



Lookout Point

LESSON PLAN > A Home for Tomas and Luna

Objectives



- > Read words with open syllable V/CV patterns accurately and fluently.
- > Read words with open syllable prefixes accurately and fluently.
- > Read high frequency words accurately and fluently.
- > Read with appropriate intonation.
- > Comprehend new vocabulary when reading.
- > Demonstrate comprehension during and after reading.

Target Skills



Module 5.2 Review: Open Syllable V/CV and Open Syllable Prefixes

Materials



- ☐ Letter Cards for previously-learned consonants, vowels, and digraphs
- ☐ Affix Cards *de-, pre-, pro-, re-*
- ☐ High Frequency Word Cards *heart, house, houses, it's, learn, learned, own, room*
- ☐ Tumble Word Cards: *afford, cooperate, payment*
- ☐ A Home for Tomas and Luna Lookout Point Book
- ☐ Whiteboards or paper

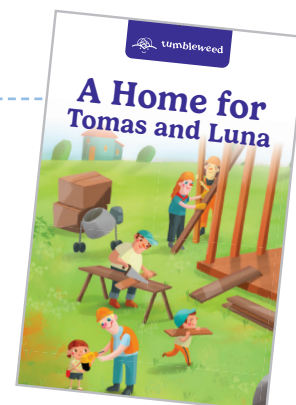
ABOUT THE BOOK Tomas and Luna are moving to a new house with their dad... but first they have to build it.

Prepare for Reading



See the **Tumbleweed Instructional Strategies Guide** to customize Prepare for Reading based on student needs and instructional time allotted.

Phonics Review | Use the **Letter Cards** to review open syllables and y as a vowel (long i). As you display each **Letter Card**, have students say the letters and sound for each card, using the keyword as necessary. Then build words such as these for students to read aloud: *cry, fly, shy, spy*.



Phonics | **Say:** Today we will read words with open syllable prefixes. Remember an open syllable ends in a vowel, and that vowel says its long sound—its name.

- Display the **Affix Cards** *de-, pre-, pro-, and re-*. **Say:** We know that prefixes are word parts that can be added to the beginning of a base word and will change the meaning of the word. Use the **Letter Cards** to build *fill*. Have students read it. Then add the **Affix Card** *re-* to make the word *refill*. Explain that *refill* has two syllables and has two word parts. Have students name the base word (*fill*) and the prefix (*re-*) and tell the meaning of each. Then discuss the meaning of *refill*. Repeat with *premade* and *program*.
- **Say:** Sometimes open syllables are combined with syllables that have the vowel-consonant-vowel pattern, as in the word *even*. Use the **Letter Cards** to build *even*. Explain that more often than not the consonant will go with the second syllable, leaving the first syllable open. Separate the word into its syllables: *e | ven*. Read each part and then the whole word. Discuss the open first syllable and closed second syllable. Remind students they can read a word in parts before blending the whole word. Have students read the parts and then the whole word. Repeat with *over* and *silent*.

Phonics | (continued)

- For support with teaching syllable pattern rules, see the Teaching Syllable Division instruction and How to Decode Big Words Chart in the **Tumbleweed Instructional Strategies Guide**.
- Ask students to turn to page 26 of **A Home for Tomas and Luna**. Have them read aloud the words in the boxes. If necessary, build the words with **Letter Cards** and **Affix Cards** and have students read them aloud, tapping as needed.



See the **Tumbleweed Instructional Strategies Guide** for corrective feedback options to support students who have difficulty with the Phonics instruction.

High Frequency Words | Use **High Frequency Word Cards** *heart, house, houses, it's, learn, learned, own, room* to introduce words to students.

- Display each card one at a time. Read each word aloud with students three times.
- Have students choral read the words three times. Guide them to point out any familiar sound-spelling relationships in the words, such as suffix *-ed* in *learned*. Guide students to find the related words: *house, houses, learn, learned*.
- Guide students to identify the irregular sound-spelling relationships in the words *heart, learn, and learned*. Reference the **Lookout Point Irregular High Frequency Word Chart** in the Teacher Hub on **tumbleweedpublishing.com** for additional support.
- Model tapping and spelling each word aloud. Then have students repeat.
- Have students turn to page 27 of **A Home for Tomas and Luna**. Have them find and circle with their finger the high frequency words they just read and spelled in the box. Guide students to use each word in a sentence. If needed, read aloud the sentence on the back of each **High Frequency Word Card**.
- Guide students to read the remaining high frequency words in the box. Help them point out any known phonemes and sound-spelling relationships in the words, such as the consonant blend *st* in *against*.

Tumble Words | **Say:** *You will read three words that may be unfamiliar to you: afford, cooperate, and payment.*

- Display **Tumble Word** cards one at a time. Read each word aloud and have students repeat.
- Read the student-friendly definition aloud and discuss the visual.
- Invite students to share examples, sentences, and any related words.

Building Background | Show the cover of the book to students and read the title aloud. Then use the link on **tumbleweedpublishing.com** to play the **Building Background** video. After students watch the video, **ask:** *What did you see in this video? Why do you think the children and their families were so happy? How do you think this organization helps families?*



Read *A Home for Tomas and Luna*



Reading Options | *A Home for Tomas and Luna* can be read with individual students or in small groups. Options for first, second, and third readings are presented here. See the **Tumbleweed Instructional Strategies Guide** to support meaningful and individualized instruction and for corrective feedback options for those students who have difficulty decoding.

Decoding in Context | As you read with students, pause to prompt and guide them to sound out and blend individual words with the target phonics skill or break them into their individual parts. Then have them reread the sentence.

Visualize Think Aloud | **After pages 2–3, say:** *Today, we are going to visualize, or create a picture in our head of what is happening in the text we are reading. After reading these pages, I know that two children and their dad ride a bus to a neighborhood. They stand in an area of grass without a house and Dad says they will live here. I can imagine this might be confusing for the kids. They may look a little surprised or confused, but I bet Dad is smiling because he has a surprise plan. If they are going to build a house, the land is probably flat with few trees, if any, since it would be difficult to build a house around trees.*

After pages 4–5, ask: *Does the picture that I visualized after reading match the images here? How? (Yes; I see children and their dad on a piece of land that has only grass and dirt. There are not many other houses built yet.) Let's visualize after we read each set of pages to see if we are picturing what we read*

Visualize | **After pages 6–7, ask:** *What can you picture in your head after reading these pages?* Invite a student to describe what they visualize.

After pages 10–11, invite students to visualize what it would look like to stand in a house that does not have all of the walls finished yet. Have them describe how Tomas and Luna might look.

After pages 12–13, ask: *Is this how you pictured the scene when you read it? (Responses will vary.)*

After pages 14–15, invite students to visualize these scenes with the floor tiles in their minds. Have them describe how the floors might look as the people are laying the tile and how they will look when the tile is finished.

After pages 16–17, ask: *How are these images of the tile floors similar to what you imagined? How are they different? (Responses will vary.)*

After pages 18–19, invite students to visualize the family with their finished home.

After page 20, ask: *Is this how you pictured their home? (Responses will vary.) How does the family look in this picture? (happy; like they are glad to have a finished home and new friends)*



If Multilingual Learners have difficulty expressing what they visualize, allow students to point to and name items in the picture that they just read about.



Reread *A Home for Tomas and Luna*



Comprehension/Vocabulary | See the **Tumbleweed Instructional Strategies Guide** for suggested corrective feedback to support comprehension, vocabulary, and fluency.

Say: Today, we are going to reread *A Home for Tomas and Luna* and talk about the text to show that we understand what we are reading.

After pages 2–3, ask: Why do you think Dad keeps their destination a secret while the family rides the bus? (He wants to surprise Tomas and Luna.) What problem does the family have? (They have not been able to find a house they were able to buy.) I see one of our **Tumble Words**: afford. With students, reread the paragraph with *afford* on page 3. **Ask:** What is an easy phrase or word we could use that means the same as *afford* in this sentence? (have enough money to pay for) Reread the sentence with the definition of *afford*.

After pages 6–7, ask: How can the family afford to build a new house? (They will help build it.) How are the kids able to help? (They fill water buckets and find tools for people.) **Say:** I see another one of our **Tumble Words**: cooperates. With students, reread the sentence with *cooperates* on page 7. **Ask:** What is an easy phrase or word we could use that means the same as *cooperates* in this sentence? (works together) Why does everyone cooperate? (They have also had help building their own homes.) **Say:** I see another one of our **Tumble Words**: payment. With students, reread the sentence with *payment* on page 7. **Ask:** What do you think a payment is? (how much you pay for something) Why will the family have a smaller house payment? (Possible response: Everyone is working together to build the house for them.)

After pages 8–9, ask: How do you think the people feel about cooperating to build the house? (They look happy to help.) What are some ways you see people cooperating? (Possible response: Some people are cutting wood; Some people are carrying supplies; Some people are standing up boards to help build walls.)



If students have difficulty expressing how people cooperate, use the illustration to point out all of the jobs people are doing to build the house. Invite students to discuss how cooperating would help build the house.

After pages 10–11, ask: How can the kids tell where the rooms will be when there are no walls in the home? (The frames are up and they can tell where the walls will be.) How do you think Tomas and Luna feel about the house? (Responses will vary.) Do you think it is a quick process to build a house? How can you tell? (Possible response: No, because they are working every weekend.)

After pages 14–15, ask: What does the family find in front of their house? (boxes of tile) What are they for? (The tile will become their floor.) Why do you think Mr. Gibson needs pads on his legs? (Possible response: To protect his legs while he puts the tile down.) Why is math important in laying tile? (Possible response: The workers have to measure the floor; They have to use math to know how to put the tiles to fit.)

After pages 18–19, ask: How do people help after the home is built? (Some people donate items; Some people help them unpack.) Why does Dad cry? (His heart is so full of love.)

Fluency | Remind students that fluent readers focus on reading each word correctly, or accurately. **Say:** Remember our accuracy phrase: “I see it, I say it.” This will help you read fluently, accurately, and automatically. Reading accurately helps us better understand what we read.

- Have students turn to page 3 in the book. Point out the question marks in the second and third paragraphs. Remind students that their voices should go up a bit at the end of the sentence to show that a question is being asked. Model reading these paragraphs aloud with and without intonation reflecting the punctuation. Invite students to discuss the difference.
- Then reread page 3 with students. Remind them that it should be read with accuracy and intonation. **Ask:** How do you feel about your accuracy and intonation? What are you proud of? What else might you want to work on?



Read Aloud | Houses People Can Afford



Say: Today, you are going to listen to a nonfiction text called, **Houses People Can Afford**. You will learn about a program that helps build affordable homes. Listen carefully for details about Habitat for Humanity and how it works.

Pages 22–23: Read aloud to students the nonfiction paired text selection. Then, **ask:**

- What is the main idea, or the most important information, in this passage? (**Possible response: Habitat for Humanity helps people build affordable homes.**)
- Why was Habitat for Humanity started? (**Possible response: The Fullers and Jordan thought everyone should be able to have a home and live together in a community; They wanted to make homes affordable.**)
- What is the meaning of the word own in the second paragraph? (**Possible response: It belongs to them.**) Point out the word owned in the first paragraph. How is this word related to the word own? (**Possible response: The word owned tells that they used to have things that were theirs.**) Discuss the multiple meanings of the word own and how it relates to the related words owner, ownership, and owned.
- How does Habitat for Humanity help people afford a home? (**Possible response: They volunteer their time to help build rather than paying others to build a home for them.**) If students are unable to answer, **say:** Listen and follow along as I reread the second paragraph. Repeat the question and read aloud the third paragraph. Point to the bold and highlighted word and then discuss that the price of a house usually includes the cost of the materials and the cost of paying others to do the work. Point out how the program saves on costs.
- What information can you learn from the drawing? (**Responses will vary.**)

Multiple-Meaning Words | Reread the first sentence in the last paragraph. **Ask:** What does it mean to live together in harmony? (**to get along**) The word harmony can also refer to sounds in music. These sounds work together to make a beautiful song. How do you think living in harmony is similar to music having harmony? (**Possible response: The people and the sounds go together well.**) Point out the phrase “not a welcome idea” and reread the sentence. In this sentence, the phrase means that the idea was not accepted. When you welcome someone into your home, you accept them and invite them inside. You are glad to have them there. How do you think this relates to an idea not being welcome? (**Possible response: People did not invite the idea; they didn’t want to accept the idea.**) Point out that writers sometimes use words and phrases with more than one meaning to help paint a picture of their ideas. Readers can use what they know about the words to determine the meanings of the phrases in the text.

Reflect on Your Reading



Pages 24–27: Have students silently decode **A Home for Tomas and Luna** and answer the questions on page 24 to check their comprehension.

1. **Inferences** What else do you think Papa, Tomas, and Luna have gained from the new house program? (**Possible responses: I think they gained new friends, new knowledge of how to build a house, and a new community.**)
2. **Vocabulary** Papa is struck silent when their new friends come to help them unpack. What does it mean to be “struck silent”? (**It means to be so shocked you cannot speak.**)
3. **Visuals** How do the illustrations help you see the progression of the house being built? (**Possible response: They help me see the foundation, then the frame walls going up, and the tile floor being put in.**)
4. **Connect Text to World** Do you think a house that Habitat for Humanity builds in other countries is just like Tomas and Luna’s house? Explain your answer. (**Responses will vary.**)

Then have students complete the activities on pages 24–25.



See the **Tumbleweed Instructional Strategies Guide** for suggested corrective feedback to support language, comprehension, and vocabulary.

Spelling | Have students reread the words on pages 26–27 for additional practice. Then distribute whiteboards or paper to students.

- Tell students you will say one word at a time. Have them repeat the word and write it on their whiteboard or paper. Remind students that some words may have irregular sound-spelling relationships. After each word, write the correct spelling on the board. Have students check their spelling, and make any corrections if necessary. Then have them use the word in a sentence. Use these words: *secret, remake, silent, locate, learned*.
- Tell students now you will dictate sentences one at a time. Say each sentence aloud and have students repeat. Then have them write each sentence on their whiteboard or paper.

We learned how to open the secret lock.

Did you locate a spot for the house?

For students who have difficulty with spelling words correctly, segment the words with them, and then have them write the letter or letters that stand for each sound in Elkonin boxes. For multisyllabic words, have students write the sounds in each syllable on paper or a whiteboard. Then have students whisper spell and read the word.



Multilingual Learner Support



Beginner/Intermediate | Use the illustrations from the reader and Total Physical Response (TPR) to reinforce key vocabulary: *detaches, request, program, lilac, moment*.

- Write each word on the board and choral read with students. Have students divide the syllables in each word then read the words aloud.
- Display pages 2–3 from the reader. Point out the word *detaches* in the fourth paragraph and read the sentence aloud. Invite students to tell what they think the word means. Guide them to recognize that it means she takes her attention away from it. Explain that to detach means to take things apart. In this sentence she takes attention away from the fidget. Point out the word *request* in the last paragraph on the page. Point out the two word parts and read aloud the sentence. Have students use context to determine the meaning of the word. Have students suggest something they might request.
- Display pages 6–7 from the reader. Read aloud the third paragraph on page 7, pointing out the word *program*. Invite students to share what they have learned about this program by reading the story. Discuss other programs students are familiar with.
- Display pages 10–11 from the reader. Point out the word *lilac* on page 11 and read aloud the paragraph. Have students look at the illustration on the next page. Ask students to tell what they think the word means. Guide them to understand that it means a shade of purple and also names a type of purple flower. Have students locate items in the classroom that are lilac.
- Display pages 14–15 from the reader. Point out the word *moment* on page 14 and read aloud the sentence. Explain that a moment is a short measurement of time. It is inexact, unlike a minute, which is exactly 60 seconds. Something that happens in a moment happens in a short period of time. Offer examples such as, “It only took a moment to pick up the pencil.”

Intermediate/Advanced | Reinforce key vocabulary: *detaches, request, program, lilac, moment*.

- Write each word on the board and choral read with students. Have students separate the syllables in each word.
- Ask students to identify the words that have a prefix (*detaches, request*). Then have them read aloud the other words. Discuss any words that have multiple meanings (*lilac*).
- Discuss the meaning of each word and have students use each word in a sentence.