**Title**: Flies for Lunch **Level**: B **ISBN**: 978-076362724-9 **Publisher**: Candlewick Press

**Familiar Read**: (3 min.)

**Familiar Writing**: (3 min.) **Word Building** (3 min.)

1. see see-sees

2. he look-looks

3. she

**Before Reading**: (5-7 min.) (pages unnumbered)

* **Book Introduction**: (include meaning, structure, visual)

What do you know about frogs? Where do they live? What do they eat? In this story, Bob and Lucy are having lunch. You can know from the title what they want to eat. How do frogs catch flies? Let’s do a picture walk to see if Bob and Lucy get flies for lunch.

* **Difficult Words/Vocabulary:** catches, another, smile
* **Suggested Teaching Point**: (refer to Behaviors to Notice and Support)

Readers use the first letter of a word to help them figure out tricky words.

**During Reading**: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

**After Reading**: (5-7 min.)

* **Discuss the story**

Tell what happens in this story.

How do Bob and Lucy catch flies?

What happens at the end?

What do you think Bob and Lucy will do now?

What else could Bob and Lucy catch to eat?

* **Return to Teaching Point**

 Did you figure out a tricky word by using the first letter?

* **Comprehension Strategy Focus**: connections, questions, ***inferences***, visualizing, ***summarizing***, synthesizing, determining importance

**Writing Connection**: (5 min.)

What else could Bob and Lucy catch to eat?

Bob and Lucy catch a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.