

About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 1,910

Book Summary

Ricardo is a star soccer player and not too excited about having to attend a ballet performance of *Cinderella* with his class. His perspective changes, however, when he goes backstage and sees the well-toned athletes warming up. Ricardo is so impressed with the performance that he decides to take ballet classes, but he is concerned about what his friends will think and doesn't tell anyone about the classes. His dilemma comes to light when his ballet training enables him to save a child's life.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions in text
- Make inferences and draw conclusions
- Recognize proper nouns: names of people
- Identify and understand the use of idioms

Materials

Green text indicates resources available on the website

- Book—*Ricardo's Dilemma* (copy for each student)
- Chalkboard or dry erase board
- Make inferences / Draw conclusions, proper nouns: names of people, idioms 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

- Content words: *athletic* (adj.), *ballet* (n.), *champions* (n.), *concentration* (n.), *gracefully* (adv.), *scenery* (n.)

Enrichment: *excursion* (n.)

Before Reading

Build Background

- Ask students if they have ever been to a ballet. Have them tell what they know about ballet dancers. Explain that ballet dancers practice and train for many years in order to develop strength and proper technique.
- Tell students that many people who want to become ballet dancers are faced with a *dilemma*. In other words, they have a struggle within themselves as they try to decide if dancing is what they want to do. Explain that they may be concerned about what other people will think of their decision, or they may be concerned about having to give up other things they enjoy because practicing takes so much time and energy. Ask: *Have you ever had a dilemma? How did you solve it? How did you feel while you were trying to make a decision? Talking about your feelings, being honest, and doing the things that make you happy are much more important than what others think of you.*

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and what the book might be about, based on the illustrations. Ask students what kind of book they think this is.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Direct students to the table of contents on page 3. Tell students that this is a chapter book in which the chapters are numbered instead of titled. Explain that authors often divide books into numbered chapters as a way of keeping similar information together.

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

- **Think-aloud:** *One way to understand what I've read is to make predictions. To predict what will happen next, I need to read part of the book—perhaps a chapter—to think about what is happening and then guess, or predict, what will happen next. When I read the next chapter, I will confirm whether or not my predictions were correct. If many of my predictions are incorrect, I may need to reread the chapter. Then I will revise, or change, my predictions.*
- Show students the rest of the book, including the illustrations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Make inferences / Draw conclusions**

- Explain that authors don't always use details to explain everything that happens in a book. Sometimes they give readers clues to figure out what they didn't tell in the words. Readers have to use clues from the story and what they already know to make a guess. This is called *making an inference or drawing a conclusion*.
- Model how to make an inference or draw a conclusion using the front cover of the book.
Think-aloud: *When I look at the pictures on the front cover of the story, I see a boy daydreaming of dancers. I know that when people daydream, they often have a dream of doing what they are thinking about, but have not actually done it. On the basis of the clues from the pictures and what I know, I can infer, or conclude, that the boy wants to become a dancer.*

Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students locate the word *concentration* on page 10. Read this sentence aloud to students. Explain to students that sometimes the sentences before and after the sentence containing an unfamiliar word have clues about its meaning. Ask a volunteer to read the sentences before and after the sentence containing the word *concentration*. Ask students if either of these sentences was helpful in understanding the meaning of the word. (The sentence before describes how the dancers are so focused that they do not notice anyone around them. The sentence after describes the seriousness of the dancers.). Say: *Based on the clues that we found, I think the definition of the word concentration is to focus all of your attention on one thing. Let's reread the sentence to see if this definition makes sense.*
- Remind students that they should check whether words make sense by rereading the sentence.


Set the Purpose

- Have students predict what Ricardo will do next at the end of each chapter.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 5 and 6 aloud.
- **Think-aloud:** *I read that Ricardo was going to see a ballet with his class the next day. I also read that Ricardo was the leading scorer on his soccer team. The team had a playoff match after school. I predict that his soccer team will win the match. I also predict that something unusual will happen to Ricardo and that he will like the ballet.*
- Explain that predictions can be wrong because they are only guesses and tell only what might happen. Scientists use predictions all the time. While the predictions are sometimes incorrect, they often provide a good start for understanding new ideas.
- Have students read the remainder of the book. Remind them to pause at the end of each chapter to make and/or revise their predictions.

 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 how predicting what will happen next in the book keeps readers actively involved in the reading process and helps them understand and remember what they've read.

Reflect on the Comprehension Skill: **Make inferences / Draw conclusions**

- **Discussion:** Explain that *Ricardo's Dilemma* is a realistic fictional book, which means it's not true but the events could take place in real life. Therefore, the author could have written many different realistic endings.
- **Introduce and model:** Model using evidence and experience to make inferences or draw conclusions.
Think-aloud: *If someone comes into the room wearing a wet raincoat, I can draw the conclusion that it is raining outside. There may be other reasons why the raincoat is wet. Perhaps the person walked through a sprinkler, but the logical conclusion is that it is raining. In the same way, you can draw conclusions about what you read, based on what you know about the plot, or events, and the characters. For instance, I know that Ricardo is very athletic. Knowing this fact helps me to conclude that he is strong enough to be a dancer, but I do not know if he is graceful.*
- **Check for understanding:** Guide students to turn to page 19 and reread Ricardo's four reasons to learn ballet. Give students the [make inferences / draw conclusions worksheet](#). Read the instructions aloud, emphasizing that their new conclusion, or ending, to this book needs to be based on what they know about Ricardo.
- **Independent practice:** Have students complete the make inferences / draw conclusions worksheet, remembering to begin their new conclusion at the end of page 20.

Build Skills

Grammar and Mechanics: **Proper nouns: names of people**

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 7 and give examples of nouns from the text (*Ricardo, mother, table*, and so on).
- Review or explain that a *proper noun* is the name of a *specific person, place, or thing*. A proper noun always begins with a capital letter. Explain to students that, in this lesson, they will focus on the names of people.

Lesson Plan *(continued)*

Ricardo's Dilemma

- Write the words *mrs. periwinkle* on the board in lowercase letters. Ask students to look at the words and tell what is wrong with them. If necessary, explain that these words are proper nouns that tell a person's name and that a capital letter is always used to begin a proper noun. Write the words correctly.
- Write the word *teacher* next to *Mrs. Periwinkle*. Explain to students that *teacher* is also a noun, but because it is not a proper noun, it does not begin with a capital letter.
- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or the title of a chapter. Point out instances in the book where capitals are used but a proper noun is not present.



Check for understanding: Have students go through the book and circle the capitalized names of people. When finished, have students compare their findings with a partner. Discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the **proper nouns: names-of-people worksheet**. When they have finished, discuss their answers aloud.

Word Work: Idioms

- Tell students that *idioms* are words, phrases, or expressions that can't be understood from the meanings, or definitions, of the words. Every language has idioms. On page 5, there are two idioms: *now listen up and stopped him in his tracks*. When you imagine these words literally (make a sketch on the board), you might imagine an ear that is up in the air or large footprints with a person's feet inside of them. The first idiom, as it is used in the text, means the teacher is asking the class to listen to her announcement. The second idiom means that Ricardo was hurrying out of the classroom when his teacher began talking to him, which made him have to stop to listen to what she was saying.
- There are many idioms in this book. Turn to page 7, and find the next idiom (*feel it in my bones*). Ask students: *Do Ricardo's bones actually ache?* Students should begin to grasp the difference between the literal meaning and the idiomatic meaning.
- Continue teaching by saying: *Look on page 8. Ricardo's mom repeated the idiom, I can feel it in my bones. Why do you think she said this to Ricardo?* (She was teasing him about how he was going to like the ballet as much as he liked soccer.)
- **Check for understanding:** Have students turn to page 16 and find the next idiom (*he was on top of the world*). Ask students to draw a quick sketch of what this idiom means literally. If you have a globe, you can put it on the floor and show yourself on top of the world.
- **Independent practice:** Introduce, explain, and have students complete the **idioms worksheet**. Ask them to find two more idioms in the text. Read the worksheet instructions aloud, referring to the sketches you have drawn on the board. Remind students not to write the idiom on the worksheet because the class will try to find the idiom in the text that goes with each drawing. Number and post the worksheets on a bulletin board. Have students write the idiom that corresponds to each student's sketch.

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.

Extend the Reading

Writing Connection

Review what a dilemma is before having students write a real or made-up story about a person who has a dilemma. Tell students their stories can be about themselves or a fictitious person. Tell them to be sure to include how the person solved the problem. Have students share their stories with the group.

Social Studies Connection

Provide print and Internet resources for students to research ballet. Have students find when and where ballet began, the names of famous dancers, and the names of famous ballets. If possible, have a dancer or choreographer from a local dance troupe speak to the class. Show students a video of an age-appropriate ballet, such as *The Nutcracker*.

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.
- Conduct a class discussion, as a review, before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make, revise, and confirm predictions as they read
- correctly understand and draw conclusions based on the plot and what they know about the character
- accurately identify proper nouns and determine when to capitalize the names of people in text
- correctly understand and identify idioms

Comprehension Checks

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