

About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,157

Book Summary

Becky has always loved puzzles. Now Becky has a three-day weekend ahead of her and a new 300-piece puzzle to work on. Readers witness how Becky works through the problems of putting together a puzzle of this size and what she learns from thinking creatively and not giving up when things get difficult.

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
- Analyze the problem and solution in the story
- Identify long /e/ digraphs
- Recognize and use adjectives
- Identify and match synonyms

Materials

Green text indicates resources available on the website

- Book—*Becky's Puzzle Problem* (copy for each student)
- Chalkboard or dry erase board
- [Prediction, problem and solution, adjectives, synonyms 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:

Story critical: *challenge (n.), defective (adj.), organized (v.), puzzle (n.), separate (v.), trick (n.)*

Enrichment: *array (n.), compared (v.), design (n.), discouraged (adj.), energetic (adj.), impatient (adj.)*

Before Reading

Build Background

- Write the word *puzzle* on the board. Ask students to share what they know about the meaning of this word.
- Ask students to share their experiences of putting together puzzles. Discuss types of puzzles, differences in the number and size of the pieces, and so on. Ask students to share any tricks or strategies they or their family use when putting together a large puzzle, such as finding all of the edge pieces first.

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: **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.
- Model making a prediction.
Think-aloud: When I look at the table of contents on page 3, I see a chapter titled "Becky Hits a Snag." The very next chapter is titled "The Dream." I think this might be a story about a girl who solves a problem related to putting together a puzzle. Since one of the chapters is titled "The Dream," I think that the solution comes to Becky in a dream. Making predictions as I read helps me to enjoy reading and anticipate what might come next. 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 section, *Make*.
- Introduce and explain the [prediction worksheet](#). Have students preview the covers of the book, title page, and table of contents. Ask them to make a prediction before they begin reading and write it on their worksheet in the *Make* section. Invite them to share their prediction and the reasons why they think that event 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: **Problem and solution**

- Explain to students that writers have reasons for what they write. Write the following words on the board: *Problem* and *Solution*. Review or explain that a *problem* is a conflict that needs to be worked out or solved. A *solution* is the process of working out the problem. Tell students that in fictional writing, an author usually poses a problem to one or more characters and that the rest of the story evolves around solving the problem.
- Create a chart on the board with the headings *Problem, Possible Solutions, and Consequences*. Write the phrase *locked the keys in the car* on the board under the *Problem* heading. Model identifying possible solutions and consequences for the problem.
Think-aloud: I know that when a problem arises, I can react to it in different ways. If I lock my keys in the car, I know that I have to find a different way of getting into my car. One possible solution might be break the car window and unlock my car door. That would ensure that I get into my car. However, breaking a window causes a new problem—getting the window fixed. Another possible solution to this problem is to call a locksmith. A locksmith has special tools to unlock my car door without breaking it. This way, I know I'll get into my car, but I won't cause another problem. I've identified two possible solutions to the problem and considered the consequences of each one. Since getting into my car without breaking something is a better solution, my solution would be to call the locksmith.
- Model filling in the chart on the board with the information for this problem.
- Write the following phrase on the board under the *Problem* heading: *want to play but have homework*. Discuss possible actions a person might take to solve this problem and list them on the board under *Possible Solutions*.
- Have students consider a positive and a negative consequence for each of the possible solutions. Write these on the board under the *Consequences* heading. Circle the possible solution that the class thinks is best, based on the consequences listed.

- Explain to students that good readers look for problems and solutions as they read. Model finding problems and solutions.

Introduce the Vocabulary


- Model how to apply word-attack strategies. Have students find the word *separate* on page 8. Tell students that they can look at the letter(s) the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to figure out the rest of the word. Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in the sentences before and after. Point out that they may also look at the illustrations for clues to the word's meaning.
- Remind students that they should check whether an unfamiliar word makes sense by rereading the sentence in which it appears.

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 to the end of page 9. Invite them to look for any problems that may be arising in the story. Have them underline the words or phrases in the book that tell about a problem. Encourage those who finish early to go back and reread these pages.
- Model revising a prediction.
Think-aloud: *So far my prediction is right. I thought the story might be about a girl who solves a difficult puzzle, and it looks as though that's what it's about. From what I've read about Becky, she seems like a problem solver. On page 7, it says that she was getting organized—she cleared off the table and started sorting the pieces that had a straight edge. Based on this new information, I want to revise my prediction. I think that she is experienced at putting together puzzles and will know exactly how to put this puzzle together.*
- Encourage students to use the information they've read and discussed to revise or confirm their prediction. Have them write their new prediction under the heading *Revise* 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 students how to think through whether or not their predictions were confirmed, and if not, why not. Help them think about whether or not the reasoning behind their prediction was valid.
- Write the following problem from the story on the board: *Becky's tricks are not working and she is getting discouraged with the puzzle.* Introduce and explain the **problem-and-solution worksheet**. Ask students to write Becky's problem on their worksheet. Evaluate possible solutions aloud, discussing a positive and negative consequence of each one. Write the information on the chart on the board under the headings *Problem*, *Possible Solutions*, and *Consequences*. Have students write the information on their worksheet. Ask them to circle the possible solution they think would be best for Becky.
- **Check for understanding:** Have students read to the end of page 11. Ask them to identify Becky's solution for getting discouraged with the puzzle (Becky took a break; she began putting the puzzle together upside-down). Point out the *Evaluation* section on the worksheet. Explain the meaning of *evaluation* (to carefully think about the options and decide whether the one chosen was best). Encourage students to fill in the final column, *Evaluation*, writing their opinion of whether or not Becky made a good decision.
- Have students read to the end of page 13. 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 prediction worksheet.

- Ask students to identify a new problem Becky faced (she was getting tired of putting together the puzzle). Have them fill out the first three sections of their worksheet (*Problem, Possible Solutions, and Consequences*). Ask them to circle the possible solution they think would be best for Becky.
- Remind students to look for the solution Becky chooses as they read and to fill in the *Evaluation* section of 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 since Becky seemed experienced at putting together puzzles, she would know exactly how to put together this puzzle. This prediction was not correct. Becky had some difficulty with the puzzle and needed to come up with different solutions in order to complete the puzzle. I will write this information next to my prediction under the heading Actual.*
- **Independent practice:** Have students complete their prediction worksheet. Invite them to share their predictions, reasoning, and revisions, and to have them tell how their predictions related to the actual outcome of the story. Ask students to explain how the strategy of making, revising, and confirming predictions helped them understand and enjoy the story.

Reflect on the Comprehension Skill

- Explain to students that a character in a story sometimes faces more than one problem. Often, authors will create a problem and a solution within each chapter of a book. In this story, Becky faced small problems with her puzzle along the way, and the other characters in the story helped her to solve them. Throughout the story, Becky continued to get closer to her big goal of completing the puzzle, which finally happened at the end.
- **Independent practice:** Have students complete their problem-and-solution worksheet by identifying a new problem for Becky, possible solutions to the problem, consequences of each solution, and an evaluation of the solution chosen. Discuss their responses aloud once students have finished.
- **Enduring understanding:** In this story, Becky encounters difficulty and frustration with her puzzle, but she doesn't give up. It is important to her to reach her goal, and with the support of her family and friends, she does. Now that you know this, what will you do the next time you have to do something difficult?

Build Skills

Phonics: Identify long /e/ digraphs


- Write the words *dream* and *three* on the board and say them aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the words as students say the whole words aloud. Ask students to identify which letters stand for the long /e/ sound in the words *dream* and *three*.
- Underline the letters e and a in the word *dream*. Explain to students that the letters e and a together stand for the long /e/ vowel sound. Underline the letters e and e in the word *three*. Explain to students that the letters e and e together can also stand for the long /e/ vowel sound. Say the following words with the ea digraph aloud one at a time: *eat, mean, teach*. Have volunteers spell the words aloud as you write them on the board. Repeat the process with the following ee digraph words: *feel, greet, week*.

- **Check for understanding:** Write the following words on the board, leaving out the ea digraph: *beat, eager, meat*. Use each word in a sentence and have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner. Repeat the process for the following ee digraph words: *feet, green, seem*.

Grammar and Mechanics: Adjectives

- Choose an object in the room or at random and make a list of ways to describe it (such as table: *long, wooden, flat*, and so on).
- Review or explain that adjectives are words that describe nouns or pronouns. An adjective can clarify the noun by telling *which one, how many, or what kind*.
- Write the following sentence on the board: *There was snow on the large mountain*. Ask students to identify the nouns in the sentence (*snow, mountain*). Underline the word *mountain*. Ask students to identify how the mountain is described (*large*).
- Write the following sentence on the board: *It was a gloomy, rainy Saturday*. Have individual students come to the board and circle the adjectives in the sentence. Then have them underline the noun that the adjectives describe.
- **Check for understanding:** Write the following sentences on the board: *First she searched for straight edges to make a frame. Becky could not imagine her father as a little boy*. Have students write the adjective(s) and the noun that each adjective describes in each sentence on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the adjectives worksheet. If time allows, discuss their responses.

Word Work: Synonyms

- Direct students to page 4 of the book. Have them read the first sentence in which the word *excited* is found. Tell students that many words mean the same thing as *excited*. Explain that instead of using the same word all of the time, authors choose to vary the text by using *synonyms*, or words that mean the same thing. Ask students to think of other words for *excited* (*eager, thrilled, enthusiastic*, and so on). Ask students whether the new words make sense in the sentence.
-  **Check for understanding:** Have students locate the word *challenge* on page 4. Have them read the sentence. Discuss the meaning of the word *challenge*. Ask students to think of a synonym for the word *challenge* (*test, goal*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to read 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 them tell a family member about the problems and solutions that occur in the story.

Extend the Reading

Realistic Writing Connection

Have students choose a problem-and-solution situation from their own life. Have them write a realistic fiction story about a character who faces this problem, describing how he or she solves the problem. Give each student a sheet of white construction paper or tagboard. Have them draw a detailed picture depicting the problem and solution of the story. Encourage students to fill in the entire paper with color, leaving no white space. Then have them cut their paper into large puzzle pieces. Invite students to exchange puzzles with classmates and share their story aloud.

Visit [Writing A-Z](#) for a lesson and leveled materials on realistic fiction writing.

Art Connection

Have students reread the description on page 5 and 6 of the puzzle Becky chose in the store. Give each student a piece of white drawing paper. Ask students to use the descriptions on the pages to draw a picture of the puzzle. Invite them to share their finished drawing.

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
- identify and effectively analyze the problems and solutions in the story in a discussion and on a worksheet
- identify and correctly spell words containing the ea and ee digraphs during discussion and on a separate piece of paper
- recognize adjectives and the nouns they describe in text during discussion and on a worksheet
- accurately identify and match synonyms during discussion and on a worksheet

Comprehension Checks

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