

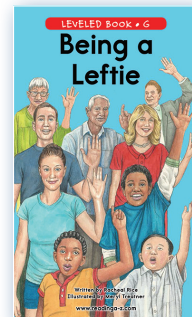
Focus Question:

How do lefties find ways to live in a right-handed world?

Book Summary

Text Type: Nonfiction/Informational

The majority of people in the world are right-handed. Because of this, left-handed people encounter many challenges living in a predominantly right-handed world. *Being a Leftie* provides students a look at some of these challenges, including what they are and how lefties are able to overcome them. This book can be used to teach students how to evaluate problem and solution as well as to ask and answer questions to better understand text.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Evaluate problems and solutions
- ☐ Identify headings
- ☐ Segment syllables
- ☐ Identify initial consonant *L*
- ☐ Choose appropriate subject-verb agreement
- ☐ Identify and use the high-frequency word *what*

Materials

- ☐ Book: *Being a Leftie* (copy for each student)
- ☐ Problem and solution, initial consonant *L*, subject-verb agreement 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.

- **High-frequency words:** *live, they, what*
- **Words to Know**
Story critical: *left-handed* (adj.), *notebooks* (n.), *problem* (n.), *scientists* (n.), *scissors* (n.), *spiral* (adj.)
- **Academic vocabulary:** *study* (v.)

Guiding the Reading

Before Reading

Build Background

- Create a simple bar graph template on the board, placing left- and right-handed labels across the x-axis. Title the graph "Handedness in Our Classroom."
- After discussing what it means to be left- or right-handed, have students write *left* or *right* to indicate their dominant hand on a piece of paper. Total results, and as a class, construct corresponding bars on graph. While evaluating the results, point out how many fewer left-handed students there are compared to right-handed students.

Introduce the Book

- Give students their copy of *Being a Leftie*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers evaluate what they do and do not know about a topic before they start reading. Create a KWLS chart on the board. Instruct students to work with a partner and share their knowledge of left-handedness. Each pair will come to the board and record one idea in the *What I Know* column of the KWLS chart. Ask students what questions they have about left-handedness, and record these questions in the *What I Want to Know* column. Share with students that the *L* column is to record what they learned from the book and the *S*

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column is to record what they still want to know after reading that was not included in text.

Introduce the Comprehension Skill:

Problem and solution

- Explain to students that we extract meaning from text in different ways, including the presentation of information. Many problems and solutions are presented in this book, outlining the challenges and adaptations lefties make living in a right-handed world. Identifying the problems and solutions helps readers understand the information presented in the text.
- Discuss how presented problems can be solved after asking a question, for example: Problem: The store was out of milk. Question: What can the shopper do to get milk? Solution: the shopper can go to another store, the shopper can borrow milk from a friend, and so on. Point out to students that when we are presented with a problem, we must analyze the information in order to determine the solution, or how to solve that problem.

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 being left-handed. 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.

- Which school activities are hard for lefties? (level 2) pages 6, 8, and 10
- Which specialized materials do lefties use in class? (level 2) pages 7, 9, and 11
- What do scientists say lefties are good at? (level 1) page 12

- Why do lefties have a hard time doing some of the things that are easy for righties? (level 3) multiple pages
- Why did the author write this book about being a leftie? (level 3) multiple pages

Text Features: Headings

Explain that headings indicate the information that will be presented in each section. Have students work with a partner to review the heading on page 6. Ask students: *What will the information presented in this section be about? Why are headings important for nonfiction books? How do headings support our reading comprehension?* Have students review other headings in the book and discuss these questions in groups. Invite volunteers to share their thoughts with the rest of the class. All justified answers are acceptable.

Skill Review

- Review with students the questions from the *What I Want to Know* section of the KWLS chart. If any questions have been answered by the text, have students come to the board and write the answers in the *What I Learned* section. Periodically review this chart while students are reading.
- Model evaluating details to determine the problem and solution provided in text.
Think-aloud: *The book is providing me with many details about being a leftie, and I can use the headings of each section to find out what information will be presented. I know I can use these headings to predict which problems and solutions are discussed in the book. The problem precedes a question mark, and the solution follows. Therefore, I will identify question marks with the text. Then, I will examine each detail to see what solutions lefties have come up with.*
- After students have examined each heading, ask them to circle the question marks in the text. Have them identify problems and solutions from the book and underline them. Have students discuss the details with a partner and independently list the problems and solutions presented in the text. Have pairs discuss which section they found most informative.

Model how to complete the **problem-and-solution-worksheet**. Remind students to identify the solutions as they read.

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. Have students share their

Guiding the Reading (cont.)

work in groups. Invite volunteers to share with the rest of the class the solutions they chose. Discuss with students the justification for choosing a particular solution for a given problem.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should reference solutions outlined in the text. Samples: *Lefties use quick-drying ink. Lefties use notebooks with the spiral at the top instead of the side. They use left-handed scissors to cut.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: **Segment syllables**

- Say the word *leftie* aloud to students, emphasizing the syllable break between the /f/ and /t/ sounds. Have students hold their hands in clap posture under their chin and to clap when their chin hits their hands as say they the word *leftie*. Explain that students should have clapped twice, meaning there were two syllables in the word *leftie*.
- Repeat the process with the word *hand*. Discuss the differences between words with two syllables, like *leftie*, and words with one syllable, like *hand*.
- Have students work with a partner to create an oral list of five one-syllable words and five two-syllable words.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a syllable segment: *book*, *spiral*, *pen*, *scientist*, and *mostly*.

Phonics: **Initial consonant L/**

- Write the word *leftie* on the board and read it aloud, emphasizing the initial consonant /l/ sound. Run your finger under the letters in the word *leftie* as students say the whole word aloud. Ask students which letter makes the /l/ sound in the word *leftie*. Working with a partner, invite students to think of other words that begin with the /l/ sound.
- Have students turn to page 4 and ask them to underline the initial consonant *L/* in the word *left-handed*. Have students check their work with a partner.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *letters*, *will*, *like*, and *mad*. Say the first incomplete word aloud, and have students call out whether the word begins with the initial consonant *L/*. Invite a volunteer to come to the board and add *L/* in the initial consonant position on appropriate choices.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant L/ worksheet**. If time allows, discuss their answers.

Grammar and Mechanics:

Subject-verb agreement

- Have students find and point to one noun on page 8. Review with students that *nouns* are words that name people, places, and things. Write the word *hands* on the board. Ask students to find and point to one verb on page 8. Review with students that *verbs* are words that describe actions. Write the word *press*. Say the subject and verb aloud: *hands press*.
- Write the word *hand* on the board. Point to the word *press*. Say: *The left hand press into the spiral as they draw*. Ask students if this sentence sounds correct. Explain that a subject (noun) must agree with the verb in a sentence. If the subject is singular, like *hand*, usually the verb needs to end with an *s* or *es*. Therefore, *press* needs to change to *presses* so the sentence reads: *The left hand presses into the spiral as they draw*.
- Write a list of nouns and verbs on the board. Have students work with a partner to create sentences combining the nouns and verbs. Invite students to share their sentences with the class.
- **Check for understanding:** Have students look through the book to find three noun-verb pairs in the book.
- **Independent practice:** Introduce, explain, and have students complete the **subject-verb-agreement worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word what

- Write the word *what* on the board and read it aloud with students. Explain to students that they will often see this question word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *What challenges do lefties face?* Read it aloud with students and discuss with them the meaning of the word *what*.
- **Check for understanding:** Have students work in pairs to create oral questions using the word *what*. Call on students to share a question with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *what* correctly.

Connections

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