



### About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 685

### Book Summary

In this installment in the Hoppers series, the young rabbits are sick because it is the rainy season. While out to buy umbrellas, Snubby Nose and Grandpa Grizzly play a trick on the other Hoppers. They give them little umbrellas that are really pens. The Hoppers get wet, which makes them angry. Later, Grandpa Grizzly buys all the bunnies little silk umbrellas so they don't get wet, and all is forgiven. Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand the text
- Understand and identify cause-and-effect relationships
- Fluently read long /e/ vowel digraphs
- Identify and use contractions
- Arrange words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*The Umbrella Trick* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- Dictionaries
- Prediction, cause and effect, contractions, alphabetical order 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: *clerk, disappointed, handle, manners, poured, silk, umbrella-shaped, whistled*

### Before Reading

#### Build Background

- Ask students how they feel about rainy weather. Ask what they like to do when it rains and what they wear when they go out in the rain. Ask what happens sometimes if people get wet and cold from the rain.
- Discuss seasonal changes and why the rainy season occurs. Talk about why rain is important.
- Ask if students have read other Hoppers stories. Ask what makes these fantasy stories. Discuss the characters and their actions. Who has had troubles in previous books? Who has gotten the Hoppers out of trouble in other books? What trouble do students predict might happen in this book?

## 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.
- Open the book to the title and copyright pages. Ask students about the information they find there. Have them make more predictions from the illustration on the title page. Point out the author information on the copyright page. Ask students if they know what an adaptation is. Tell them that some books have old-fashioned language that sounds strange today. Explain that the Hoppers books came from stories written almost one hundred years ago. Ask students to identify the original author. Explain that while the idea and the story came from the author, the language has been made more modern by the person who adapted the book they are holding.

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

- Explain to students that good readers often make predictions about what will happen in a book based on the series of events and what the characters say, do, and think in the story. As they read the story, readers revise or confirm their predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Have students look at the front cover of the book. Model using the title and illustration to make a prediction.  
*Think-aloud: When I look at the illustration on the front cover, I see one rabbit standing outside in the rain while three rabbits stand inside looking out. It seems as though the three dry rabbits might be laughing at the wet rabbit. I also see that they are all holding umbrellas, but none of them have opened their umbrella. The title of the book is The Umbrella Trick. I know from reading other Hoppers stories that Snubby Nose is the youngest of four. I wonder if he is luring his siblings outside as part of his trick. Because the word umbrella is used in the title, I predict that Snubby Nose tricks his siblings to go outside without their umbrellas. I'll have to read the book to confirm or revise my prediction.*
- Create a four-column chart on the board with the headings *Make, Revise, Confirm, and Actual*. Model writing a prediction in the first column, *Make*. (For example: *Snubby Nose tricks his siblings to go outside without their umbrellas.*)
- Introduce and explain the [prediction worksheet](#). Have students look at the covers and title page again. Then ask them to make a prediction before they begin reading and write it on their worksheet in the *Make* column. Discuss with students that the reasons behind their predictions are what make their predictions valuable. Invite them to share their predictions and why they think those events might happen.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Discuss cause-and-effect relationships. Explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event.
- Write the following sentence on the board: *I put on my seat belt*. Model identifying cause-and-effect relationships.  
*Think-aloud: I know that there are reasons, or causes, for events to happen. When I put on a seat belt, it might be because I am getting ready to drive my car. The seat belt keeps me safe in my car in the event of an accident. So, a cause for putting on the seat belt might be because I want to stay safe. However, I also know that not wearing a seat belt is against the law. Since wearing a seat belt is a choice I make, another reason to put on a seat belt might be to prevent me from getting a traffic ticket. There can be more than one cause for an effect to happen.*
- Invite students to explain other possible causes for putting on a seat belt (*their parents told them to, it makes them feel comfortable in the car, a seat belt has helped them in the past, and so on*).

## Lesson Plan *(continued)*

## The Umbrella Trick

- Write each of the following sentences on index cards: *I go to sleep. I am tired. I put on my hat. It is cold outside. I drink water. I am thirsty. I eat a banana. I am hungry.* Mix up the cards and give each volunteer a card. Have volunteers find a match to their sentence on one of the other cards. Then have each person in the pair identify who is the cause and who is the effect. Ask the remaining students to explain whether or not the match and explanation are correct.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *manners, clerk, poured, silk, and whistled.*
- Give each student three index cards. Have them choose three words that they are unfamiliar with from the board. Instruct them to write each of their chosen words in large, clear handwriting on one side of the card. Tell them that they will create flash cards to help them memorize the meaning of each word. Model how to write the word *disappointed* in large, clear handwriting on an index card.
- Review or explain that a dictionary contains a list of words and their definitions, along with their pronunciations.
- Model how to use a dictionary to find a word's meaning. Point out that *The Umbrella Trick* does not contain a glossary at the back of the book. Invite a volunteer to read the definition for *disappointed* in the dictionary. (Remind students that dictionaries list words without suffixes, such as *-ed* or *-s*.) Help students create a clear, concise definition, and write it on the reverse side of the example card for *disappointed*. Then have students follow along on page 7 as you read the sentence in which the word *disappointed* is found to confirm the meaning of the word. Have students repeat the exercise with the vocabulary words they have written on their index cards. Circulate and check individual definitions for accuracy.
- Give students time to work on memorizing the definitions on their flash cards. When ready, have them check their memory by working with a partner. Once they have committed each of their vocabulary words to memory, encourage them to trade cards with another student to learn two more new words.
- After reading the book, quiz students using each of the five flashcards to check for understanding and retention of the vocabulary definitions.

### Set the Purpose

- Have students read the book, making predictions about what will happen in the story based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.

## During Reading

### Student Reading


- **Guide the reading:** Have students read from the beginning of the story to the end of page 8. Encourage those who finish early to go back and reread these pages.
- Model revising a prediction.  
**Think-aloud:** *I predicted that Snubby Nose tricked his siblings to go outside without their umbrellas. As I read, I learned that Snubby Nose and Grandpa Grizzly bought one large umbrella for all of them to share. However, they also bought three pens in the shape of tiny umbrellas to trick the other Hoppers. On page 8, I read that Snubby gave each of his siblings an umbrella-shaped pen. He told them that since they didn't get to go to the store, Grandpa bought them each their own umbrellas. I'm revising my prediction to: The Hoppers take their umbrella-shaped pens out into the rain and end up getting very wet. I will write this prediction on my chart next to my original prediction in the Revise column.*
- Encourage students to use the information they've read and discussed to revise or confirm their prediction. Have them write their revised prediction under the *Revise* heading on their worksheet. Remind them that if their first prediction has been confirmed or has not yet been proven, they may write another prediction in the *Make* column of their worksheet. Model for

## Lesson Plan *(continued)*

## The Umbrella Trick

students how to think through whether their predictions were confirmed and, if not, why not. Help them to think about whether their reasons for their prediction were valid.

- Have students turn to page 3 in their book. Create a cause-and-effect chart on the board. Write *The Hoppers kept getting wet in the rain* under the *Cause* heading. Ask students to use the text to identify the effect of this event (they all caught a cold). Write this information on the chart under the *Effect* heading. Remind students that Grandpa Grizzly often helps the Hoppers with their problems. Read the following sentence from page 4: *"I will go to the store and buy a big umbrella for you all."* Encourage them to recall and discuss the details of that event. Point out that, in a series story such as this, sometimes the cause-and-effect relationships can build and continue from one book to the next.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board onto their worksheet. Have them identify a cause-and-effect relationship that happened as a result of the Hoppers all trying to go with Grandpa Grizzly to the store. Have them write their answer on their worksheet in the next section of the chart. (*Cause*: Grandpa didn't like the Hoppers' display of bad manners; *Effect*: He took Snubby Nose to the store because he wasn't shouting to go.)
- **Check for understanding**: Have students read to the end of page 11. When they have finished reading, have them share their predictions and the outcome of their predictions. Remind them to revise or confirm their predictions and write what actually happened on their worksheet.
- Write *the others laughed at Snubby Nose because his umbrella was so big* on the cause-and-effect chart on the board under the *Cause* heading. Ask students to use the text to identify the effect of this cause (*Snubby didn't mind—he was happy and dry under his big umbrella*). Have them write this cause-and-effect relationship on their worksheet.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions 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**: *I predicted that the Hoppers would take their umbrella-shaped pens out into the rain and end up getting very wet. My prediction was correct. I read that they were really mad at Snubby Nose, and they refused to go under his big umbrella. Eventually Grandpa Grizzly bought all four of them their own small colorful umbrellas, and everybody was happy. I will write this information next to my prediction under the Actual heading.*
- Invite students to share their predictions, reasoning, and revisions with a partner and to tell how their predictions related to the actual outcome of the story. Ask volunteers to explain how the strategy of making, revising, and confirming predictions helped them understand and enjoy the story.
- **Independent practice**: Have students complete their prediction worksheet.

## Reflect on the Comprehension Skill

- **Discussion**: Ask students to explain or show how the strategy of identifying cause-and-effect relationships helped them understand the story.
- Have students look at the illustration on page 12 and reread the page. Ask them what cause-and-effect relationship is demonstrated. (*Cause*: The Hoppers were mad at Snubby Nose for playing a trick on them. *Effect*: They didn't want to be near him.)

- Have students look at the illustrations on pages 13 and 14 and reread the pages. Ask them what cause-and-effect relationship is demonstrated. (*Cause*: Snubby Nose and Grandpa Grizzly decided to make things right. *Effect*: He bought umbrellas for everyone.) Discuss that there might be other cause-and-effect relationships demonstrated as well. Ask volunteers to give examples.
- **Independent practice**: Have students look at the illustrations on pages 15 and 16 and reread the pages. Have them identify a cause-and-effect relationship and write it on their cause-and-effect worksheet. Encourage students to share their findings. Discuss other possible cause-and-effect relationships.
- **Enduring understanding**: In this book, you read about how Grandpa Grizzly and Snubby Nose played a trick on the other Hoppers. Even though he thought it was funny, Snubby Nose ended up with all of his siblings mad at him. Keeping this in mind, do you think Grandpa Grizzly and Snubby Nose should have played the trick on them in the first place?

## Build Skills

### Phonics: Long /e/ vowel digraphs

- Have students look at the illustration on page 3. Ask them to tell what they see (the Hoppers sneezing). Write the word *sneeze* on the board and point to the letters *ee*. Tell students that the letters *e* and *e* together stand for the long /e/ vowel sound they hear in the middle of the word *sneeze*.
- Explain that the *ee* letter combination is one of the letter combinations that stand for the long /e/ sound. The other combinations are *ea*, *ei*, and *ie*. Tell students that these combinations of letters together are called long /e/ digraphs.
- Write the words *three* and *threw* on the board and say them aloud. Ask students which word contains the same vowel sound as in *sneeze*. Make sure students can differentiate between the two vowel sounds. Give other examples as necessary.
- Ask students to name other words with the long /e/ digraph sound as in *sneeze*. Write each example on the board and invite volunteers to circle the long /e/ digraph in each word. Point out that the long /e/ digraph sound comes in the middle of the word *sneeze*, but it was found at the end in the word *three*.



**Check for understanding**: Have students turn to page 6. Instruct them to find and circle the word *real*. Write the word *real* on the board. Point out the letter combination that stands for the long /e/ digraph sound, and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *sneeze*. Next, run your finger under the letters as you blend the sounds in *real*: /r/ea/. Then have students blend the word aloud with you as you run your finger under the letters

### Grammar and Mechanics: Contractions

- Direct students to page 6 and point to the word *doesn't*. Review or explain that this word stands for two words. Review or explain that a *contraction* is a word formed by joining two words, and that an *apostrophe* shows where one or more letters have been left out.
- Ask students to use context clues to identify which two words were joined together to make the word *doesn't* (*does* and *not*). Write both the contraction and the two words on the board. Point out that the letter *o* in *not* is dropped to make the contraction.
- Ask a volunteer to read aloud the last sentence on page 6, substituting *does not* for *doesn't*, to check if these words make sense. (*It does not open.*)
- Ask students to turn to page 9 and identify the contractions (*it's*, *you'd*, and *we're*). Ask students to identify which two words were joined together to make the new word *it's* (*it* and *is*). Ask students to identify which two words were joined together to make the new word *you'd* (*you* and *would*). Ask students to identify which two words were joined together to make the new word *we're* (*we* and *are*).
- Ask students to identify which letter was dropped to make the contraction *it's* (the *i* in *is*). Ask students to identify which letters were dropped or changed to make the contraction *you'd*



## Lesson Plan *(continued)*

## The Umbrella Trick

(the *-woul* in *would* is dropped). Ask students to identify which letters were dropped to make the contraction *we're* (the *a* in *are*). Ask a volunteer to read the last paragraph on page 9, substituting *it is* for *it's*, *you would* for *you'd*, and *we are* for *we're*.

- Review or explain that an 's that shows possession is not a contraction (for example, *Grandpa's* umbrella). Point out that using context clues helps readers determine whether a word is possessive or a contraction.



**Check for understanding:** Have students circle all of the contractions in the book and write the two words each contraction stands for next to the word. Remind them not to circle any words with an 's that shows possession. If time allows, discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

### Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Tell students that they must look at the first letter of each of the two words and then decide which word begins with the letter that comes first in the alphabet. Point to the alphabet posters in the classroom and tell them they can refer to a poster or sing the alphabet song in their mind when deciding which word comes first alphabetically.
- Write the alphabet on the board. Underneath it, write the words *rain* and *umbrella*. Have a volunteer explain which word would appear first in alphabetical order (*rain*) and why (because *r* comes before *u* in the alphabet). Circle the *r* and the *u* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- Remind students that if the first letter of two words is the same, they must compare the next two letters instead. Write the words *Snubby* and *Speedy* on the board. Have a volunteer explain which word would appear first in alphabetical order (*Snubby*) and why (because in looking at the second letters, *n* comes before *p* in the alphabet). Circle the *n* and the *p* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- **Check for understanding:** Write the words *whiskers* and *wet* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

## 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 to read with parents, caregivers, siblings, or friends. Have students also take home their prediction worksheet and explain to someone at home the process of making, revising, and confirming predictions.

## Extend the Reading

### Fantasy Writing Connection

Have students write a different ending to the story. Brainstorm with them possible ideas for a new ending. Have them list the main events of their new ending before they begin writing. Require that they write at least two paragraphs, in the same style as *The Umbrella Trick*, using dialogue between characters.

### Social Studies Connection

Talk about the different personality traits that each of the characters possesses. Have different students take on the roles of the characters and role-play the events of the story. Before they begin, write down the main events of the story and ask students to review what happened in each part. Students can ad-lib the dialogue from the story, but they will need to listen to the other characters in order to respond with the appropriate dialogue.

### 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 make reasonable predictions and then modify and/or confirm those predictions during discussion and on a worksheet
- understand and identify cause-and-effect relationships in text during discussion and on a worksheet
- fluently read long /e/ vowel digraphs during discussion and independently
- recognize contractions in text and identify the two words that are joined together to form each contraction during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

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