

Give Me Half!

Literacy Focus: Phonics and Word Identification

Math Focus: Fractions

Lesson Summary:

- Whole class
- Teacher read aloud of Give Me Half by Stuart Murphy (1996)
- Word study will be used to increase student understanding of certain word families

Objective: The student will be able to identify similarities and differences of different words.

Research on Word Study:

- Tierney, R.J., & Readence, J.E. (2000). *Reading strategies and practices: A compendium* (3rd ed.). Needham Heights, MA: Allyn and Bacon

Materials:

- Murphy, S. (1996). *Give me half!* New York, NY: HarperCollins Publishers
ISBN-13: 978-0-06-446701-8
- During Reading Questions
- Word Family Cards

Common Core Standards:

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts

Before Reading

- Have students look at the cover of the book and make predictions. Ask several questions to activate their prior knowledge:
 - What does half mean?
 - Who do you think the main characters are?
 - What do you think the story will be about?

During Reading

- Enlarge the text on the Smartboard by using the document camera. Read the story aloud, using your finger as a pointer to keep students focused on the text that you are reading. Make sure the classroom atmosphere is relaxed and non-threatening by having students sit on the floor around the Smartboard.
- After reading page 7, stop to demonstrate how to make predictions. *I think that the sister is mad and is going to get her brother in trouble with her parents.*
- After reading page 9, stop to confirm your prediction with evidence from the text. *My prediction was right because the Dad told the brother to split the pizza in two and share equally.*
- After page 13, stop to ask students for predictions about what the brother will do next.
- After page 15, have students confirm their predictions with evidence from the text.
- After page 23, stop to ask students for predictions about what the sister will do next.
- After page 27, have students confirm their predictions with evidence from the text.
- After reading the text, display the questions below on the Smartboard (or pass them out) and have students work on the questions in partners.
- As a class, discuss the answers to the questions.
 - Who are the main characters? *The brother and sister.*
 - What was the effect of not wanting to share the pizza? *The father made the brother cut the pizza in half.*
 - What was the cause of the food fight? *Sharing the stack of cookies.*
 - What is their problem? *They do not know how to share their food.*
 - How do they solve their problem? *Their father tells them to split everything in half and have equal shares.*
- After discussing the comprehension questions focus students' attention on how the sentences rhymed.
 - Reread page 10 and 11.
 - What words rhyme? *Think and drink.* Can you think of any more words that rhyme? *Write students' ideas on the board under think and drink.*
 - Reread page 16 and 17.
 - What words rhyme? *Pack and snack.* Can you think of any more words that rhyme? *Write students' ideas on the board under pack and snack.*
 - What do these words have in common? *They all end in ack and ick.*
 - What are different about these words? *They start with different letters.*
 - We are going to study different word families that we find in this book. It is important to study word families because it will help us become better readers. If you can read *back* then it will be easier for you to read *pack* and any word in the same word family since you know how to read *-ack*.
- Pass out the worksheet with *-ick* and *-ack* words. Have students cut out each card.

- As a class, read each word. Make sure that students can identify each word before doing the word sort.
 - Have students sort words by their ending sounds (-ick and -ack). Check student answers by displaying the cards under the document camera and have a student sort them.
 - Have students sort words by their beginning letter. Check student answers by displaying the cards under the document camera and have a student sort them.
 - Have students put those words off to the side of their desk and get ready for a new sort.
- Reread page 22-25.
 - What words rhyme? *Bite and fight. Wait and late.* Can you think of any more words that would rhyme with these words? *Write students' ideas on the board under bite/fight and wait/late.*
 - Does *bite* have a long i or a short i sound? *Long.*
 - Does *wait* have a long a or a short a sound? *Long.*
- Pass out the worksheet with Long A and I words. Have students cut out each card.
 - As a class, read each word. Make sure that students can identify each word before doing the word sort.
 - Have students sort words by their vowel sounds (long a or long i). Check student answers by displaying the cards under the document camera and having a student sort them.
 - Have students sort words by their beginning letter. Check student answers by displaying the cards under the document camera and having a student sort them.

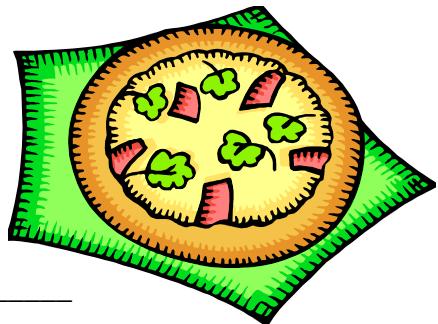
After Reading

- By doing the word sorts, we were able to use what we knew about a word and apply it to new words! This helped us read new words! How can you use what we just learned next time you come to a word you don't know how to read? *Chunk it into parts that you do know to help you sound it out.*
- In this book, we learned about fractions and how they can be part of a whole like with the pizza and juice. We read about how fractions can be part of a set like with the cupcakes.
- We are going to use what we just learned about fractions with our word sorts. Sort your words by their vowel sound again. We are going to write a fraction to show how many of your words have a long i. How many words have a long i sound? *11 out of 21.* Good, when we write that as a fraction we put 11 on the top of the fraction bar and 21 on the bottom.
- Can you tell me how many of the words have a long a sound? *10 out of 21.* Good, can you write that as a fraction?
- We are going to learn more about fractions in today's math lesson.

During Reading Questions

Name: _____

Directions: Read the story and answer the questions with your partners.



1. Who are the main characters? _____
_____.

2. What was the effect of not wanting to share the pizza? _____
_____.

3. What was the cause of the food fight? _____
_____.

4. What is their problem? _____
_____.

5. How do they solve their problem? _____
_____.