

About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 2,292

Book Summary

Malik loves his home, where he lives with his mom and brother, and he has lots of friends in the neighborhood. When Malik's mom loses her job, his life gets turned upside down by the hard financial times his family now faces. Readers will learn through Malik's eyes what it means for a family to live in a bad economy, deal with unemployment, have an underwater mortgage, face foreclosure, and visit a food bank so they have enough to eat.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Use the reading strategy of visualizing to understand text
- Analyze characters in the text
- Identify and use proper nouns
- Recognize and use synonyms and antonyms

Materials

Green text indicates resources available on the website.

- Book—*Malik Had a House* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Thesauruses
- **Visualize, analyze character, synonyms and antonyms 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Content words:**

Story critical: **economy** (n.), **foreclosure** (n.), **interest** (n.), **mortgage** (n.), **payments** (n.), **unemployment** (n.)

Enrichment: **benefits** (n.), **food bank** (n.), **landlord** (n.), **manager** (n.), **promoted** (n.), **temporary** (n.)

Before Reading

Build Background

- Write the word *economy* on the board. Ask volunteers to share any knowledge they have of this word. Explain the meaning of the word to the class, using the glossary definition in the back of the book as well as additional information, such as how Malik's mom describes a good and bad economy on page 6.
- Ask students what they think it means to "lose your house" and how they think that can happen. Ask if they know anyone who has lost his or her house.

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 (genre, text type, fiction or nonfiction, 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: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is on the basis of the words used in the text and what a person already knows about a topic.
- Read page 3 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 organize the important information and understand the ideas in the book. For example, on page 3, the author describes Malik's old apartment. I pictured him standing next to a busy street with no place to play basketball, and a cramped apartment building in the back. I pictured a large van driving by and the driver yelling at Malik. I envisioned Malik's unhappy face.
- Reread page 3 aloud to students and ask them to use the words in the story to visualize. Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized from the text on page 3. Invite students to share their drawings.
- 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 character**

- Explain that there are many ways to learn about a character in a story. Point out that an author uses a character's words, thoughts, and actions to give readers insight into the character's personality, relationships, motivations, and the conflicts he or she may face.
- Ask students to return to page 3. Model how to analyze a character, on the basis of his or her thoughts and actions.
Think-aloud: As I read page 3, I found out that Malik likes playing basketball with his friends, and it makes him feel good that they can play in his yard. He thinks about how this couldn't have happened where his family used to live. On the basis of these clues, Malik appears to be a person who enjoys his friends and feels happy in his home. This information provides insight into Malik's personality. One character trait of Malik is that he is happy.
- Introduce and explain the [analyze character worksheet](#). Ask students to keep this graphic organizer in mind as they read the rest of the story, looking for evidence of Malik's character.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the illustrations. Read the title of the book again, and ask volunteers for any ideas about why the title is in the past tense—*Malik Had a House*.
- Have students find the bold word *economy* on page 5. Have them look for clues to the word's meaning in the sentence containing the word *economy* and in the sentences following it. Read the sentences aloud and have students tell you what they think the word means. Explain that clues to a word's meaning are not always present in the same sentence, but that other information in the paragraph on page 6 often explains the word or gives examples of it. Show students how the author works in the definition of a good and bad economy through the dialogue between Sean and Malik's mother.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.

Lesson Plan *(continued)*

Malik Had a House


- Model how students can use a dictionary to find a word's meaning. Have them locate the word *mortgage* in the dictionary. Invite a volunteer to read the definition for *mortgage*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.

Set the Purpose

- Have students read to find out what happens to Malik and his family. Remind them to stop after every few pages to visualize the events and places in the story and to think about what they are learning about Malik's character.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 6. Encourage those who finish early to go back and reread. Have students draw what they visualized during one or more events of the story on their [visualize worksheet](#).
 - Model visualizing.
Think-aloud: On page 6, I read Malik's mom's explanation of a good and bad economy. I pictured lots of people going to work, perhaps in factories or offices. I pictured other people spending money at stores, buying groceries or clothes. I then envisioned none of those things happening and people being told they have just lost their job.
 - Invite students to share their drawings of what they visualized while reading. Have them explain their drawings aloud.
 - On the basis of the information read so far, ask students to identify why Malik might be considered caring and concerned. (He noticed the look of worry on his mom's face. He spoke encouraging words to his mom, telling her she would find another job.) Ask students to think of other words they might use to describe Malik (*worried, unhappy* and so on). Have students write the information from the discussion on their [analyze character worksheet](#).
 - Ask students to explain what they have learned about the character of Malik's mother. Ask if they are getting to know Malik's mother through her words, actions, or thoughts. Have students share the supporting evidence from the text.
 - **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the text as they read. Ask students to draw what they visualized about Malik and his brother, as well as what they have learned about a mortgage, on their [visualize worksheet](#). Invite them to share what they visualized as they read. Have students look at the illustrations and examine each of the character's faces, especially Malik's mom, to see how they are feeling. Encourage them to add details such as facial expressions to their own drawings.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story. Remind them to continue thinking about the important events of the story as they read and what they are learning about the characters in the book.
-  Have students make a small 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 19, I read about Malik staring up at his house and not believing the bank would take it. I pictured the house with its nice, big front porch and the basketball hoop. I pictured Malik staring up at the house and looking at his bedroom window.

Lesson Plan *(continued)*

Malik Had a House

- Ask students to explain how the strategy of visualizing helped them understand and enjoy the story. Ask volunteers to share examples of the things they visualized.
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have them share their drawing with a partner.

Reflect on the Comprehension Skill

- **Discussion:** Review the characteristics of Malik that students identified from the first page of the story and those written in the first section of the chart on the board (caring, concerned, or frightened, confused). Review the other character traits that students identified as Malik's. Have students read aloud the examples they wrote in the *Traits* section of their worksheet.
- **Independent practice:** Have students complete the [analyze character worksheet](#), completing their analysis of Malik's character traits, and use the bottom of the worksheet to analyze the character traits of Malik's mom. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the hard times that Malik's family was facing due to the bad economy. Now that you know this information, how will this help you understand what others, perhaps even people you know, may be going through?

Build Skills

Grammar and Mechanics: Proper nouns

- Review or explain that a *noun* is a person, place, or thing. Ask students to turn to page 3 and give examples of nouns from the text (*basketball, hoop, wings, 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. Write examples of proper nouns from page 3 on the board (*Malik, Bryan, Deonne, Sean*).
- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or with the title of a section. Point out instances in the book where capital letters are used but a proper noun is not present.
- **Check for understanding:** Write the following nouns in a column on the board: *brother, store, friend*. Ask volunteers to give examples of proper nouns for each noun. Write them on the board (*brother: Sean; store: Deal Mart; friend: Bryan*).



Independent practice: Have student pairs search through the book to find and underline words that have been capitalized. Have them decide if each one is a proper noun and why.

Word Work: Synonyms and antonyms

- Write the word *bad* on the board. Ask students to suggest a word that means almost the same thing (*poor, terrible*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *bad* (*good, excellent*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students locate the first sentence at the top of page 6 while you write it on the board: *Malik's mom gave a heavy sigh and gazed around the kitchen as though she might find an answer there*. Ask students to find the word that describes the type of sigh she gave (*heavy*). Ask them to suggest a word that means the approximately the same thing or that could be used to describe a sigh in the same way (*deep*). Ask them to suggest a word that means the opposite of heavy or deep (*light*).
- Show students a thesaurus. Use the example above to explain how a thesaurus is used, writing synonyms and antonyms for heavy on the board.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *gloomy* and have them name the synonyms listed. If the thesaurus lists antonyms, have them also find antonyms for *gloomy*. If needed, provide additional practice using a thesaurus, or project Thesaurus.com on the board and model finding synonyms and antonyms.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). Discuss their answers aloud once everyone has finished working independently.

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 read with parents, caregivers, siblings, or friends. With someone at home, have them share their drawings from the [visualization worksheet](#).

Extend the Reading

Realistic Fiction Writing Connection

Have students write a sequel to the story *Malik Had a House*. Remind them to continue to develop the characters of Malik and his mother and to write about possible next events in their lives (for example, Malik's mother gets a new job, they are able to rent their own apartment, they are all happier and comfortable, and so on). Remind students to keep the characters and events believable since they are writing a realistic fiction piece. Have students share their finished stories aloud.

Visit [WritingA-Z.com](#) for a lesson and leveled materials on narrative writing.

Math Connection

Have students engage in a mock purchase of a house. Ask students to go online, look at home prices in the area, and choose a home to purchase. Assist students in a simplified calculation of the monthly mortgage, on the basis of the price of the house they choose and 5% interest over 30 years (for example, a \$200,000 dollar loan $\times .05$ = an additional \$10,000 in interest, for a total price of \$210,000. Divide \$210,000 by 360 months (30 years) to find the monthly mortgage of \$583.33.

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 and on a worksheet
- analyze the words, thoughts, and actions of the characters during discussion and on a worksheet
- correctly identify proper nouns in the text and during discussion
- correctly identify, select, and use synonyms and antonyms during discussion and on a worksheet

Comprehension Checks

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