

## About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 2,274

### Book Summary

When a fox frightens Leo while in the woods, he runs farther into the woods, which causes him and his friend Dontrelle to get lost. Just when Leo thinks all hope is lost of finding their way back home, Dontrelle teaches him how to use constellations in the night sky to navigate.

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Use the reading strategy of visualizing to understand text
- Analyze characters in the text
- Understand the use of a dash as punctuation
- Recognize and use synonyms and antonyms

### Materials

Green text indicates resources available on the website

- Book—*Leo the Lion* (copy for each student)
- Chalkboard or dry erase board
- [Analyze characters, dash, synonyms and antonyms worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for student to mark in the book. (All activities may be completed with paper and pencil if books are reusable.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story Critical: **aligned** (v.), **constellations** (n.), **impenetrable** (adj.), **inadvertently** (adv.), **resigned** (adj.), **respective** (adj.)

Enrichment: **adrenaline rush** (n.), **array** (n.), **begrudgingly** (adv.), **exacerbate** (v.), **furtively** (adv.), **incredulous** (adj.), **insight** (n.), **protruding** (adj.), **quaint** (adj.), **standoffishly** (adv.)

## Before Reading

### Build Background

- Write the word *constellations* on the board. Have students discuss what they know about constellations.
- Show students examples of well-known constellations, such as Ursa Major (Big Dipper), Ursa Minor (Little Dipper), and Orion.

## 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 type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title, 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 what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Read page 4 aloud to students. Model how to visualize.  
*Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me to better understand and enjoy the story. For example, on page 4, the author uses words such as long and silent to describe the car ride. I pictured Leo staring out the car window with a sad look on his face. I pictured the awkward glances Leo's father might make as he tries unsuccessfully to break the silence.*
- Read page 5 aloud to students. Ask them to use the words in the story to visualize. Invite them to share what they visualized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Analyze characters**

- Explain to students that there are many ways to learn about a character in a story. One way is to look at a character's words or thoughts. Another way is to examine the actions of the character. Explain to students that an author uses a character's words, thoughts, and actions to give the reader insight into a character's personality, relationships, and motivations, as well as the conflicts he or she may face. Point out that facial expressions and body language in the illustrations may also give clues to a character's traits.
- Ask students to turn to page 4. Reread pages 4 and 5 of the story aloud while they follow along silently.
- Model how to analyze a character based on his or her actions.  
*Think-aloud: As I read pages 4 and 5, I found out that Leo seems upset about his parents' divorce, resulting in a long and silent car ride with his father. Leo's standoffish response to his father tells me that he does not seem open to the idea of meeting his father's new girlfriend and her son.*
- Introduce and explain the **analyze characters worksheet**. On the board, create a two-column chart with the heading **Leo**. Label the first column **Traits** and the second column **Clues**. Write *upset* and *angry* under the **Traits** heading, and *won't talk to his father* and *doesn't want to meet new girlfriend and her son* under the **Clues** heading. Have students record the information from the discussion on their worksheet.

### Introduce the Vocabulary

- Pass out large pieces of paper to students. Working in small groups, have students fold their paper into three equal-sized sections and write the headings *Word*, *Meaning*, and *Example*. Create a three-column chart on the board with the same three headings.
- Write the following content vocabulary words on the board: *begrudgingly*, *incredulous*, and *standoffishly*. Have students write each word on their chart under the *Word* heading. Have them work in groups to discuss what they know about these words and write a definition for each word on their chart under the *Meaning* heading.


- Have students locate the words and their definitions in the glossary. Compare students' definition of each word to the glossary definition. Have them make any necessary corrections to the definitions on their chart.
- Ask students to locate each vocabulary word in the story and read the sentence in which the word appears.
- Have students work in their group to provide an example of someone displaying the meaning of each word. Have them write the example of each word on their chart under the *Example* heading. Invite groups to share their examples for each word.

## Set the Purpose


- Have students read to find out more about Leo and his trip with his father. Remind them to stop after every few pages to visualize what they read.

## During Reading


### Student Reading

 **Guide the reading:** Review the events so far in the story. Have students read to the end of page 8. Encourage those who finish early to go back and reread. Have students write what they visualized during one or more events of the story on the inside front cover of their book.

- Model visualizing.  
**Think-aloud:** *On page 7, Leo and Dontrelle overturn a tree trunk. The author describes the sight under the tree trunk as worms and bugs exposed and slithering around. I pictured long, slimy worms wiggling around in the dirt as they try to make their way back underground.*
- Invite students to share with the rest of the class what they visualized while reading.
- Review the discussion from the "Introduce the Comprehension Skill" section about Leo's reaction to meeting his father's new girlfriend and her son. Ask students to explain whether this behavior of Leo's continued. (Yes, Leo didn't respond to Lucinda when she introduced herself to him; he begrudgingly dragged himself off the porch to find Dontrelle.) Have students record the information from the discussion on their analyze characters worksheet.

 **Check for understanding:** Have students read to the end of page 12. Have them visualize the information in the text as they read. Ask students to write what they visualized on the inside back cover of their book. Invite them to share what they visualized as they read.

- Ask students to explain how Leo's initial reaction toward Dontrelle is changing (when Leo gets scared by noises, he looks to Dontrelle for reassurance). Have students record the information from the discussion on their analyze characters worksheet.
- Have students read the remainder of the book. Ask them to continue to visualize and think about the traits of the characters as they read the rest of the story.

 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


- **Think-aloud:** *On page 13, I read about the dazzling array of stars in the sky. In my mind, I pictured the black of night spreading a dark blanket across the sky. I pictured the sky dotted with thousands of sparkling white stars.*
- Ask students to explain how the strategy of visualizing helped them understand and enjoy the story.

## Reflect on the Comprehension Skill

- **Discussion:** Review the characteristics of Leo that students identified from the first chapter of the story.
- Briefly review the events from chapters three through five. Ask students to identify additional changes in Leo's character (he's being more open-minded and kind). Ask students to identify the clues from the story that support these traits. Have students record the information from the discussion on their analyze characters worksheet.
- **Independent practice:** Have students complete the analyze characters worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, Leo acted standoffish toward his father's new girlfriend and her son until he got to know them better. Now that you know this information, what does this tell you about how first impressions can change?

## Build Skills

### Grammar and Mechanics: Dash

- Review or explain that a dash (—) is a punctuation mark used to indicate a break or omission. It is also used to clarify information within a sentence.
- Direct students to page 4 in the book. Write the following sentence on the board: *The boy wished his parents were still together—that they hadn't divorced—but he felt resigned that there was nothing he could do about it.* Ask students how the dash is used in this instance (to clarify why the boy's parents were no longer together).
- Direct students to page 9. Write the following sentence on the board: *Nothing to worry about—probably just a squirrel.* Ask students how the dash is used in this instance (to add a thought to the end of the sentence).
- Review or explain that *hyphens* are used in compound adjectives, such as *garbage-filled* on page 5. Point out that hyphens are shorter in length and are used to connect two words. Remind students not to confuse a dash with a hyphen.
- Have students identify and circle the remaining dash used on page 9 (after the words *didn't work*). Ask students how the dash is used in this instance (to clarify why Dontrelle's attempt didn't calm Leo's nerves).
-  **Check for understanding:** Have students find and circle the dashes used on page 11, and have them explain how the dash is used in each instance.
- **Independent practice:** Introduce, explain, and have students complete the [dash worksheet](#). If time allows, discuss their responses.

### Word Work: Synonyms and antonyms

- Write the word *large* on the board. Ask students to suggest a word that means almost the same thing (*big, huge, great*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students to identify a word in the fourth paragraph on page 15 that means the opposite of *large* (*tiny*). Review or explain that a word that means the opposite of another word is called an *antonym*. Invite students to share other antonyms for the word *large* (*small, little, petite*).
- Write the following phrase from the sentence on page 15 on the board: *not those who drop their fishing poles when they see a tiny fox.* Ask students to explain how the meaning of the sentence would change if the word *tiny* were replaced with a synonym of the word.
- Have students turn to page 22 and find the following sentence: *"You are the fearless lion."* Ask them to suggest a word that means the same or almost the same as *fearless* (*brave*). Ask students to suggest a word that means the opposite of *fearless* (*scared*).

- Have students replace the word *fearless* with its antonym (*scared*) in the sentence on the board. Invite students to tell how using the antonym changed the meaning of the sentence. Discuss with them how the correct word choice is important for conveying meaning to readers.
- Show students a thesaurus. Use the example above to explain how to use a thesaurus, writing the synonyms (and antonyms, if applicable) for *scared* on the board.
- **Check for understanding:** Have students turn to page 22 in their book. Have them locate and read the following sentence: *The fox furtively crept onto a rock in front of them and slowly craned its neck down toward the creek.* Point out the word *slowly*. Invite students to share synonyms and antonyms for the word. Write these words on the board. Then give pairs of students a thesaurus. Ask them to find the word *slowly* and have them name the synonyms listed. If the thesaurus lists antonyms, have them also name antonyms for *slowly*.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they visualized.

## Extend the Reading

### Realistic Fiction Writing Connection

Discuss with students that realistic fiction stories are based on realistic characters, settings, and events. Have students write a realistic fiction story about a character who meets someone for the first time, just as Leo met Dontrelle.

### Social Studies Connection

Provide a safe environment for a class discussion about the meaning of the word *family*. Discuss the different types of families.

### 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 visualizing to comprehend the text during discussion
- analyze the words and actions of the book's main character; identify changes in a character's feelings during discussion and on a worksheet
- recognize and understand the use of a dash as punctuation during discussion and on a worksheet
- identify, select, and use synonyms and antonyms during discussion and on a worksheet

**Comprehension Checks**

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