

About the Book

Text Type: Fiction / Fairy Tale Page Count: 16 Word Count: 853

Book Summary

Engage your student with a fantastic story based on a Norwegian fairy tale. While shopping with her family, Alia is shocked to see a troll grab her parents and brothers and turn them into furniture! With the help of some kind animals and a friendly fry cook, Alia must find a way to rescue her family and transform them back into people.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify problem and solution
- Identify the sounds of vowel digraph /ow/
- Understand the use of quotation marks to identify dialogue
- Identify and use words with suffix -ed

Materials

Green text indicates resources are available on the website.

- Book—*Alia and the Furniture Troll* (copy for each student)
- Chalkboard or dry-erase board
- Ask and answer questions, problem and solution, quotation marks 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.

- Content words:
 Story critical: **emotion** (n.), **furniture** (n.), **slobbery** (adj.), **swallowed** (v.), **transformed** (v.), **troll** (n.)
 Enrichment: **department** (n.), **frantically** (adv.), **rafters** (n.)

Before Reading

Build Background

- Ask students if they know what a troll is. Show the picture of the troll on the front cover of the book. Ask if anyone has read or heard other stories with trolls in them (for example, *The Three Billy Goats Gruff*).
- Discuss with students how trolls are fantasy characters and that this story is based on an old Norwegian fairy tale.

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, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and enjoy what they read.
- Model how to ask questions.
Think-aloud: I already have questions about this story even before reading it, on the basis of the title and the cover. The illustration on the front cover shows a giant, scary-looking guy holding a girl in his fist. I wonder if he is the troll. I also see a man dressed as a chef in the background. Does the story take place in a restaurant? What does furniture have to do with the story? I hope the story will provide answers to these questions. As I read, I will keep these questions in my mind and look for answers. I will also keep track of new questions I have and search for those answers as well.
- Create a chart on the board similar to the [ask-and-answer-questions worksheet](#). Write your questions from the think-aloud on it.
- Have students preview the rest of the book, looking at the illustrations, covers, and glossary. Introduce and explain the ask-and-answer-questions worksheet. Have students write a question in the first section on their worksheet. Invite them to share some of their questions, and write them on the class chart.
- Point out that they already have many questions even before reading the story. Remind them to seek answers as they read and to record them on their worksheet. Encourage them also to think about new questions they have.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Review with students that all stories must contain key elements, such as a setting, characters, and a problem and solution. Write the words *Problem* and *Solution* on the board. Review or explain that a *problem* is a conflict or challenge that needs to be worked out or solved. A *solution* is the process of working out the problem.
- Remind students that in fiction stories, the author poses one or more problems for the characters to solve. Characters must choose how to solve the problem, and they may solve it differently than another person would. Write the following sentence on the board under the word *Problem*: *I forgot my lunch at home.*
- Model how to determine solutions to a problem.
Think-aloud: When I have a problem, I have many choices about how I can solve it. In this example, my problem is that I don't have any lunch for today. What are some steps I can take to solve this problem? I could ask my teacher if I can call home to see if my dad could bring it. I could ask the cafeteria if I could charge a lunch today. Or I could ask a friend to share with me. These are all possible solutions, and I would have to choose what I think is the best one.
- Model filling in the chart on the board with information from the think-aloud. Reinforce that there are many ways to solve one problem.

Introduce the Vocabulary

- Write the following words on the board or chart paper: *department*, *emotion*, *frantically*, *furniture*, and *slobbery*. Have students clap or count the number of syllables as you read the words aloud. Explain how to use word-attack strategies to help them read words with more than one syllable. For example, have students find the word *department* on page 3. Remind students that they can look for base words, prefixes and suffixes, and other word parts to help them say a difficult word (such as *de-part-ment*).
- Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. For example, point out the word *frantically* on page 5. Read aloud the sentence it appears in. Ask them to think about how a bird acts when it is trapped against something such as a glass door. Have them identify a word that means the same thing as *frantically*, on the basis of the context of the sentence and their background knowledge (*wildly*).
- Remind students that they should check whether an unfamiliar word makes sense by rereading the sentence in which it appears. Reread the sentence that the word appears in, asking students to substitute another word that might mean the same thing. Ask students if the word makes sense in that sentence.

Set the Purpose


- Have students read to find out more about the main character, Alia, and the problem of the Furniture Troll. Remind them to ask and answer questions while reading.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 3 and 4. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet to see if this part of the text answered their question.
- Model asking and answering questions. Refer back to your questions on the chart on the board.
Think-aloud: *Before I began reading, I had some questions about the picture on the cover. I wanted to know if the big, scary guy on the cover was the troll. I also wanted to know if the story takes place in a restaurant. After reading this part of the story, I now know the big, scary guy is indeed the troll. The story seems to be taking place in a furniture store, not a restaurant. I will write these answers on my chart. I am still not sure why the man on the cover is dressed like a chef. And why does the troll turn people into furniture? What is he doing in the furniture store? I will write these new questions on my worksheet. Then, I will continue to read, looking for the answers.*
- Ask students to write answers they found to any of their questions on their worksheet and to add a new question the story raised. Invite volunteers to share their new questions before continuing to read.
- Ask students to return to page 3 and to identify the main problem the character is having in the story. Have them underline the sentences that explain the problem (page 3: *Trog the Troll grabbed Alia's dad, mom, and twin brothers. He lifted them in front of his massive face, blinked his eyes, and transformed them into furniture.*)
- Introduce and explain the **problem-and-solution worksheet**. Have students complete the *Problem* section at the top of the worksheet. Remind students that any given problem may have multiple solutions. Ask students to brainstorm to generate a list of ideas about how Alia could solve the problem of the troll and get her family back. Discuss with students the possible solutions and viability of each. Encourage students to base their possible solutions on clues they have gained from the text or the illustrations. Have students share these insights and then record two possible solutions on their worksheet.

- **Check for understanding:** Have students read to the end of page 7. Have them write on their ask-and-answer-questions worksheet any answers they found while reading and any additional questions that came to mind (for example, *What do the raven and the mouse have to do with the problem of the troll?*)
- Have students read pages 8 through 10. Ask them to return to their ask-and-answer-questions worksheet and to record any answers. (For example, we now know the furniture store has a restaurant, and the man in the chef's hat is the cook. He is also a prisoner of the troll.)
- Have students read the remainder of the book. Discuss with students that stories can often have smaller problems built into the plot. Alia must solve the smaller problems (getting untied from the chair so the troll doesn't eat her) to get to the larger problem (rescuing her family). Remind them to be alert for what other characters are doing and what questions are being answered along the way to help Alia solve the main problem.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Reinforce with students how asking questions before and during reading, and looking for the answers while they read, keeps readers interested in the topic.
- **Think-aloud:** *I was happy to learn how the raven, the mouse, and the dog helped Alia in the story. Because she showed kindness to them, even though she was worried about her family, they helped her when she most needed it.*
- **Independent practice:** Have students complete their ask-and-answer-questions worksheet. Have students work with a partner to review the questions and answers on their worksheets. Ask them to write one more question they have about the story, one that was not answered. Discuss how readers can deal with unanswered questions when reading a fiction story (infer information on the basis of the clues in the story and how the characters behave or use their imaginations to creatively answer the question they have posed).

Reflect on the Comprehension Skill

- **Discussion:** Review with students how Alia had to solve several problems along the way to get to the larger problem of rescuing her family. Ask students to help you orally summarize the problems and solutions that led to the conclusion (she had to get back in the store, she had to get untied from the chair, she had to find and get in the break room, she had to find Trog's heart).
- **Independent practice:** Have students review and complete their problem-and-solution worksheet by filling in the Solution box at the bottom. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned how a clever girl showed bravery and kindness even though she was in a very scary situation. Even though this story is a fairy tale, what did Alia teach you about being kind to others?

Build Skills

Phonics: Vowel digraph /ow/

- Write the following words on the board: *follow, tomorrow, bowl*. Say each word aloud as you run your finger under it.
- Point to the ow-letter combination in each word and explain to students that sometimes letters combine to stand for one sound. In these words, the ow combines to make the sound they hear, which is the long /o/ sound.


Lesson Plan *(continued)*

Alia and the Furniture Troll


- Write the ow-letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Explain to students that *ow* can often have another sound: the /ou/ sound in *cow* or *now*.
- **Check for understanding:** Make a two-column chart on the board and ask students to help you sort by sound the words just discussed.
- **Independent practice:** Challenge students to find other words with the *ow* digraph in the book (for example, *owner* on page 7 and *bellowed* on page 9) and have volunteers come to the board and write them in the appropriate column of the chart.

Grammar and Mechanics: Quotation marks

- Draw a sketch on the board of a girl. Draw a speech bubble coming out of her mouth. In the speech bubble, write the following sentence from page 4 of the book: *What did you do to my family? Say: When we read comic books or cartoons, we see the words the character is speaking in his or her speech bubble. But most books do not use speech bubbles. We have another way to show the words a character is speaking: we can use punctuation marks called quotation marks. They are used to set off the words that are spoken by a character in a story.*

 Ask students to turn to page 4 and to find the sentence that Alia speaks at the top of the page. Have them circle the quotation marks at both ends of the sentence.

- Remind students that there should always be two sets of quotation marks—one where the character's dialogue begins and the other where it ends.
- **Check for understanding:** Write other short sentences in the speech bubble of the girl you drew on the board. Ask students to come to the board, rewrite each sentence without the speech bubble, and place the quotation marks correctly.

 **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, have students share their responses and placement of quotation marks.

Word Work: Suffix -ed

- Write the word *turned* on the board. Ask students to identify the root word (*turn*), and write it next to *turned*. Have students use each word in a sentence.
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ed*.
- Write the words *play*, *jump*, and *kick* on the board. Review with students that these are all verbs. Have volunteers add the *-ed* suffix to each word (*played*, *jumped*, *kicked*). Discuss how, when the suffix is added, it changes the verb tense of the words from present tense to past tense.
- Compare the root words and the words with suffix *-ed* added to them and ask students if anything had to be changed on the root word before adding the suffix (no). Next, write the words *grab*, *drop*, and *flap* on the board. Demonstrate for students that, for some words, the final consonant has to be doubled before the *-ed* suffix can be added (*grabbed*, *dropped*, *flapped*).
- **Check for understanding:** Add other root words to the list on the board, such as *nod*, *sob*, *stop*, *stomp*, *laugh*, and *lick*. Ask volunteers to come to the board, add the *-ed* suffix, and use the new word in a sentence.
- **Independent practice:** Have student pairs search for other words with the *-ed* suffix throughout the book. Have them take turns explaining what the root word is, how it is the past tense of the verb, and whether or not the final consonant had to be doubled.

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 problem Alia had and how she solved it with someone at home.

Extend the Reading

Narrative Writing Connection

Have students return to their problem-and-solution worksheet and review the two possible solutions they listed in the middle of their worksheet. Ask them to create a new story about Alia with an alternate solution to the problem of the troll. Encourage them to be creative in their thinking about how Alia can get the troll to turn her family back into people.

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

Social Studies Connection

Use the Internet or school library to find other fairy or folk tales that feature trolls (for example, *Norwegian Troll Tales* by Joanne Asala, *Troll Tales* by Jan Loof, and *D'Aulaires' Book of Trolls* by Ingri and Edgar d'Aulaire). Read or summarize them aloud to the group, and discuss the similarities and differences in the main characters, the problems, and how the characters solve the problem of the trolls. Pose the question: *Why were trolls such a popular character in so many folk and fairy tales?*

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 asking and answering questions to understand text during discussion and on a worksheet
- accurately identify problems and solutions during discussion and on a worksheet
- identify sounds for the digraph /ow/ during discussion and in the text
- correctly understand the use of quotation marks during discussion, in the text, and on a worksheet
- identify and understand the use of the -ed suffix in the text and during discussion

Comprehension Checks

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