



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 156

Book Summary

When Mia finds a box with *Double It!* written on the side, she asks her mom what it does. Her mom tells her to experiment, and Mia quickly learns that their box is magically wonderful! This fantasy story teaches a basic math concept beneath the fun plot and can be used to explain cause-and-effect relationships and simple subjects. Charming illustrations accompany the story and visually reinforce the math involved.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Determine cause-and-effect relationships
- Discriminate medial long vowels
- Identify VCe pattern
- Identify and use simple subjects
- Recognize and use position words

Materials

Green text indicates resources are available on the website.

- Book—*Double It!* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- [Cause and effect, VCe pattern, simple subjects 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](#).

- High-frequency words: *in*, *put*, *the*, *were*
- Content words:
Story critical: *climb* (v.), *cried* (v.), *double* (v.), *inside* (n.), *looked* (v.), *trouble* (n.)

Before Reading

Build Background

- Ask students to raise their hand if they have ever seen a magic show. Have students share with a partner everything they know about magic. Invite volunteers to share details with the class, and record them on the board using key words and pictures.
- Discuss with students the relationship between reality and fantasy involved in magic. Explain to students that this book also uses a combination of realistic and fantasy elements. Encourage them to distinguish between reality and fantasy as they read this story about magic.

Book Walk

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, authors' names, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that effective readers often make predictions, or guesses, about what will happen in a story. Explain to them that they can make predictions before and during reading. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Explain to students that readers use information from the story in combination with their own prior knowledge of the topic to make accurate predictions.
- Model making predictions.
Think-aloud: Even before I begin reading, I can look at the cover and title page to gather information and make predictions about the story. On the cover, I see a girl holding two books, and each book has a picture of a black hat with rabbit ears poking out the top. I know that magicians like to pull rabbits out of black hats, and the hats on those books look exactly like the special hats magicians wear. On the basis of this information, I predict the story will involve magic. I also predict the girl will be surprised by the magic, because she appears to have a startled look on her face in this picture.
- Record your predictions on the board, underlining key words and adding pictures.
- Have students discuss the cover and title page with a partner, and ask students to make at least one prediction before reading. Invite volunteers to share a prediction with the rest of the class, and record these on the board, with underlined key words and pictures.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is by analyzing what happened and why it happened. Explain to students that a *cause* is an event that makes something else happen, and an *effect* is the result of that event. Point out that asking the question *what happened* reveals the effect, and asking the question *why did it happen* reveals the cause.
- Draw a T-chart on the board, and label the left side *Cause* and the right side *Effect*. Model determining cause-and-effect relationships.
Think-aloud: This morning, I got out of bed and stepped on a shirt I hadn't noticed on the ground. The shirt slid on the floor, and I slipped and fell! What caused me to fall down? I slipped on the shirt. What was the effect of stepping on the shirt? I fell to the floor. The cause of falling was stepping on the shirt, and the effect of stepping on the shirt was falling to the floor. When I read stories, I can look for cause-and-effect events that happen to the characters. For example, if a character is angry, I can check for what caused the character to feel that way. If a character walks into a dark house, I will check to see what happens next as the effect of that action. Thinking about what happens and why it happens keeps me involved in the story and excited to discover what might happen next.
- Record the various causes and effects in the appropriate columns of the T-chart. Ask students to share with a partner how they know that each cause matches its effect.
- Have students discuss in groups possible causes for a character being angry in a story. Invite volunteers to share a cause with the rest of the class, and record the causes in the *Cause* column beside the effect of *being angry*. Have students discuss in their group possible effects of a character walking into a dark house. Invite volunteers to share an effect with the rest of the class, and record effects in the *Effect* column beside the cause of *walks into a dark house*.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *What was inside the box? That's right; shoes were inside the box. Point to the inside of the box. Remember, inside means within an object.*
- Remind students to use the picture and the letters with which a word begins to decode difficult words. For example, point to the word *climb* on page 11 and say: *I am going to check the picture and the beginning phoneme to figure out this word. In the picture it appears that Mia is starting to get into the box. However, the sentence uses a word that begins with the /cl/ sound. The word get begins with the /g/ sound, so it does not work with this sentence. What other word can I use to describe getting in a box? We often say that people climb inside cars, buses, and boxes. The word climb begins with the /cl/ sound and makes sense in this sentence. The word must be climb.*
- Write the story-critical words on the board. Have students work with a partner to find the words in the book. Have pairs use the picture and the beginning letters to decode each vocabulary word. Invite volunteers to share their findings and record the page number for each word on the board. Point to the words on the board and have students read them aloud.
- Discuss with students the meanings of the vocabulary words, using the pictures and text as context. Have students write the words on a separate sheet of paper, and draw pictures representing the meaning of each word.

Set the Purpose

- Have students read to find out more about the girl and her strange box. Remind them to continue making and revising predictions as they read and to evaluate events for cause-and-effect relationships.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- **Model making and revising predictions.**
Think-aloud: Earlier I predicted the story would involve magic. Mia has a blue box that doubles everything put inside it, and that is magical. My prediction is confirmed. I also predicted the girl would be surprised. I want to revise that prediction. I do think the magic box surprises her, but I believe at the end of the story, she is going to be happy and surprised. This is my revised prediction for the story. Now that I have read some of the story, I also have a new prediction for what comes next. First, Mia added one item, then two items, then three. I predict she is going to add four objects to the magic box next. As I read, I will monitor my predictions to both revise and confirm them.
- Change your revised prediction on the board, and add your new prediction. Remember to underline key words and add pictures.
- Review with students the predictions on the board. Ask them to point to any confirmed predictions. Invite volunteers to come to the board and circle confirmed predictions. Write the letter C next to each confirmed prediction.
- Ask students to share with a partner if they want to revise any of their earlier predictions. Invite volunteers to share revisions with the rest of the class, and adjust appropriate predictions on the board.
- Have students make one new prediction, using their prior knowledge and information from the first part of the story. Invite volunteers to share their prediction with the rest of the class. Have students add their new predictions to the board, using key words and pictures.

- Have students reread page 5 with a partner. Point out to students that the cause on this page is Mia putting her shoes in the box. Explain to students that this event causes something else to occur. Write the event in the *Cause* column of the T-chart. Ask students to discuss in groups the effect of this cause (she found four shoes inside). Call on a student to share the effect with the rest of the class, and record it in the *Effect* column of the T-chart.
- **Check for understanding:** Have students read to the end of page 9. Have students pause to review their predictions and confirm or revise any as necessary. Invite volunteers to share confirmed predictions with the rest of the class.
- Write the following sentence in the *Cause* column of the T-chart: *Mia put six spoons in the box.* Have students discuss with a partner the effect of her action. Invite a volunteer to share the effect with the rest of the class, and have other students give a thumbs-up signal if they agree with that effect. Record it on the board in the *Effect* column of the T-chart.
- Introduce and explain the [cause-and-effect worksheet](#). Have students write or draw information about the cause-and-effect relationship discussed above.
- Have students read the remainder of the book. Encourage them to revise and confirm predictions as they read.



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 the discussion that follows.

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

- Discuss with students the predictions they revised and what caused them to make revisions. Adjust predictions recorded on the board as necessary. Ask students to share the final predictions they made as they read the remainder of the story, and invite them to come to the board and record new predictions using key words and pictures.
- **Think-aloud:** *Now that I have finished the story, it is time to check all of my remaining predictions. I predicted the girl would add four objects after she added three, and I can confirm this prediction. The next objects she added to the box were four hats, which doubled into eight. I also predicted the girl would be surprised and happy. The story doesn't reveal in the text how Mia feels, but the pictures clearly show she is feeling happy and surprised by her magic box. Her mom is surprised at the end, too, when Mia tries to double herself. That prediction is also confirmed. Not all predictions are confirmed while reading, but making predictions and confirming or revising them as I read helps me understand the story at a deeper level.*
- Write the letter C beside your confirmed predictions. Review with students the other predictions on the board. Have students share with a partner which predictions were confirmed, and invite volunteers to come to the board and write a C beside these predictions. Have students discuss with a partner how making predictions helped them remember and understand what they read.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students other cause-and-effect relationships from the story. Write the following sentence in the *Effect* column of the T-chart: *Mia was happy.* Have students discuss with a partner a possible cause for this effect, and invite volunteers to share their cause with the rest of the class. Record different causes in the T-chart on the board. Point out that different causes can lead to the same effect, and multiple effects can result from the same cause. The author chooses the cause and effect that best fits the story. Discuss with students other possible effects of Mia starting to climb in the box and how they would have changed the ending of the story.
- **Independent practice:** Have students complete their cause-and-effect worksheet. Have them work in pairs to check their work.

- **Enduring understanding:** In this story, Mia found a magic box that doubled everything put inside it. What would you do if you had Mia's magic box? How much would you put in, and how much would come out?

Build Skills

Phonological Awareness: **Discriminate long vowel sounds**

- Say the word *inside* aloud to students, emphasizing the long vowel /i/ sound. Have students say the word aloud and then say the long /i/ sound.
- Say the two syllables of the word slowly, *in* and *side*, and ask students to listen closely to the vowel sound in each. Have students discuss with a partner the difference in sound between the two syllables. Explain to students that the first syllable uses the short vowel /i/ sound, and the second syllable uses the long vowel /i/ sound. Have students practice saying the long /i/ sound to a partner.
- Write the five vowels on the board, and review with students the short vowel sounds for each letter. Explain to students that each vowel has a short sound and a long sound. Point to each vowel, say the long vowel sound, and have students repeat. Have students practice saying long vowel sounds with a partner.
- Say a short vowel sound, and have students call out the matching long vowel sound. Repeat for all vowels.
- **Check for understanding:** Say the following words one at a time and have students clap for each word containing a long vowel sound: *cried, pat, take, hot, red, note, plate, run, bike, and big*.

Phonics: **VCe pattern**

- Write the word *inside* on the board and say it aloud with students. Ask students to identify with a partner which syllable has the short /i/ sound and which syllable uses the long /i/ sound.
- Have students say the long vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the long vowel /i/ sound in the word *inside*.
- Write the word *can* on the board and read it aloud with students. Have students identify the consonants and vowel in the word, and label them CVC.
- Write the letter e at the end of the word *can*. Read the word aloud with students. Ask students to share with a partner how the word changed.
- Explain to students that when the letter e is added to the end of a CVC word, the vowel often changes to a long vowel sound. Share with students an expression to help them remember the rule: *the silent e makes a vowel say its name*. Have students repeat this expression to a partner.
- Erase the word *in*, leaving the word *side* on the board. Have students discuss with a partner whether this word follows the VCe pattern. Point out that the letters *i* and *e* create the long vowel sound in the word *side*.
- **Check for understanding:** Write the following words on the board, leaving off the silent e: *lime, cave, rose, make, and cove*. Read the nonsense words aloud and ask students if these words sound right. Have students copy the words to a separate sheet of paper and add a silent e to the end of each word. Ask students to work with a partner to decode the words using the VCe-pattern rule. Invite volunteers to come to the board. add the silent e to the end of each word, and then read the correct word aloud. Have others students give a thumbs-up signal if the volunteer correctly pronounces the word.
- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Simple subjects**

- Write the following sentence on the board: *Mia put seven pieces of candy in the box.* Read the sentence aloud with students. Ask students to point to the person that performs the action in this sentence (*Mia*).
- Explain to students that every sentence has a *subject*, or a *noun that the sentence is about*. Explain that a subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.
- Rewrite the sentence on the board as follows: *She put seven pieces of candy in the box.* Ask students to call out the subject of this sentence (*she*). Point out that the pronoun *she* replaces Mia's name; therefore, it still represents the person performing the action in the sentence and is the subject of the sentence.
- Write several sentences that describe actions familiar in the classroom. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject of each sentence.
- **Check for understanding:** Have students reread the book in groups and discuss the subjects they find. Ask students to circle the subject in every sentence on pages 10 through 12.
- **Independent practice:** Introduce, explain, and have students complete the **simple subjects worksheet**. If time allows, discuss their answers.

Word Work: **Position words**

- Write the following sentence on the board: *Mia looks inside the box.* Read it aloud with students. Underline the word *inside*, and have students discuss the meaning of the word with a partner. Review with students the meaning of the word as discussed in the Introduce the Vocabulary section of the lesson. Ask students to identify what Mia looked inside of (*the box*).
- Explain to students that *inside* is a position word. Explain that *position words* describe the *location of objects and actions*. Point out that in the sentence on the board, *inside* describes the location where Mia is looking.
- Have students perform a variety of commands, all built on the position word *inside*. For example, ask students to look inside their desk, inside a book, inside a folder, and so on.
- Ask students to observe the picture and text on page 9. Have students point to the position words on the page (*in, inside*). Ask students a series of questions to generate other position words. For example, ask where the mom is sitting (*on the couch*), where the bunny is sitting (*beside the box*), and so on. Have students call out answers, and record on the board every position word used.
- **Check for understanding:** Have students work with a partner to choose five position words from the board and use them in oral sentences. Ask partners to share a sentence with the rest of the class and record it on the board. Invite volunteers to come to the board and circle the position word.

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 them discuss the predictions they made with someone at home.

Extend the Reading

Informational Writing and Art Connection

Discuss with students what might happen next to Mia and her magic box. Brainstorm to generate a list of possible actions Mia could take next and the effects of those actions. Have students draw a picture of what they want to happen next in the story. Have students write three sentences to describe the picture, and encourage them to refer to the book for sentence patterns.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Math Connection

Divide students into nine groups, and give each group a poster. Assign groups a number, from two through ten, and have groups discuss items that come in that number. For example, eyes come in sets of two, fingers come in sets of five, hot dogs come in sets of six, days of the week come in sets of seven, and so on. Have students write the number assigned to their group at the top of the poster and record in words and pictures the items that correspond to that number. Have groups present their number to the rest of the class, and hang posters up at the front on the board. Have students practice doubling numbers by referring to the posters. For example, ask students to draw two dogs, which each have four legs. Ask students to count the total number of legs. Point out that four doubled is eight. Repeat with examples from all the different posters. Then, have students practice memorizing doubles for every number.

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 making, revising, and confirming predictions to understand text during discussion
- accurately discriminate cause-and-effect relationships during discussion and on a worksheet
- consistently discriminate long vowel sounds during discussion
- accurately use the VCe pattern during discussion and on a worksheet
- correctly use simple subjects during discussion and on a worksheet
- correctly use position words during discussion and in oral sentences

Comprehension Checks

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