

About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 609

Book Summary

In this special holiday book from the Hoppers series, Snubby Nose decides to sneak downstairs and get a peek at St. Nick. But Snubby Nose startles Santa so badly that the young rabbit is frightened himself! He runs and hides in the closet, wondering if Santa will leave coal in his stocking for spying.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the strategy of making, revising, and confirming predictions to understand the text
- Sequence story events
- Recognize spellings for long /a/ variant vowel
- Identify and categorize nouns
- Identify and categorize compound words

Materials

Green text indicates resources available on the website

- Book—*Catching Santa* (copy for each student)
- Chalkboard or dry erase board
- *Prediction, sequencing, long /a/, compound words worksheets*
- Word journal (optional)
- *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

- **Content words:** *boots, chimney, fur, reindeer, Santa, sleigh bells, stocking, treats*

Before Reading

Build Background

- Have students share what they know about Santa Claus. Create a word web on the board and have students brainstorm words they associate with Santa. Refer back to this web after students have read the book to check off words that are in the story and to add other words.
- For students whose culture does not include Santa, read or retell a story that will introduce the idea. You can also use pictures to stimulate the brainstorming activity. Reinforce the idea that Santa doesn't like to visit unless everyone is asleep. The idea of putting coal in the stockings of children who have not been good may not be familiar to some students. Reference some stories about Santa that mention this tradition.

Preview the Book

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 kind of book it is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title of book, illustrator's name).
- Ask students what they expect to read about in the book, based on what they see. (Accept all answers that students can justify.)

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

- Have students revisit the front and back cover illustrations and read the title. Ask who they think is holding the flashlight in the cover illustration. Ask them what they think is happening.
- Introduce and explain the **prediction worksheet** and have students use the first column to write what they think might happen in the story. Model how to make a prediction.
Think-aloud: When I read a new book, I look at the cover information first and ask myself what kind of book I think this will be. I ask myself whether it is a story or a fact book. If I recognize the characters from other books I have read, I use what I already know about them to guess how they might act in the new story. Then I preview the illustrations to help me either revise my first predictions or make new ones. As I read, I continue to revise or confirm my predictions as I go. Making predictions helps me be an active reader and allows me to enjoy and understand the story more.
- Have students preview the illustrations up through page 12. Ask them to make a prediction in the first column of their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Review how to use word-attack strategies, such as using what students know about word structures, to read unfamiliar words.
- Point out the word *popcorn* on page 3. Ask students how they might figure out this word if they don't know it. Point out that it is a compound word. Students might recognize the two smaller words that make up the compound word: *pop* and *corn*. They can use the smaller words as clues to the meaning of the larger word. Read the sentence and ask students if the word *popcorn* makes sense.

Set the Purpose


- Have students read the book to see if their predictions about the story are correct. Remind them to revise or confirm their predictions as they go.

During Reading

Student Reading

- **Guide the reading:** Ask students to read to the end of page 6. Ask them if any of their predictions about the story are correct. They can look at their predictions on their worksheet and check off those that are correct or revise those they would like to change.
- Model making a prediction.
Think-aloud: I predicted that the note on I saw pinned to the stocking on the cover page was from Santa. I haven't read anything about the note yet, so I will have to keep reading. I also predicted that the bells they heard on page 4 belonged to Papa because he wasn't in the story yet. I predicted correctly on that one.

- Encourage students to use the information they've read and discussed to revise or confirm their predictions. Model for students how to think through whether or not their predictions were confirmed, and if not, why not. Help them to think about whether or not the reasons for their predictions were valid.
- **Check for understanding:** Have students read to the end of page 10. When they have finished reading, have them share their predictions and the outcomes of their predictions. Remind them to continue to revise or confirm their predictions.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the book.

 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

- Ask students whether their predictions about the story were correct. Ask how making predictions helped them read the story. Have a student retell what happened in the story. Have students use the third column of the worksheet to write what actually happened in the story.

Teach the Comprehension Skill: **Sequence events**

- **Introduce and model:** Remind students that all stories are told in a certain order, which is the series of events that happen. Explain that the order of these events is important. Some things need to happen before other things happen, and sometimes the events in the story contribute to the occurrence of other events. This flow, or sequencing, helps the story make sense. Explain to students that the order in which things happen in the story is called the *sequence of events*.
- **Check for understanding:** Reread the first page with students. Ask them what happens first. (The Hoppers hang their stockings by the fire and wait for Santa.) Ask what is the second thing that the Hoppers do. (They make popcorn.)
- **Independent practice:** Introduce, explain, and have students complete the [sequencing worksheet](#). Explain that they will list the events of the story in the correct order on the worksheet. Have them include only the most important things that happened.

 **Extend the discussion:** Instruct students to use the last page of their book to draw a picture of and write about what they would hope to find in their stocking.

Build Skills

Phonics: **Spellings for long /a/ variant vowel**

- Write the word *pain* on the board and say it aloud with students.
- Ask students how many sounds they hear in the word *pain*. Explain that when the letters *a* and *i* are together, they combine to make the long /a/ sound. Underline the letters *ai*.
- Run your finger under the word *pain* again, stressing the three sounds: /p/, long /a/, /n/.
- Write the word *day* on the board and say it aloud.
- Underline the *ay* and point out that when *a* and *y* are next to each other, they also make the long /a/ sound.
- Write the word *weigh* on the board and say it aloud.
- Ask students if they know what letters in *weigh* together make the long /a/ sound.
- Underline the *ei* and explain that this letter combination also makes the long /a/ sound.

Lesson Plan *(continued)*

Catching Santa



Check for understanding: Have students work in pairs to find and underline all of the words in the book that make the long /a/ sound. Have them read each words aloud.

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

Grammar and Mechanics: **Nouns**

- Remind students that a *noun* names a *person, place, or thing*. Write these categories on the board in a row. Inform students that in some stories, the characters are animals. In a story in which animals talk and act like people, the animals can be put under the *person* category.
- **Check for understanding:** Have students turn to page 3 to look for examples of nouns (*Hoppers, stockings, fire, Santa Claus, Fluffy Tail, fairy tale, Floppy Ears, popcorn, Speedy Legs*). As students find the nouns, have them tell in which category the words should be placed as you write them on the board. Point out the proper names and tell students that these nouns need to be capitalized.
- **Independent practice:** Ask students to write two sentences on a sheet of paper. Have students swap sentences and circle all of the nouns in the two sentences. Ask students to add the nouns they circled to the chart on the board. If time allows, discuss their answers.

Word Work: **Compound words**

- Remind students that compound words are made from joining two or more words. Explain that some compound words are open, which means that the words are not connected. Show students the example of the compound word *fairy tale* on page 3 and explain that this is an open compound word.
- Tell students that compound words can also be closed, which means that they are joined together, as in the word *popcorn* on page 3.
- Explain that some compound words are joined by a hyphen. Write the word *merry-go-round* on the board as an example.
- Explain that knowing the meanings of the smaller words can help students read and understand a compound word. Discuss how the meanings of the smaller words in each of the above examples provide clues to the meaning of the compound word.
- **Check for understanding:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 sequence the story events with someone at home.

Extend the Reading

Fantasy Writing Connection

Have students write a story about a holiday that involves a secret gift giver. Have students write the story in the same style as the book.

Art Connection

Provide students with scrap pieces of fabric and fabric glue. Have them make a holiday stocking by gluing together the scraps of material. Extend the activity by having them write what they would hope to find in the stocking.

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:

- understand making a prediction and revising the prediction on a worksheet
- sequence the main events in the story during discussion
- recognize spelling patterns for long /a/ and organize words according to their pattern on a worksheet
- identify compound words and classify them according to type during discussion
- identify and categorize nouns on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**