars

1. This story is *nonfiction*.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

2. The brother in the story is older than the sister.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

3. The story takes place in the summer.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

4. One could characterize the mother as wicked.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

5. If the author wrote another chapter of this story, the boy and girl would see another fairy.

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

6. The relatives came to visit late in the day.

- true (very likely)
- false (not very likely)
- not enough information

7. The children can fly because the fairy sprinkled fairy dust on them

- true (very likely)
- false (not very likely)
- not enough information

References from the text that prove my point:

8. The children live in the country.

- true (very likely)
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References from the text that prove my point:

13. The story is told from the fairy's point of view.

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10. The little girl loved flying.

- true (very likely)
- false (not very likely)
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References from the text that prove my point:

14. The children do not have a father.

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11. The rocks in a lake near your house can turn into fairies anytime they want.

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15. The word reunion in the first line of the story means a time when friends and family get together.

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Example: This story takes place in the 1850s.

- true (very likely)
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References from the text that prove my point:

_family drove in cars_____

_girl is dressed in patent leather shoes_____

_sitting on couch in the living room_____

1. This story is *nonfiction*.

- true (very likely)
- false (not very likely)
- not enough information

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7. The children can fly in the story because the fairy sprinkled fairy dust on them.

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