

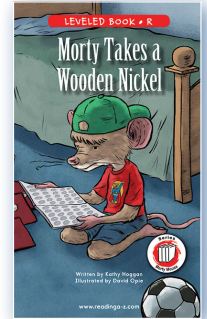
### Focus Question:

What lesson does Morty learn?

### Book Summary

Text Type: Fiction/Fantasy

Have you ever wanted something so badly that you made a poor choice just to get it? That's what happens to Morty in *Morty Takes a Wooden Nickel*. Will Morty be able to redeem himself and set things right? Relatable characters and an engaging storyline will keep students interested in this story while also learning lifelong lessons about honesty and integrity. The story can also be used to teach students how to determine cause-and-effect relationships as well as to make, revise, and confirm predictions while reading.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze cause-and-effect relationships
- ☐ Determine the purpose of special print in text
- ☐ Recognize types of sentences
- ☐ Identify and use idioms

#### Materials

- ☐ Book: *Morty Takes a Wooden Nickel* (copy for each student)
- ☐ Cause and effect, sentence types, idioms 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *advertisement* (n.), *dejected* (adj.), *estimate* (n.), *mint* (adj.), *numismatist* (n.), *penchant* (n.)

**Enrichment:** *posting* (v.), *spirited* (adj.), *utter* (adj.)

- **Academic vocabulary:** *avoid* (v.), *condition* (n.), *especially* (adv.), *least* (adj.), *purchase* (v.), *value* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a popular toy, and write the price of the toy underneath the picture. Ask students to work with a partner to create a list of ways they could earn enough money to buy that toy. Have volunteers share their answers with the class.
- Discuss with students how long it would take to earn enough money to buy the toy. Ask students what characteristics would describe someone who saved up enough money to buy that toy, such as being hard-working and patient. Make a list of these characteristics on the board.
- Inform students they will be reading about a character who wanted a new toy, but who was not willing to be patient or work hard to get it.

##### Introduce the Book

- Give students their copy of *Morty Takes a Wooden Nickel*. 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 effective readers make guesses about what is going to happen as they read a story. Point out that these guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. Discuss how these predictions give readers a purpose while reading. Ask students to use the title and illustration on the cover page of this book to make a prediction before reading. Encourage students to think about what toy Morty might want and what he might do to try to get it. Invite them to share their predictions with the class, and record these predictions on the board.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the top of the **cause-and-effect worksheet** onto the board, and write *Wants to save money to buy new toy* in the *Cause* box and *Have a lemonade stand* in the top *Effect* box. Ask students what else can happen when you want to save money to buy a new toy. Record responses in the *Effect* boxes. Let students know that they will be looking for cause-and-effect relationships as they read the story.

#### 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 the lesson Morty learns in this story. 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.

- *What is Morty’s problem in the story?* (level 2) pages 4–5
- *How does Morty attempt to solve his problem?* (level 1) page 6
- *Why does Morty feel dejected when riding his new skateboard?* (level 3) page 9
- *How does Grandpa react to Morty’s confession?* (level 2) pages 12–15

- *Do you think Morty regrets his decision? How can you tell?* (level 3) multiple pages
- *What could Morty have done differently in the story to be able to buy the skateboard?* (level 3) multiple pages
- *Why did the author write this story?* (level 3) multiple pages

#### Text Features: Special print

Explain that special print is often added to books to emphasize words. Discuss how these words are usually printed in italics or boldface print, or are underlined. Point out that, typically, a word in boldface print is a word that is in the glossary, and words that are in italics or underlined have special meaning. Ask students to find the italicized sentences on page 6 (*Some of these are really worn out. I hope they’re still worth five cents.*) and ask: *Why are these words in italics?* Help students come to the conclusion that these words are in italics because they are Morty’s thoughts. Ask students to find other phrases in italics that represent Morty’s thoughts. Ask students why the author put Morty’s thoughts in special print. Invite volunteers to share their answers with the class.

#### Skill Review

- Draw students’ attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through any predictions that have been disproven. Invite students to work with a partner to create new predictions for the ending of the story. Remind students that making predictions is more important than whether or not their predictions are confirmed.
- Have students work in groups to periodically review the cause-and-effect relationships in the book. Have groups discuss these relationships and how they affect outcomes in the book.
- Model evaluating details to understand cause-and-effect relationships in the book.  
**Think-aloud:** *The book is providing me with information about cause-and-effect relationships. One example of a cause-and-effect relationship is how Morty wants a new skateboard but doesn’t have enough money, so he decides to sell Grandpa’s nickel collection. The cause is wanting a new skateboard, and the effect is selling Grandpa’s nickel collection. This is one of many cause-and-effect relationships I read in the book.*
- Model how to complete the cause-and-effect worksheet. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the book.

### Guiding the Reading (cont.)

#### 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: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the cause-and-effect relationships they chose. Invite volunteers to share what they've learned from Morty in this story.

#### Comprehension Extension

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

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Morty learns the importance of always telling the truth and working hard to save money when you want to buy something for yourself instead of trying to take the easy way out.*)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Sentence types

- Explain to students that they will encounter different types of sentences when they read and as they write. Point out that one type of sentence is called a *compound sentence*. Explain that a compound sentence is a sentence consisting of two or more simple sentences separated by a comma and a conjunction.
- Write the following sentence on the board: *Morty told his grandfather the truth, and his grandfather forgave him.* Ask students to identify two separate sentences within this longer sentence. (*Morty told his grandfather the truth. His grandfather forgave him.*)
- Review examples of conjunctions with students (*and, but, or, nor, so, yet*). Write these examples on the board. Ask students to identify the conjunction that joined the two parts of the original example (*and*).
- Discuss the benefits of joining two sentences of similar content together (*compound sentences with conjunctions make the text more fluid and interesting*).

- **Check for understanding:** Have students look through the book for examples of compound sentences. Ask them to share with a partner five compound sentences they find and identify the conjunction that joins the two parts of the sentence together.
- **Independent practice:** Introduce, explain, and have students complete the **sentence types worksheet**. If time allows, discuss their answers.

#### Word Work: Idioms

- Have students turn to page 10. Read the following sentence aloud: *"Your board's a beauty," he said. "That must've cost a pretty penny."* Ask students to circle the phrase *cost a pretty penny*.
- Explain to students that this is an example of a type of figurative language called an *idiom*. Explain that idioms are phrases or expressions that mean something different from the meaning of the individual words. Point out the other idioms in the story and their meanings (*took a wooden nickel* and *came clean*).
- Ask students to explain what they think the idiom *cost a pretty penny* means. Discuss the meaning of the idiom with students (*very expensive*).
- Discuss with students other familiar idioms, such as *money burns a hole in your pocket* and *fish out of water*. Ask them to draw on their personal experiences and background knowledge to determine the meaning of these idioms.
- **Check for understanding:** Have students work in pairs to generate a list of other idioms they have heard. Ask volunteers to share their answers with the class.
- **Independent practice:** Introduce, explain, and have students complete the **idioms worksheet**. If time allows, discuss their answers.

#### Connections

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