

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 291

Book Summary

Anna loves everything about Easter. Her grandmother brings her Easter eggs and a gift—a music box with a goose dancing inside a blue egg. Anna is curious, so her grandmother tells her the story of the dancing goose. Students will have the opportunity to sequence events and reflect on family connections in this story within a story.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making predictions to understand text
- Sequence events in the story
- Segment onset and rime
- Identify and read words that contain consonant digraph *sh*
- Recognize and use past-tense verbs
- Recognize and give examples of onomatopoeia

Materials

Green text indicates resources available on the website

- Book—*Anna and the Dancing Goose* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, consonant digraph *sh*, past-tense verbs 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

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- High-frequency words: *her, said, she, the*
- Content words:

Story critical: *alone (adj.), always (adv.), brought (v.), dancing (adj.), hurt (adj.), music box (n.)*

Before Reading

Build Background

- Write the word *Easter* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Encourage students to discuss what their family does on Easter, if they celebrate that holiday. Write their answers on the board. If students do not celebrate Easter, ask if there is a holiday they celebrate in the spring.
- Have students share about the members of their families, and record the different family structures on the board. Emphasize that every family is different.

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 *Anna and the Dancing Goose*. (Accept all answers that students can justify.) Record their answers on the board.
- 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 good readers make predictions about what they think will happen in the story. Explain that predictions are guesses about what they think will happen later in the story that are based on clues they read. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model making predictions using the information on the cover.
Think-aloud: I know that good readers make predictions using the clues that they have. When I look at the picture on the cover and read the title, Anna and the Dancing Goose, I see that I have two clues: a woman and a goose that dances. With these clues, I can make a guess, or prediction, about the story. I wonder if the woman on the cover is Anna. I predict that Anna and the goose will be in the story. Maybe Anna will dance with the goose. As I read, I will check to see if my prediction is correct. I can also change my prediction as I read more clues.
- Point out to students the predictions they made during the book introduction, which are recorded on the board. Invite students to share any additional predictions they can make at this point.
- 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**

- Explain to students that stories are a series of events that happen in order from beginning to end.
- Write key transition words on the board, for example, *first, next, after that, and in the end*. Explain that authors use words like these to order the sequence of events in a story. Draw a line under each word.
- Model sequencing the main events of the story *The Three Little Pigs*. Write the key words about each event, and create a drawing to represent it, under the appropriate transition word on the board.
Think-aloud: If I wanted to tell someone the story The Three Little Pigs, I would want to make sure they understood it by telling the events of the story in the correct order. Here is how I would tell it in the right sequence. First, the three little pigs build three houses, one made of straw, one of sticks, and one of bricks. Next, the Big Bad Wolf blows down the house made of straw. After that, the Big Bad Wolf blows down the house made of sticks. In the end, the Big Bad Wolf tries to blow down the house made of bricks, but he is not able to, so the pigs are safe.
- Tell the story, using the transition words on the board, with the events out of order. Have students discuss in pairs why a sequence of events is important. Have student pairs share their answers.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at page 4, you might say: *It looks as though a shelf is a good place to hold items, like the Easter eggs in this story.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *dancing* on page 6 and say: *I am going to look at the end of this word and check the picture as I think about what would make sense to figure out this word. The end of this word is ing, and I know that ing often appears at the end*

Lesson Plan *(continued)*

Anna and the Dancing Goose

of action words, like walking or talking. This must be an action word. The picture shows a goose inside a music box. I know that people dance to music, which is an action. The first part of dance starts with the /d/ sound, and this words starts with /d/. If I add the ing ending, I have the word dancing. The sentence makes sense with this word. The word must be dancing.


Set the Purpose

- Have students use what they already know about Easter and family to help them read the story. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Anna*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making predictions.
Think-aloud: *On page 5, we read that Anna's grandmother brought her a music box. I know from my earlier clues that this story has something to do with a dancing goose, and the music box is a new clue. I also know now that Anna is a little girl, so the woman on the cover can't be Anna. I know that music goes along with dancing. I am going to change my prediction and say that the dancing goose has something to do with the music box. I will make a new prediction, too: the music box will have a goose inside of it.*
- Invite students to share the predictions they made as they read. Ask students if they changed (or revised) any old predictions as they read new clues.
- Have students write on a piece of paper at least one prediction they made or else draw a picture that shows a prediction.
- Write the following events, out of order, on the board: Anna loved everything about Easter; Her grandmother brought her a music box; Her mother put the eggs on the shelf; Anna loved the Easter eggs her grandmother brought.
- Write the transition words *first*, *next*, and *after that* on the board.
- Discuss with students the correct sequence of the events from the story.
- Invite students to write these events, or draw a picture to represent them, under the appropriate transition words.
- Discuss and circle the events that are the most important to correctly tell the story. Point out that the other details are not necessary to the sequence of events and cross them out.
- Ask students to share with a partner what the story is about so far. (Anna received a special gift from her grandmother on Easter.)
- **Check for understanding:** Have students read to the end of page 10. Encourage them to share how they made, revised, or confirmed predictions. (Accept all answers that show students understand how to work with predictions.)
- Ask students to name additional story events and locate them in the book. Discuss which events are the important ones that need to be included in a sequence of events. Write these events on the board. Remind students to use transition words when discussing the events.
- Have students read the remainder of the story. Remind them to make predictions to help them understand new information 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

- **Think-aloud:** *When I read page 12, I learned that the goose laid a blue egg to thank the woman. That was a clue from the story. Since I know that baby geese are born in eggs, and my clue told me that the old woman had a goose egg, I made a prediction that soon the old woman would have a baby goose.*
- Have students return to the prediction they wrote or drew earlier. Encourage them to think about whether they changed their prediction or confirmed it.
- Invite students to share their predictions with the rest of the class. Ask whether they changed or confirmed any prediction.
- Ask students to explain how making predictions helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the events of the story written on the board. Remind students that when sequencing events of a story, it is important to use transition words as clues to the order of events.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this story, Anna's grandmother tells her a story of an old woman whose family was far away, so she felt alone until one day when a goose appeared and it gave her something to care for. Why is it important to have people or animals in our lives whom we care for and who care for us?

Build Skills

Phonological Awareness: Segment onset and rime

- Explain to students that words can be split in two parts, the beginning, or onset, and the end, or rime. The onset is the initial sound before the vowel. Explain that you are going to split a word, and ask students to listen carefully and tell you what that word is. Say /g/ /oose/ and have students tell you the word.
- Say the word *shelf*. Now explain that you are going to leave off the onset of the word. Say /elf/.
- Have students say the word *box*. Now ask them to leave off the onset and just say the rime (/ox/).
- Write the following words on the board: *hot, kind, flop, play*. Read each word together. Then say each word, one at a time, but only read the onset. Have students say the rime.



Check for understanding: Have students work in groups to find words in the story and segment the onset and rime. Have them underline the onset and circle the rime in each word.

Phonics: Consonant digraph *sh*

- Write the word *shelf* on the board and say it aloud with students.
- Have students say the /sh/ 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 /sh/ sound in the word *shelf*.
- Have students practice writing the letter *sh* on a separate piece of paper while saying the /sh/ sound.
- Have students find words in the story that have the consonant digraph *sh* and practice reading those words out loud to each other. Encourage students to emphasize the /sh/ sound.

Lesson Plan *(continued)*

Anna and the Dancing Goose

- **Check for understanding:** Write the following words that begin with the /sh/ sound on the board, leaving off the consonant digraph: *ship, shoe, shelf*. Say each word, one at a time, and have volunteers come to the board and add the consonant digraph *sh* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant digraph sh worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Past-tense verbs**

- Review or explain that some words name actions. Remind students that *verbs* are action words.
- Ask students to think of some actions they did yesterday, for example, walking to school or eating breakfast. Write these words on the board and ask students to act them out.
- Explain that when an action happened in the past, we use a special form of the verb called a *past-tense verb*. Explain that we show a past-tense form by adding the *ed* letter combination to the end of the verb.
- Invite students to come to the board and add *ed* to the verbs. (If any of the verbs have irregular past-tense forms, take time to explain that some verbs have special endings. Write the past-tense forms of those verbs but focus on the *ed* endings of regular past-tense verbs.)
- Write these verbs on the board: *loved, walked, kicked*. Ask students to say the present-tense form of the verb by removing the *ed* (*love, walk, kick*). Invite students to come to the board and erase *ed* from each verb.
- Have students reread page 6. Have them point to the word *played*. Ask students if this is a past-tense verb. Ask students to tell a partner the present-tense form of this verb (*play*). Repeat with the word *asked*.



Check for understanding: Have students locate as many past-tense verbs in the story as they can. Have them draw a box around each one. Invite students to share their results.

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

Word Work: **Onomatopoeia**

- Have students read page 13 with you. Emphasize the words *crack* and *peep*.
- Explain to students that writers sometimes use words that sound like the noise they are describing. The word *crack* sounds like a noise you might hear when an egg cracks. Likewise, the word *peep* sounds like the noise a baby goose makes.
- Explain that we call these special words *onomatopoeia*. Have students repeat the word *onomatopoeia*.
- Have students say *crack* aloud. Ask if they can hear or imagine a cracking noise when they say the word.
- Have students think about sounds they hear on the playground. Guide students to think of onomatopoeic words to describe the sounds. Write these words on the board.



Check for understanding: Write these words on the board: *boom, water, ghost, zap, splash*. Invite students to come to the board and circle the words that are examples of onomatopoeia. Have students work in groups to brainstorm more onomatopoeic words. Have them write these words on the inside back cover of the book.

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 retell the sequence of events in the book to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of a special gift. Under the picture, have them write one or two sentences that tell a story about their gift.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Discuss the emotions shown on the faces in the book. Work with students to create a list of ways they could better understand different types of feelings that others may have. Help them to understand why someone may feel happy, sad, shy, excited, or mad. Discuss ways to deal with various types of emotions.

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:

- logically make predictions as they read to better understand text; confirm or revise their predictions as they read story clues
- accurately sequence events in the book during discussion and on a worksheet
- correctly segment onset and rime
- consistently identify and read words that contain the consonant digraph *sh* during discussion and on a worksheet
- correctly recognize and use past-tense verbs during discussion and on a worksheet
- consistently recognize examples of onomatopoeia

Comprehension Checks

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