



### About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 417

### Book Summary

Mongo and his parents are flying to Mexico for the winter when a gust of wind sweeps Mongo off track and he is separated from his family. Mongo asks all over for help, but it's not until he realizes that only asking nicely will get him the answer he needs to find his family again. Students will be entertained by Mongo's journey and the valuable lesson he learns along the way.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the strategy of retelling to understand the text
- Sequence events in the text
- Identify vowel diphthong *ou*
- Recognize and use compound sentences
- Arrange words in alphabetical order

#### Materials

Green text indicates resources that are available on the website.

- Book—*Mongo's Migration* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Sheets of paper
- Highlighters
- Sequence events, quotation marks, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **course** (n.), **demand** (v.), **directions** (n.), **polite** (adj.), **south** (n.), **winter** (n.)

### Before Reading

#### Build Background

- Ask students to share what they know about birds. Ask them if they have ever seen a flock of birds flying overhead and wondered where they were going. Write the word *migration* on the board. Ask students what *migration* means.
- Show students the cover of the book and read the title. Tell them the yellow bird on the cover is named Mongo and he is flying to Mexico for the winter because it is warmer there. Ask students if they would like to travel where it's warmer during the winter.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Retell**

- Explain to students that effective readers stop periodically while they are reading to think about and retell what has happened so far in the story. This will help them remember what they are reading.
- Remind them that retelling is something they do all of the time in their everyday life. Explain that people are retelling stories when they share what happened at school or explain what happened in a movie. When they retell these events, they need to remember to give the details in order.
- Model retelling a familiar story in detail such as *Goldilocks and the Three Bears*.  
**Think-aloud:** *In Goldilocks and the Three Bears, there is a little girl named Goldilocks who decides to go for a walk one morning and wanders too far into the forest. She finds a little cottage that belongs to a bear family, but they are not home because they went for a walk while their morning porridge was cooling off. She walks into their house and finds their porridge on the kitchen table. She is very hungry, so she takes a bite of the porridge from Papa Bear's big bowl, but it is too hot! Ouch! Then, she tries a spoonful from Mama Bear's medium-sized bowl, but it is too cold. Brrrrr! Finally she tries a bite from Baby Bear's small bowl, and it is just right, so she eats it all up!*
- Have students help you finish the retelling of the story with details.
- Distribute sticky notes to students and have them place them on pages 6, 9, 12, and 15 of the book. Explain that as they read, they need to stop at each of these pages, think, and retell in their mind what has happened in the story so far.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end and that knowing the sequential order of a story is important because it helps the reader understand the story.
- Model how to sequence the main events of the story *The Three Little Pigs*. As you describe the main events to students, write keywords from each event on the board.  
**Think-aloud:** *In order to accurately retell the story of The Three Little Pigs, certain events need to be included in sequential order. In the story, the first main event is the first little pig builds his house out of straw. Next, the second little pig builds his house out of sticks. Then, the third little pig builds his house out of bricks. After that, the wolf blows down the first little pig's straw house. Then, he goes and blows down the second pig's stick house. Finally, he tries to blow down the last little pig's brick house, but is unsuccessful.*
- Explain that it is important to use certain words when listing the sequence of events. Read the events you wrote on the board in order, using words such as *first*, *next*, *then*, *last*, and *finally*. Ask students to identify sequencing words such as these from the example.
- Invite a volunteer to retell the story out of order while using the key words on the board. Ask students to explain why it's important to keep events in sequential order (it does not make sense out of order).

- Explain that the sequence of events listed on the board only shows the events that are most important for someone to understand the story. It does not include all the details that are used when retelling a story. Ask students to list details from the story that are not included in the sequence of events.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *course*, *demand*, *polite*, and *south*.
- Point out that these four words can be found in the story and that they give insight into things that Mongo may encounter or experience in the story. Give groups of students four pieces of paper. Explain that they are going to discuss what they know about each word and then record their information with words or drawings. Together, create a definition for each word using the students' prior knowledge.
- Draw students' attention to the glossary at the back of the book. Review that a glossary contains words and their definitions.
- Model how students can use a glossary to find a word's meaning. Have them locate the word *course* in the glossary. Ask a volunteer to read the definition for *course*. Have students compare the glossary definition with the definition their group wrote.
- Have students follow along on page 4 as you read the sentence in which *course* is located to confirm the meaning of the word. Repeat this process with the remaining vocabulary words.


### Set the Purpose


- Have students read to find out more about Mongo's journey as he migrates south for the winter. Remind students to pause at the end of the pages with the sticky notes to retell in their mind what has happened so far in the story.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6. Encourage students who finish early to go back and reread.
- Model retelling.  
*Think-aloud:* I stopped after a few pages to retell in my mind what I had read so far. I read about a bird named Mongo who is flying to Mexico for the winter because it is warmer there. He is complaining about being tired when a storm comes along and blows him off course and away from his parents. He is all alone and doesn't know how to get to Mexico, so he tells a frog that he needs to help him, but the frog just jumps away. I wonder if Mongo will find someone to help him get to Mexico.
- Remind students that when you retell a story, you include details and descriptions about the events, and when you list the sequence of events, you only include the most important events that someone would need to know to understand the story.
- Have students look at the illustration on page 3. Explain to students that the first important event in the story is that Mongo and his parents are flying to Mexico for the winter. Write this event on the board.
- Have students look at pages 4 through 5. Ask them to explain what the illustrations show (Mongo gets separated from his family). Write this event on the board. Invite students to explain what is happening in the illustration on page 6 (Mongo is demanding help from a frog).
- **Check for understanding:** Have students read to the end of page 9. Ask students to retell the details and events from pages 7 through 9 to a partner. Invite them to use the illustrations as a guide. Listen as students retell and make sure they are putting events and details in the correct order. Invite a volunteer to share his or her retelling of these pages with the class.
- Ask students to use the illustrations to identify the next important event (Mongo is demanding directions from an alligator and a whale and not getting them).

 Have students read the remainder of the book. Remind them to continue stopping on pages with sticky notes to retell in their mind the details of the story.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Model retelling the events of the story from pages 10 through 12 using the illustrations. Make sure to include details.
- **Think-aloud:** *After Mongo wasn't able to get directions from the frog, alligator, or whale, he began to think that he wasn't asking the right way. He flew up to a bird he saw and nicely asked how to get to Mexico. This time he made sure to use the word please. The bird explained that Mongo needs to make sure the sun is on his left in the morning and on his right in the afternoon. Mongo thanked him, and the bird commented on how polite he was.*
- **Independent practice:** Invite volunteers to retell the events to the end of the book using the illustrations from pages 13 through 15. Next, have students retell the whole story from beginning to end with a partner. Listen to make sure students retell the story in order and use details such as main characters and setting.
- Ask students to explain how using the strategy of retelling the events of the story in their mind as they read, helped them to better understand the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the list of events that are recorded on the board. Ask students to look at pages 10 through 12.
- Ask students to identify the sequence of events after Mongo demanded directions from an alligator and a whale. (Mongo decided he wasn't asking for help in the right way. He politely asked a bird for help. The bird explained to him how to get to Mexico.)
- **Independent practice:** Cover the sequence of events that are written on the board. Introduce, explain, and have students complete the [sequence events worksheet](#). Remind them to use their book to help them. If time allows, discuss their answers.
- **Enduring understanding:** *In this book, you learned about a bird that got separated from his parents and didn't know how to get to where he needed to go. He tried getting help but was not asking nicely. Once he figured out that he needed to be polite, he was able to get directions and found his parents. Now that you have read this story, do you think it's important to use your manners and be polite? Why or why not?*

### Build Skills

#### Phonics: Vowel diphthong **ou**

- Write the word *south* on the board and say it aloud to students. Have students read it aloud as you point to it.
- Have students say the /ou/ sound aloud. Then, have the students say the whole word again as you run your finger under all of the letters. Ask students which letters represent the /ou/ sound in the word *south*.
- **Check for understanding:** Write the following words, which contain the /ou/ sound, on the board, without the *ou*: *house, mouse, found, about, pound*. Invite students to repeat after you as you read each word aloud. Have volunteers come to the board and add the *ou* to each word.

### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"When will we reach Mexico?" Mongo asked.* Ask students to identify the character speaking in the sentence (*Mongo*). Ask them how they know (*Mongo asked*). Ask students to share any other clues in the sentence that show a character is speaking. Circle the quotation marks.
- Explain that the special marks are called *quotation marks*. They are used to show when words are being spoken by someone, and without them it would be difficult to tell when different characters in a story start and stop speaking.
- Have students turn to page 6 in the book. Ask students to follow along while you read aloud. Have students point to the quotation marks on the page. Ask students to share with a partner who is speaking in the sentence. Invite a volunteer to share his or her answer. Have students put a finger on each sentence that does not have quotation marks. Explain that the character is not speaking in these sentences.



**Check for understanding:** Have students locate and highlight the words spoken by characters on each page. Have them underline the dialogue words and circle the speaker for each highlighted sentence.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if two words start with the same letter, then the next two letters need to be compared.
- Write the words *south* and *winter* on the board. Underline the first letter in each of the words. Ask students which letter comes first in the alphabet, *Ss* or *Ww*. Explain that because *Ss* comes before *Ww* in the alphabet, the word that starts with *Ss*, *south*, would come first in an alphabetical list.
- Write the words *directions* and *demanded* on the board. Underline the first letter in each of the words. Remind students that since both words begin with the letter *Dd*, we need to look at the second letter in each word. Circle the second letter in each word (*i* and *e*). Have students discuss with a partner which word comes first alphabetically. Invite a volunteer to tell which word comes first alphabetically and to explain why (*demanded*, because the second letter, *e*, in *demanded* comes before the second letter, *i*, in *directions*).
- Write the words *Mongo* and *migration* on the board. Have a volunteer explain which word comes first in alphabetical order (*migration*) and why.
- **Check for understanding:** Write the words *warm* and *weather* on the board. Have students write the two words in alphabetical order on a piece of paper and include an explanation.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader pauses to retell the story while reading.

### Extend the Reading

#### Fantasy Writing Connection

As a class, write about Mongo's migration back home when winter is over. Decide together where home is located. Have students brainstorm to generate possible problems that Mongo will run into along the way. Also, have them figure out his reaction to the problem and how the problem gets resolved. Write the story on poster paper as they compose the ideas as a group. Each student can provide an illustration for the story. Post the final product in the classroom.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on fantasy writing.

#### Science, Social Studies, and Art Connection

Bring in and read resources on migration. List the different animals that migrate, as well as where they migrate to and from. Assign an animal to partners and have them draw the migration route of their animal on a map. Each pair can share the route of their animal with the class.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can

- accurately and consistently retell the story during discussion to understand text;
- accurately sequence events of the story during discussion and on a worksheet;
- accurately identify vowel diphthong *ou* during discussion;
- accurately recognize and use quotation marks during discussion, in the text, and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a worksheet.

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)