



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 454

Book Summary

Even though it's raining, the Hoppers set out on a fishing and camping trip with Grandpa Grizzly. The Hoppers begin to cough and sneeze, but before they head back into the tent, Snubby Nose takes a spill into the river! Grandpa Grizzly dives into the water and retrieves Snubby Nose, his fishing pole, and a special surprise.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember story events
- Sequence events
- Identify and discriminate vowel digraph *ai*
- Identify contractions and the words that form them
- Alphabetize words to the second letter

Materials

Green text indicates resources available on the website

- Book—*Fishing in the Rain* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, vowel digraph *ai*, contractions worksheets
- Discussion cards



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

Vocabulary

- Content words: *cast, comfortable, marshmallows, reeled, wriggling*

Before Reading

Build Background

- If students have read other Hoppers books, discuss what they remember about the characters. Have them recall the characters and talk about what they remember about each one. Ask: *What other adventures have the Hoppers had?*
- Explain that the book they are about to read is another book about the Hoppers and that it is part of a series. Make sure that students understand what a series is, and provide examples of other serial stories that students have read.
- Ask students if they have ever been camping. Ask: *What was it like? Where did you sleep? What did you eat? What did you do? What was the weather like? Did the weather affect your trip?* Have them recount their experiences.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Fishing in the Rain*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, illustrator's name).
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big, bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 5, 8, 10, and 12. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- 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.
- Model sequencing the main events of the story *The Three Little Pigs*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: *If I want someone to be able to retell the story of The Three Little Pigs, certain events need to be included in order to tell the story correctly. In this story, the first event that happens is that each pig builds a house: one of straw, one of sticks, and one of bricks. Next, the wolf goes to the straw house and blows it down. Then, the wolf goes to the stick house and blows it down. Last, the wolf goes to the brick house but can't blow it down. I will write these events on the board in order.*
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board in order to students, using words such as *first*, *next*, *then*, and *last*. Ask students to identify these types of sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the board and a retelling of *The Three Little Pigs* (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the illustrations and use the vocabulary they will encounter in the text. Reinforce new vocabulary by incorporating it into the discussion of the illustrations.
- Write the content vocabulary words on the board. Point out to students that most of the words are multisyllabic words, or words that have more than one syllable. Have students identify which of the content words have more than one syllable. Model how to break the words into syllable “chunks” for easier reading.
- Model the strategies students can use to work out words they might not know. For example, point to the word *marshmallows* on page 4. Cover up the second half of the word (*mallow*) and model using the familiar word part *marsh*. Then ask questions such as: *What treat might get soggy on a wet camping trip? What food word begins with m? What word would look right, sound right, and make sense in this sentence?*

Set the Purpose

- Have students read to find out what happens when the Hopper children don’t listen to their parents. Remind them to stop after every section to retell in their mind what they have read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. If they finish before everyone else, have them go back and reread.
- Model retelling the events of the story using the illustrations as a guide.
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. First, I read that the Hoppers had one week until school started. They were supposed to go camping, but it was raining very hard. Grandpa Grizzly wanted to go camping anyway. The children said that the tent would get wet, they wouldn’t be able to build a fire, the hot dogs and marshmallows would get soggy, and it wouldn’t be any fun. But Grandpa Grizzly said that’s when the fish bite the best, and he gave them all new fishing poles.*
- Remind students that a retelling includes detail and description about the events of a story, while a sequence of events lists only the most important events that someone would need to know to tell the story correctly.
- Write the following events on the board: *The Hoppers wanted to go camping, but it was raining. Grandpa Grizzly and the Hoppers went anyway. The Hoppers didn’t think it would be any fun. Grandpa Grizzly said the fish bite the best when it rains. He gave them new fishing poles.*
- Ask students to tell what the story is mostly about so far. (The Hoppers want to go camping, but it is raining. Grandpa Grizzly and the Hoppers go anyway.) Review the sentences on the board. Point out that the other sentences are details in the story that make it more interesting.
- Introduce and explain the [sequence events worksheet](#). Have students write the main events so far in order on their worksheet. Discuss the correct order and allow students time to make corrections on their worksheet as necessary.
- **Check for understanding:** Have students read to the end of page 8. Ask them to use the illustrations as a guide to retell the details of pages 6 through 8 to a partner. Listen to students’ retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Have students add events from pages 6 through 8 to their worksheet. Check their work and allow them to make corrections if necessary.
- Have students read the remainder of the story. 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

- Retell in detail with students the events of the story from pages 9 and 10, using the illustrations from the book.
Think-aloud: Snubby Nose couldn't swim, so Grandpa Grizzly jumped into the river and pulled him out. He carried him to the shore and wrapped him in a towel. Then, Snubby Nose realized his fishing pole was still in the water, so Grandpa Grizzly leaped back into the river to get it. He found it on the muddy bottom and handed it back to Snubby Nose.
- Have volunteers retell the events to the end of the book, using the illustrations from pages 11 and 12.
- **Independent practice:** Have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

Reflect on the Comprehension Skill

- Review the sequence of events students wrote on their worksheet using sequencing words (*first, next, then, and so on*). Point out how they used their own words to write about each event.
- **Independent practice:** Have students complete the sequence events worksheet by identifying the remaining important events of the story. Discuss their answers aloud after students finish.
- **Enduring understanding:** In this story, the Hopper children don't want to go camping because it is raining. They don't think it will be any fun. But Grandpa Grizzly convinces them that they can still have fun if they try it. Now that you have read this story, what will you do the next time your parents or caregivers want you to try something new?

Build Skills

Phonics: Vowel digraph *ai*

- Write the word *rain* on the board and say it aloud with students.
- Tell students that sometimes letters combine to stand for one sound. Reread the word *rain* as you run your finger under the letters in the word. Ask students to identify the two letters that together represent the long /a/ vowel sound in the word *rain*.
- Write the *ai* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- **Check for understanding:** Write the following words on the board, leaving out the *ai* letter combination: *sail, paid, main*. Have students complete each word by adding the *ai* digraph and write each word on a separate piece of paper. Then have students read each word aloud to a partner.

Grammar and Mechanics: Contractions

- Have students read the second paragraph on page 3 together as a group. Ask them to find and point to the word *we'll*. Review or explain that the word *we'll* is a shortened way of saying two words and that the mark, or *apostrophe*, takes the place of the missing letter(s). Tell students that this kind of word is called a *contraction*.
- Write both the contraction and the two original words on the board (*we will*). Point out that the letters *w* and *i* in *will* are dropped to make the contraction.

Lesson Plan *(continued)*

Fishing in the Rain

- Ask a volunteer to read aloud the last paragraph on page 4, substituting *is not* for *isn't* to check if these words make sense. (*Camping is not any fun in the rain.*)
- Ask students to turn to page 6 and identify the contraction (*didn't*). Ask students to identify which two words were joined together to make the new word *didn't* (*did* and *not*).
- Ask students to identify which letter was dropped to make the contraction *didn't* (the *o* in *not*). Ask a volunteer to read page 6, substituting *did not* for *didn't*.



Check for understanding: Have students circle all of the contractions in the book and write the two words each contraction stands for next to the word. If time allows, discuss their responses.

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

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order by using the first and second letters.
- Write the words *fish* and *rain* on the board. Have a volunteer explain which word would appear first in alphabetical order (*fish*) and why (because *f* comes before *r* in the alphabet).
- Write the words *come* and *camp* on the board. Point out that the words begin with the same letter (*c*). Ask a volunteer to tell which word would appear first in alphabetical order and why (*camp* because the second letter, *a*, in *camp* comes before the second letter, *o*, in *come*).
- **Check for understanding:** Write other word pairs on the board. Have volunteers come to the board and circle which word would appear first in alphabetical order. Point out to students that sometimes they must look at the second letter of these words to alphabetize them correctly.
- **Independent practice:** Have students put the names of the students in their group or table in alphabetical order on a separate sheet of paper. Check their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 retell what the book is about to someone at home before reading together.

Extend the Reading

Fictional Writing Connection

Explain to students what the expression “a big fish story” means (a story that includes some exaggerations to make it funnier or more interesting). Ask students to write a story (or take a story they wrote previously) and add some exaggerations to it, for example: *I caught a ten-foot fish that weighed 500 pounds* instead of *I caught a big fish*. If time allows, encourage students to illustrate their work. Have students read their final product aloud to their classmates. Bind their final copies together and title the book *Our Big Fish Stories*.

Math Connection

Provide Internet sources or printed ads from sporting-goods stores. Remind students that in the story, Grandpa Grizzly bought all the Hoppers new fishing poles. Ask students to figure out how much new fishing poles cost. Ask: *How many Hopper children are there? About how much money did Grandpa Grizzly spend? What other equipment do you need to fish? How much does it all cost?*

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of retelling to comprehend the text during discussion
- correctly identify the sequence of events in the text in discussion and on a worksheet
- identify the letter symbols that stand for the *ai* vowel digraph during discussion and on a worksheet
- accurately identify contractions and determine the words that are combined to make them during discussion, in the text, and on a worksheet
- understand how to alphabetize words to the second letter during discussion and on a separate sheet of paper

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**