

Focus Question:

Why is it hard for Miles to find a friend?

Book Summary

Text Type: Fiction/Fantasy

Miles is a very lonely crocodile. Everyone in the Nile is afraid of him even though he is a vegetarian. Read *Miles the Nile Crocodile* to find out what happens to Miles as he travels down the Nile in search of a friend. This book can be used to teach students how to identify the problem and solution in a story as well as the proper use of quotation marks.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify problem and solution
- ☐ Describe information provided by illustrations
- ☐ Segment syllables
- ☐ Identify long vowel /i/
- ☐ Recognize and use quotation marks
- ☐ Identify and use the high-frequency word *down*

Materials

- ☐ Book: *Miles the Nile Crocodile* (copy for each student)
- ☐ Problem and solution, long vowel /i/, quotation marks 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. (*) word appears in the lesson but not the book

- **High-frequency words:** *ask, down, no*
- **Words to Know**
Story critical: *basks* (v.), *crocodile* (n.), *papyrus* (n.), *pyramids* (n.), *sighs* (v.), *vegetarian* (n.)
- **Academic vocabulary:** *problem* (n.)*, *solution* (n.)*

Guiding the Reading

Before Reading

Build Background

- Put a map on the board that shows students where the Nile River is located. Point out the Nile River to the class and ask them what kind of animals they would find in a river. Write the word *crocodile* on the board and read it aloud with students. Discuss with students what they know about crocodiles.
- Discuss with students what they would do if they saw a crocodile. Have them draw a picture of their reaction if a crocodile approached them. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Miles the Nile Crocodile*. 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 engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it's important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did at school or what happened in the movie they just watched. Use a book that the class recently read or a familiar story, and demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

Introduce the Comprehension Skill:

Problem and solution

- Explain to students that in stories they read, there is often a problem that needs to be solved. Point out that if there is a problem, then there is a solution, which is what happens in the story to fix the problem.

Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work with a partner to determine its problem and solution, and guide students to a class consensus on the answers. Have students look at the title and picture on the cover of the book and make a prediction as to what the problem may be. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about a crocodile named Miles. 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.

- *Where does Miles live?* (level 1) page 3
- *How is Miles different from other crocodiles?* (level 2) page 4
- *Why is everyone afraid of Miles?* (level 2) multiple pages
- *How do you think Miles feels when he meets Craig the crane?* (level 3) pages 10–12
- *Why did the author write this book about Miles the crocodile?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, are helpful when reading because they show the reader exactly what something looks like and they give more details to the text. Have students look at the illustration on page 4. Ask students: *How does this picture help you understand what the word vegetarian means?* Have students look at page 6. Ask students: *What does this picture tell you about Miles? How does it further*

explain the problem he is facing? Have students review other illustrations in the book with a partner and discuss how they helped them better understand the text. Invite volunteers to share their answers as you ask each question.

Skill Review

- Model retelling the events of the story using the illustrations to assist you. Remind students that retellings include details and descriptions about the events of a story in the correct order. Ask students to retell the beginning of the story to a partner.
- Have students work with a partner to discuss what they think the problem is. Have them discuss how they would solve the problem if they were Miles.
- Model how to determine the problem and solution. **Think-aloud:** *Right at the beginning of the story I learn that Miles has no friends and is lonely. He doesn't understand why nobody wants to be his friend since he is a vegetarian and won't eat them like most crocodiles would. As I continue reading I see that Miles is trying to make friends, but everyone turns away with a scared expression. I think that the problem is that Miles is lonely and wants a friend. The solution to his problem must be how he figures out a way to make a friend and not be lonely. If I were Miles, I would try explaining to potential friends that I am a vegetarian and promise not to hurt them. I might also try to find another vegetarian crocodile to be my friend. I am going to continue reading to see how Miles solves his problem.*
- Model how to complete the **problem-and-solution worksheet**. Write the problem on the board and have students record it on their worksheets. Then have them work with a partner to come up with possible solutions for the problem.

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: Problem and solution

Review the problem-and-solution worksheet that students completed. Invite volunteers to share their answers with the class. Discuss with students how identifying the problem and solution in a story helps them understand what they are reading.

Comprehension Extension

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

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *It is a hard for Miles to find a friend because people and animals are afraid of crocodiles because they are usually meat eaters, so everyone is afraid that Miles is going to eat them.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Say the word *swim* aloud to students. Have students repeat the word *swim* aloud. Say the word *swim* again, but clap one time as you say the word. Have the students repeat the word and clap one time. Explain that every word contains one or more parts and that these parts are called *syllables*. Point out that the word *swim* has one syllable, or unit of sound.
- Say the word *lonely* aloud to students. Have students repeat the word *lonely* aloud. Say the word *lonely* again, but clap two times as you say the word. Have students repeat the word and clap two times. Explain that the word *lonely* has two syllables or units of sound.
- **Check for understanding:** Have students work with a partner to count the number of syllables in various words in the book. Give students a number of syllables such as two, and have them search for words with two syllables. Repeat with another number of syllables.

Phonics: Long vowel /i/ sound

- Write the word *Miles* on the board and read it aloud with students. 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 letter represents the long vowel /i/ sound in the word *Miles*.
- Write the word *swims* and read it aloud with students. Have students discuss with a partner the similarities and differences between the two words. Point out that *swims* has the short vowel /i/ sound while *Miles* has the long vowel /i/ sound.
- Have students work with a partner to locate words with the long vowel /i/ sound in the book. Invite volunteers to share the words that they found and record them on the board.
- **Check for understanding:** Write the following words on the board: *drive, lift, fish, line, pile, and pick*. Say each word, one at a time. Have students work with a partner to sort the words into long vowel

/i/ words and short vowel /i/ sounds. Invite volunteers to share their answers with the class. Have the class give a thumbs-up signal if the students sort the words correctly.

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

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"The turtle is afraid of me," sighs Miles.* Ask students which words are being spoken. Explain that quotation marks are the punctuation marks around dialogue in the book. Discuss the difference between what is being said by the character (*The turtle is afraid of me*) and what is not (*sighs Miles*).
- Have students turn to page 9 in the book. Have them circle all the quotation marks on the page. Read the page aloud as students follow along. Have students put their hands on their head while dialogue is being read aloud and have them put their hands on their mouth when there is not a character speaking.
- Discuss the different words that indicate dialogue. Explain that words that indicate dialogue come directly before or after the quotation marks to show which character is speaking. Ask students to locate the words used in the text to indicate dialogue. Write them on the board as students find them (*cries, sighs, asks, says*).
- **Check for understanding:** Have students work with a partner to locate dialogue in the text. Have them circle the quotation marks in each example and underline the dialogue words.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word down

- Write the word *down* on the board and read it aloud with students. Explain to students that they will often see this word in books they read, and they should memorize it so they can decode it right away.
- Ask students to write the word *down* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say it.
- Write the following sentence on the board: *Miles the crocodile swims down the Nile.* Read it aloud with students and discuss the meaning of the word *down* as it is used in the sentence.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *down*. Invite students to share a sentence with the rest of the class, and ask other students to place their finger on their nose if they used the word *down* correctly.

Connections

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