

- One Odd Day

- Background Info

What odd/strange thing have you seen in a movie, book, or life?

I saw a man walk through walls in a T.V. drama



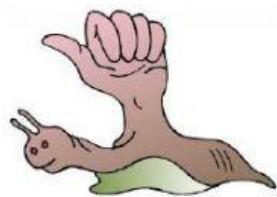
- One Odd Day

- Vocabulary Preview. Match and discuss about your experiences using these words. For example: "When was the last time you tumbled?"

Tumbled



Odd/Strange/1,3,5,7...



Stinky



Sleeves



Hung



- One Odd Day

- Vocabulary Preview. Match and discuss about your experiences using these words. For example: "When do you danced a jig?"

Gulped

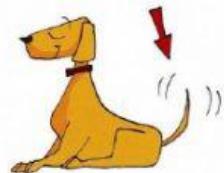


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Jig



Wagged



Fuss



Grab



- One Odd Day

- Vocabulary Preview. Match and discuss about your experiences using these words. For example: "When do you feel COOL?"

Stared



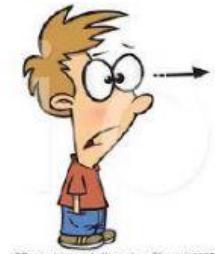
Crawled



Even

Finished

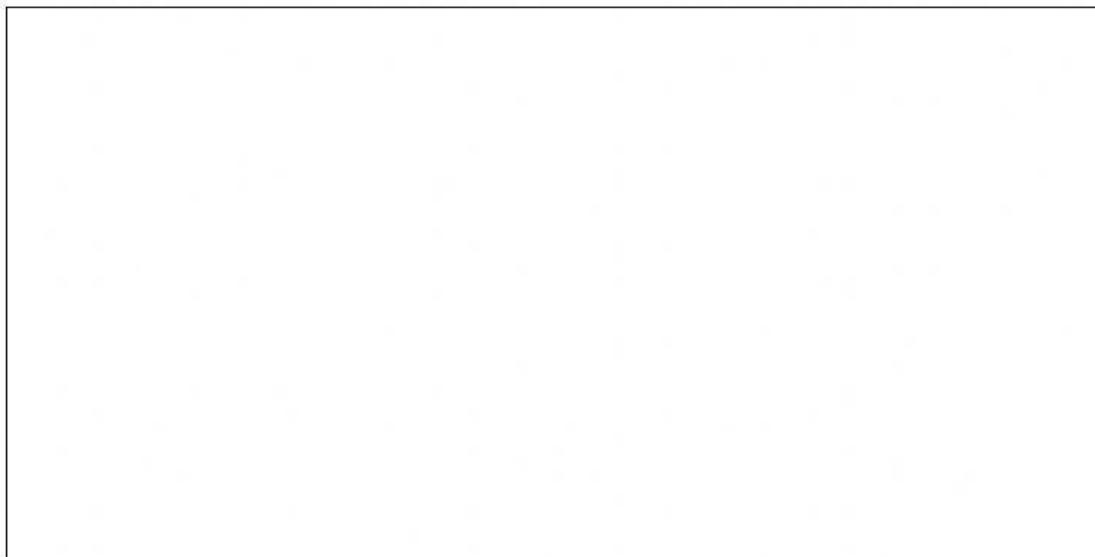
Eager



Through



- One Odd Day
- Review the words on [Quizlet](#)
- Teacher models the reading. Students can then read a few sentences/one sentence/ a word/ half a word ... then the reading student points to another student who will continue reading aloud from that point.
- Read the story until The boy wakes up. What will happen next? Talk



- Play Go fish or memory using the vocabulary cards below
- One Odd Day

- Review the words on [Quizlet](#)

Talk, write and or draw about 3 things that happened in the story.

1.

2.

3.

- Play Go fish or memory using the vocabulary cards below

- One Odd Day

- Review the words on [Quizlet](#)

Pronunciation and Reading Fluency

- Read the story as fast as possible 3 times trying to reduce reading time by 10% each time in relation to the previous reading

Vocabulary and Speaking Review

- Play Go fish with students creating their own sentences using the vocabulary on the cards or
- Play memory using the vocabulary cards below. If students make a match, they should create a sentence. Additional level of difficulty, students make sentences using both words if there is no match.

- One Odd Day
- Write/Draw a story using the words...

- Review the words on [Quizlet](#)

Spoken Fluency

Finish reading the story and tell the story without reading in 1 minute! If that is too hard extend the time.

Pronunciation and Reading Fluency

Also you can also set another time limit and do it as a group by reading a few sentences/one sentence/ a word/ half a word ... then the reading student points to another student who will continue reading aloud from that point.

Vocabulary and Speaking Review

- Play Go fish with students creating their own sentences using the vocabulary on the cards or
- Play memory using the vocabulary cards below. If students make a match, they should create a sentence. Additional level of difficulty, students make sentences using both words if there is no match.