

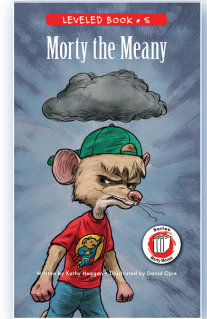
Focus Question:

What lesson does Morty learn about being angry?

Book Summary

Text Type: Fiction/Fantasy

Everyone gets angry from time to time, but dealing with our anger appropriately can be a struggle. *Morty the Meany* does a great job of showing how hard it can be to deal with emotions and teaches an important lesson on how to handle anger. Detailed illustrations and a relatable story will keep readers engaged throughout. This book can also be used to teach students how to retell the events of the story as well as to analyze characters to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Retell the events of a story to understand text
- ☐ Analyze characters in a story
- ☐ Understand the purpose of the glossary in a text
- ☐ Recognize and use adverbs
- ☐ Recognize and understand the use of compound words

Materials

- ☐ Book: *Morty the Meany* (copy for each student)
- ☐ Analyze character, adverbs, compound words 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: *apologetic* (adj.), *dejected* (adj.), *humiliation* (n.), *indignation* (n.), *mortified* (adj.), *overcome* (adj.)

Enrichment: *annoyance* (n.), *sheepishly* (adv.), *sulked* (v.)

- **Academic vocabulary:** *consider* (v.), *explain* (v.), *improve* (v.), *problem* (n.), *suggest* (v.), *usually* (adv.)

Guiding the Reading

Before Reading

Build Background

- Write the words *angry* and *mean* on the board. Have students discuss with a partner how these two words can be connected. Invite volunteers to share their answers. Have a class discussion on how people sometimes act when they are angry and why they act that way.
- Have students draw a picture of a situation where they got angry. Have them write a sentence or two describing the situation at the bottom of the picture. Invite volunteers to share their drawings and have them explain what they did to make the bad situation better.

Introduce the Book

- Give students their copy of *Morty the Meany*. 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: Retell

Explain to students that one way to understand and remember what they are reading is to stop periodically during reading to retell in their mind what is happening in the story. Explain that retelling is when the reader explains the details of what happened in correct order. Point out that people retell stories as part of their daily lives, such as explaining to a friend what they did over the weekend. Ask students to share other examples of when people might give a retelling.

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, 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.
- 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 why Morty acts mean. 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 did Morty have to apologize to Margie?* (level 1) page 5
- *Why did Morty feel ashamed when the teacher corrected his answer?* (level 3) page 5
- *Why did Morty think that everyone hated him?* (level 3) page 6
- *Why was Morty so mean to his sister?* (level 3) pages 8 and 9

- *What did Morty say was troubling him?* (level 1) page 11
- *What advice did Morty's mom give him to help him when he gets angry?* (level 2) pages 11 and 12
- *How did Morty handle his anger when he wasn't playing soccer well? Did it work?* (level 2) pages 13 and 14
- *Why did Morty's mom tell him he is shaping up to be a pretty strong mouse?* (level 3) multiple pages

Text Features: Glossary

Explain that a *glossary* is a text feature that helps readers define words that are in a book. Have students turn to page 6 and locate the boldface word *mortified*. Have students work with a partner to create a definition for this word. Invite volunteers to share their definition with the class. Have students turn to the glossary on page 16 so they can compare their definition with the one listed in the glossary. Repeat this process with other boldface words in the story. 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

- Model retelling the events of the story using the illustrations to assist you. Remind students that retellings include details and descriptions about the events of a story in the correct order. Ask students to retell the beginning of the story to a partner.
- 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 is dealing with some frustration and anger throughout the story, but I know that he is a kind mouse deep down. I know this because he feels guilty about hurting his sister and friends when he is reflecting in his bedroom. He also rights his wrongs with everyone he hurt, which is something a kind mouse would do. I was able to determine this character trait on the basis of what I've read about Morty's words, thoughts, actions, and feelings in the story.
- 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.

Guiding the Reading (cont.)

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 the main 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: *It's okay to be angry, but that it doesn't solve anyone's problems. Also, it's important to take a step back and think about what is causing you to be angry and try to find a solution. If there is no solution, try to set aside your anger so you don't hurt yourself or someone else.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Adverbs**

- Have students turn to page 5 and read the following sentence aloud: *Margie sat quietly and nodded her head.* Have students identify the verb in the sentence (*sat*). Ask students how Margie sat (*quietly*). Explain that *quietly* is an adverb that describes the verb *sat*.
- Review or explain that *adverbs* are words that describe, or modify, verbs or adjectives. Explain that adverbs express the time, manner, or degree to which something happens.
- Ask students to identify the root word of *quietly* (*quiet*). Point out that the word *quiet* is an adjective. Explain that many adverbs are formed by adding *-ly* to the end of adjectives.
- Write the question *When?* on the board. Have students turn to page 6. Read the following sentence aloud: *Later, Morty realized that he had forgotten his homework when he charged off to school in a huff.* Ask students when Morty realized that he had forgotten his homework (*later*). Explain that *later* is an adverb that describes the verb *realized*.

- **Check for understanding:** Have students work in pairs to underline all the adverbs in the book and to identify the verb or adjective that each adverb describes. When students are finished, discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the **adverbs worksheet**. If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *backpack* on the board. Ask students which two words were joined together to create the word *backpack* (*back* and *pack*). Review or explain that a word created by joining together two separate words is called a *compound word*. Point out that the definitions of the two separate words can sometimes help students figure out the meaning of the bigger word.
- Have students work in small groups to reread page 6 and circle the compound words (*homework, overdue, popcorn, classmates, nobody*). Then invite students to identify each word within the compounds. Have students discuss the definition of each compound word with their group. Then have them use each word in an oral sentence. Invite volunteers to share their sentences with the rest of the class.
- **Check for understanding:** Have students work in pairs to locate and circle all the compound words on page 7. Have them list all the compound words on a separate sheet of paper and draw a line down the middle of each word where the two separate words are joined. Then have them use each word in an oral sentence.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, discuss their answers.

Connections

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