

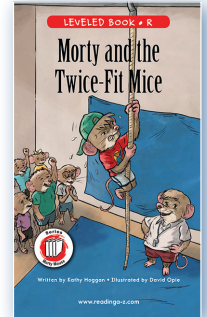
Focus Question:

What lesson does Morty learn in the story?

Book Summary

Text Type: Fiction/Fantasy

Have you ever been better at something than your friends? Do you brag about it or teach your friends how to get better? In *Morty and the Twice-Fit Mice*, you will see how being the best at something goes to Morty's head. He learns the hard way that being arrogant is not a good quality. Expressive illustrations and a relatable story help keep readers engaged. The story will also teach students how to make, revise, and confirm predictions as well as to analyze characters.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze character traits using textual evidence
- ☐ Locate and use a glossary
- ☐ Recognize and use possessive nouns
- ☐ Identify and use synonyms

Materials

- ☐ Book: *Morty and the Twice-Fit Mice* (copy for each student)
- ☐ Analyze character, possessive nouns, synonyms 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.

• Words to Know

Story critical: *anticipation* (n.), *arrogance* (n.), *chafed* (adj.), *challenge* (n.), *smugly* (adv.), *squirming* (v.)

Enrichment: *abruptly* (adv.), *boisterous* (adj.), *inspected* (v.)

- **Academic vocabulary:** *another* (adj.), *approach* (v.), *available* (adj.), *finally* (adv.), *instead* (adv.), *receive* (v.)

Guiding the Reading

Before Reading

Build Background

- Ask students to draw a picture of something they are really good at. Invite students to share their drawing with the class and explain why they think they are good at what they drew.
- Discuss with the class what people shouldn't do when they know they are good at something. Write their responses on the board. Discuss as a class what it means to be arrogant and what it means to be humble. Invite students to share a time they or someone they know was arrogant and how it made them feel. Ask students to explain why it's important to be humble when you know you are better at something than someone else.

Introduce the Book

- Give students their copy of *Morty and the Twice-Fit Mice*. 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).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that effective readers make guesses about what is going to happen later in the story as they read. Point out that these guesses are called *predictions*. Emphasize that making a good prediction involves using clues from the story and prior knowledge. Discuss how these predictions give readers a purpose while reading. Ask students to look at the title and illustration on the cover page to make a prediction before reading the story. Invite volunteers to share their predictions with the class, and record them on the board.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Analyze character

- Review or explain that all stories are made up of *story elements*, including *characters*, *setting*, and *plot*. Remind students that *characters* are the people or animals represented in a story. Explain to students that *character traits* are details such as appearance, emotions, thoughts, and actions that describe the characters. Point out that readers can learn a lot about characters and their traits by paying close attention to the characters' words, thoughts, actions, and feelings.
- Refer to a story that the class recently read. Have students work in groups to discuss the traits of the main character. Invite groups to share their answers with the class.
- Have students look at the cover of the book with a partner and make predictions about the character they see. Invite volunteers to share their predictions with the rest of the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Morty and the twice-fit mice. 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.

- Why didn't Morty want Coach Mack to hear him say, "Good luck, weaklings"?* (level 2) page 5
- What did Ben mean when he said, "My arms feel like jelly"?* (level 2) page 6

- Why did Marta go sit at another table after talking with Morty?* (level 3) page 8
- Why didn't Morty, Ben, and Fred practice rope climbing or help their friends?* (level 3) multiple pages
- Why were Ben and Fred the only ones encouraging Morty during his second rope climb?* (level 1) page 12
- What caused Morty's classmates to finally start cheering for him?* (level 1) page 13
- What do you think Morty was thinking as he realized he wasn't going to make it up the rope?* (level 2) page 14
- What did Morty do at the end of the story to show his change in behavior?* (level 1) page 15

Text Features: Glossary

Explain to students that a glossary is located in the back of a book and contains important words used throughout the story along with their definitions. Have students turn to page 6 and read the first paragraph. Ask students to raise their hand if they can define *chafed*. Invite volunteers to give a definition on the basis of the context. Then have students turn to page 16 and refer to the glossary for the definition of the word. Have students compare the glossary definition with the one students inferred from the context of the story. Repeat this process with the rest of the words in the glossary. Ask students to discuss with a partner why the glossary is a helpful tool when reading new and challenging words in a story.

Skill Review

- Draw students' attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through the ones that have been disproven. Invite students to work with a partner to create new predictions for how the story ends. Remind students that making reasonable predictions is more important than whether or not the predictions are correct.
- Discuss with students that the main character in this story is Morty. Write *Morty* on the board and circle it. Then, draw a web extending out from Morty's name. Have students work in pairs to discuss Morty's words, thoughts, actions, and feelings in the story.
- Model analyzing character.
Think-aloud: I know that the main character in the story is Morty. Morty displays arrogance throughout the story and doesn't treat some of his friends very well. He calls them names and is not kind to them. By the end of the story, he realizes he was wrong and is friendly to them. Morty apologizes to his friends and agrees to help Marta get better at soccer. I was able to determine that Morty is arrogant and then friendly on the basis of his words and actions throughout the story.

Guiding the Reading (cont.)

- Model how to complete the **analyze character worksheet**, using evidence from the text to analyze Morty.

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: **Analyze character**

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how analyzing a character from the story helped them to better understand the story.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample answer: *Morty learned that instead of thinking he was better than everyone and didn't need to practice, that he should have practiced and helped his classmates at the same time. He also learned that it's not nice to make fun of people who are trying to do something that doesn't come easily to them.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Possessive nouns**

- Write the following sentence on the board: *The next morning Morty's muscles ached.* Read the sentence aloud, pointing to the word *muscles*. Invite a volunteer to explain whose muscles the sentence is referring to (*Morty's*). Explain that the word *Morty's* shows that the muscles belong to him.
- Review or explain that words like *Morty's* are called **possessive nouns**. Explain that a possessive noun is formed by adding an 's (or just an apostrophe if the word is plural and ends in an Ss already) to the end of a word to show ownership, or possession.
- Point out that objects can belong to people, animals, or things, in other words, nouns, and that's why we call these words **possessive nouns**.

- Direct students to page 12. Have them find a possessive noun in the first sentence (*Ben's*). Ask a student to read the sentence containing the possessive noun *Ben's* aloud to the class. Invite a volunteer to explain what belongs to Ben (*paw*).
- Remind students that a contraction using 's is different from a possessive noun. For example, *it's* is a contraction for *it is* and does not show ownership.
- **Check for understanding:** Have students look through the book to locate and circle all the possessive nouns and then underline the item that each one owns. Invite volunteers to share the words they circled and underlined with the class.
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms**

- Write the word *beautiful* on the board. Ask students to suggest a word that means almost the same thing as *beautiful* (*gorgeous, pretty, stunning*). Review or explain that a word that means the same or almost the same as another word is called a **synonym**.
- Explain to students that the use of synonyms is important in writing because synonyms help describe things in the text and make the writing more interesting.
- Have students turn to page 8 and read the second paragraph aloud. Point out the word *munched*. Write the word *munched* on the board. Invite students to share examples of words that mean the same or almost the same as *munched* (*chewed, crunched, chomped, and so on*). Have students replace the word *munched* in the text with a synonym and consider whether the sentence makes sense.
- **Check for understanding:** Have students work in pairs to use a thesaurus and find synonyms for the following words: *slow, cheer, stroll*. Have students write complete sentences using these synonyms.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their answers.

Connections

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