

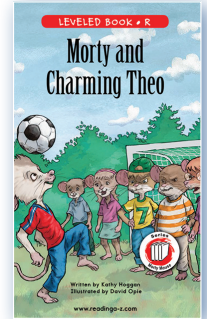
Focus Question:

What lesson does Morty learn from Theo?

Book Summary

Text Type: Fiction/Fantasy

Theo is a new student whose soccer skills and kind heart make him an object of admiration for everyone at his new school. Well, almost everyone. Morty isn't used to being ignored, and the attention Theo receives causes Morty to take matters into his own hands. *Morty and Charming Theo* provides a platform for discussions surrounding bullying and the power of kindness. The book can also be used to practice making and revising predictions as well as analyzing plot.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze plot
- ☐ Describe information found in the table of contents
- ☐ Recognize and use quotation marks
- ☐ Identify and use synonyms and antonyms

Materials

- ☐ Book: *Morty and Charming Theo* (copy for each student)
- ☐ Analyze plot, quotation marks, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Words to Know**
Story critical: *admired* (v.), *embarrassment* (n.), *jealousy* (n.), *putrid* (adj.), *sneered* (v.), *snickered* (v.)
Enrichment: *awe* (n.), *scampered* (v.), *scoffed* (v.)
- **Academic vocabulary:** *another* (adj.), *compete* (v.), *finally* (adv.), *reason* (n.), *same* (adj.), *understand* (v.)

Guiding the Reading

Before Reading

Build Background

- Give students a blank piece of paper and have them divide it into three columns. Invite them to close their eyes and think of a time when they were not treated nicely or were bullied. As they think of this event, invite students to remember how it felt when they were treated this way. Have students open their eyes and in the first column write or draw how they felt when they were bullied. Invite students to share with the class.
- Repeat this process while having students think of a time they were unkind to some else and a time when they showed great kindness. Engage students in a discussion about bullying, including why people bully others and how kindness can benefit everyone.

Introduce the Book

- Give students their copy of *Morty and Charming Theo*. 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:

Make, revise, and confirm predictions

Explain to students that engaged readers often make predictions, or guesses, about what will happen next in a story. Discuss with students that these predictions are created on the basis of what readers already know, what has already happened in the story, and what the characters say and do. Explain that, as they read, they will either confirm or revise the predictions they made. Point out that making and revising predictions helps readers stay engaged with the story. Invite students to review the illustrations on the cover page and look closely at the characters and their expressions. Have students turn to a partner and make a prediction about what this story might be about. Have students share their predictions and record them on the board.

Guiding the Reading (cont.)

Introduce the Comprehension Skill: **Analyze plot**

- Explain to students that fictional stories have important elements that shape the narrative: characters, setting, plot, and theme. Point out that the *plot* is made of all the events in the story. Write the word *plot* on the board and read it aloud with students.
- Point out that the plot can be divided into five parts: the *introduction*, *rising action*, *climax*, *falling action*, and *resolution*. Record these parts as headings on the board and read them aloud with students. Explain the parts to students: the *introduction* describes the setting and characters, the *rising action* introduces the problem and describes the events surrounding it, the *climax* is the most intense part of the story where the problem is often solved, the *falling action* shows the result of the climax, and the *resolution* is the conclusion that ties up the story. Explain to students that as they read, they should pause often to identify these elements of the plot.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Theo’s experience at his new school. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How do most of the Theo’s classmates treat him on his first day of school?* (level 1) page 4
- *Why do Morty and his friends decide they do not like Theo?* (level 2) pages 4 and 5

- *How does Morty exclude Theo from playing soccer after school?* (level 1) page 8
- *How does Morty bully Theo?* (level 2) multiple pages
- *What do you learn about Theo when he asks Morty to walk to school with him?* (level 3) pages 12–15
- *What does the author mean when she writes, “Morty was buried in slimy green jelly”?* (level 3) page 14
- *What effect does Theo have on Morty and his friends at the end of the story?* (level 1) page 15
- *Why did the author write this story? What lesson does she want the reader to learn?* (level 3) multiple pages

Text Features: **Table of contents**

Have students work with a partner to read the table of contents on page 3. Point out that the table of contents shows how a story is organized and broken down into different parts. Have students work in small groups and ask them the following questions: *How does the table of contents help you make predictions about what will happen in the story? How does the table of contents help you understand the plot? Why do you think the author broke the story into these sections?* Invite students to share their discussions with the class.

Skill Review

- Invite students to pause at various points in the story to work with a partner to make, revise, and confirm predictions. Emphasize that it is not important that their predictions are accurate, but rather that the predictions are made on the basis of information and details in the story. Have each pair of students work with another pair to share their predictions and to provide evidence from the story to support the predictions.
- Discuss with the class why it is important to make and revise predictions while reading. Reiterate that their predictions should be made on the basis of what they already know, what has already happened in the story, and what the characters say and do.
- Model identifying elements of plot.
Think-aloud: *I know that the plot of a story is made up of all the events that occur. Within the plot, there are five major events that I will identify. Looking for these elements of the plot helps me understand and remember what I have read. For example, as I read the first section of the story, I identified the introduction. The introduction includes the beginning of the story, where it takes place, and the characters. I was able to find all of this information in the first chapter. I also identified the rising action in the first chapter as well. The rising action is when the problem is introduced and the series of events that occur as a result of this problem. After reading the first chapter, I know*

Guiding the Reading (cont.)

that the problem is that Morty is not happy about the attention Theo is receiving.

- Model how to complete the **analyze plot worksheet**. Have students analyze each element of the plot. Then, have students discuss the details with a partner.

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.

Skill Review

Graphic Organizer: **Analyze plot**

Review the analyze plot worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include the following: *through his kindness and forgiveness, Theo taught Morty how to be a good friend.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Quotation marks**

- Write the following sentence on the board: *"I know you put the cheese in my desk," Theo said.* Read the sentence aloud and ask students who is speaking and what he is saying. Circle the quotation marks and explain that they are placed before and after the words said by the character. Point to the comma and explain that the comma is placed inside the second set of quotation marks.
- Write the following sentence on the board: *Theo said, "I know you put the cheese in my desk."* Have students explain how this sentence differs from the first. Point out that the quotation marks are still around the speaker's words, but that the comma is now placed before the spoken words and the period is placed inside the quotation marks.

- **Check for understanding:** Choose several sentences from the story that include quotation marks and record them on the board without the quotation marks or correct punctuation. Invite volunteers to the board to add in the quotation marks and punctuation as needed.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms and antonyms**

- Write the word *synonym* on the board and explain that a synonym is a word that means the same or almost the same as another word.
- Have students review the illustration on page 5 and look closely at the way the students are interacting with Theo. Ask students to suggest a word that describes their feelings toward Theo (*nice, kind, and so on*). Record these words on the board, and then invite volunteers to provide synonyms. Then, have students identify Morty in the picture and provide words for how he is feeling about Theo (*mad, angry, and so on*). Point out that these words that mean the opposite of kind, nice, and so on are called *antonyms*. Write the word *antonym* on the board and read it aloud.
- Write the following list of words on the board and have volunteers provide a synonym and antonym for each word: *brave, honest, fast, interesting, funny*.
- **Check for understanding:** Have students work independently to reread page 4. Invite them to choose one word on the page and to identify a synonym and antonym for it. Have them share their findings with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.