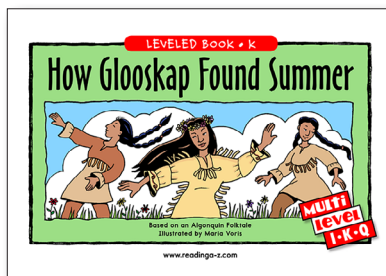


Lesson Plan

How Glooskap Found Summer



About the Book

Text Type: Fiction/Legend Page Count: 12 Word Count: 334

Book Summary

In this Native American legend, Glooskap finds that a giant named Winter has caused the cold weather that has gripped the land. Glooskap finds a woman named Summer who can defeat the giant and bring warmth to the land.

Book and lesson also available at Levels I and Q.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand the story
- Identify cause-and-effect relationships
- Identify vowel digraph ow
- Identify and create past-tense verbs
- Identify and create compound words

Materials

Green text indicates resources are available on the website

- Book—*How Glooskap Found Summer* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- **Visualize, cause and effect, past-tense verbs, compound words worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the 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: **bloomed** (v.), **defeat** (v.), **messenger** (n.), **spell** (n.), **thaw** (n.), **ruled** (v.)

Enrichment: **capture** (v.), **chant** (v.), **invited** (v.), **spirits** (n.)

Before Reading

Build Background

- Discuss traditional fairy tales that students have read or heard of, such as *The Three Little Pigs* or *Little Red Riding Hood*. Ask students to name several common elements of fairy tales (good and evil characters; magic can happen; characteristics of the plot, setting, and/or characters occur in threes; wise people or other animals help to solve a problem, and so on).
- Explain to students that legends are a kind of folktale that happened after the world was created. They often involve characters with supernatural powers or explain adventures of real super heroes. Explain that this story is based on an Algonquin legend.

Lesson Plan *(continued)*

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- Have students close their eyes and imagine a place where it is always winter and where they must wear many layers of clothes when they go outside so they will not freeze. No plants can grow because it is too cold outside. When students open their eyes have them describe what this place might be like. Ask if they know of any real places on Earth where it is always too cold for things to grow (parts of Antarctica, very tall mountains, and so on).

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 kind of book it is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title, 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 based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture.
- Read page 3 aloud. Model how to visualize using a drawing.
Think-aloud: Whenever I read a story, 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 story. For example, on page 3, the author tells about a place that was very cold. I pictured the land and trees white with snow. I also read that corn would not grow, so I pictured a place without any flowers, grass, or green plants.
- **Independent practice:** Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they listened to you read 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: **Cause and effect**

- Review or 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. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading:
I study for a test.
- Model identifying a series of cause-and-effect relationships.
Think-aloud: If I study for a test, I might get a good grade on the test. If I get a good grade on the test, someone in my family might want to reward me. If they want to reward me, I may get to have dinner at my favorite restaurant. Sometimes a cause and its effect cause other events to happen.
- Retell the series of cause-and-effect relationships about the good grade on the test. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *bloomed*, *defeat*, and *messenger*.
- Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and a dictionary contain lists of vocabulary words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Point out that this book does not contain a glossary, and ask students to locate the word *bloomed* in the dictionary. Explain that they will find the word *bloom*, and that the suffix *-ed* is dropped for entry words. Invite a volunteer to read the definition for *bloom* in the dictionary.
- Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 10 as you read the sentence in which the word *bloomed* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Glooskap and the giant named Winter. Remind them to stop after every few pages to visualize the most important information and to draw on their worksheet what they visualized about it.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish early to go back and reread. Have students draw on their worksheet what they visualized.
- **Model visualizing.**
Think-aloud: When I read about Glooskap visiting Winter, I pictured the giant inviting him into his icy white home. I pictured Glooskap sitting down on a cold, hard chair listening to Winter's stories, and then magically falling asleep. If time allows, have students share and explain the picture of what they visualized while reading.
- Create a cause-and-effect chain on the board. Write *the land grew very cold* under the *Cause* heading. Ask students to use the text and think-aloud discussion to identify the effect of this cause (*Glooskap had to do something*). Write this information on the chart under the *Effect* heading.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have them identify and write on their worksheet a cause-and-effect relationship that happened as a result of Glooskap having to do something. (*Cause:* He traveled north and came to Winter's house; *Effect:* Winter told him stories to cast a spell.) Point out how the chain connects the first cause-and-effect relationship with the second (the effect, *Glooskap had to do something*, is connected to the next cause, *He traveled north and came to Winter's house*).
- **Check for understanding:** Have students read from page 6 to the end of page 8. Have them identify and write on their worksheet a cause-and-effect relationship that happened as a result of Winter casting a spell. (*Cause:* Glooskap's messenger woke him and told him to travel south; *Effect:* He found a warm and sunny land.) Point out how the chain connects the second cause-and-effect relationship with the third (the effect, *Winter's stories cast a spell*, is connected to the next cause, *Glooskap's messenger woke him and told him to travel south*).
- **Discuss with students** what they visualized as they read pages 6 through 8. Ask them to draw what they visualized on their visualize worksheet.
- Have students read the remainder of the story. Remind them to continue visualizing as they read, in order to help them understand and remember the story.

Lesson Plan *(continued)*

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-  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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- **Think-aloud:** *When I read about Winter crying, I pictured giant tears streaming down the frozen land. I pictured rivers of melting snow forging through the land, making way for green grass and colorful flowers. I pictured new crops of corn growing, providing food for the people. These images helped me to understand and remember that part of the book.*
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have them share their pictures when they have finished.


Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Point out the last effect in the chain. (*He found a warm and sunny land.*) Have students reread page 8 to identify the cause-and-effect relationship that happened as a result of Glooskap finding Summer (*Cause:* Glooskap asked Summer to come north; *Effect:* Summer met Winter.)
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a leader venturing out to find help for his people. Keeping this in mind, why is it important to seek solutions to your problems?

Build Skills

Phonics: Vowel digraph ow

- Have students turn to page 3 and find the words *snow*. Ask them what sound the *ow* letter combination makes in this word (*long /o/ sound*). Explain or review with students that sometimes the letter *o* by itself may make the long /o/ vowel sound, and sometimes two vowels together, called a *vowel digraph*, may make the same sound.
- Write the word *grow* on the board. Explain that *grow* is an example of a vowel digraph because *ow* team together to make the long /o/ vowel sound.
- Write the *ow* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Write the following words on the board, leaving out the vowel digraph *ow*: *below*, *pillow*, *glow*. Have students complete each word by adding the vowel digraph *ow* and write each word on a separate piece of paper. Then have students read each word aloud to a partner.

-  **Check for understanding:** Ask students to turn to page 8. Have them locate and circle the word containing the vowel digraph *ow* (*followed*). Then have students turn to page 9 to identify and circle the word with vowel digraph *ow* (*own*).

Grammar and Mechanics: Past-tense verbs

- Direct students to the first sentence on page 3. Ask them to identify the verb in the sentence (*covered*). Explain that this is a *past-tense verb* that describes something that happened in the past. Write the term *past tense* on the board.

Lesson Plan *(continued)*

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- Point out that the verbs are changed to past tense by adding the suffix *-ed*. Discuss how this is an example of a *regular past-tense verb*. Explain that not every verb is changed to its past tense by adding *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *blow* changes to *blew*).
- Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *tug* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant *g* is doubled before adding the *-ed* to make *tugged*.
- Point out that when adding the suffix *-ed* to a verb ending in *-y*, such as *carry*, the *-y* is first changed to *-i* before adding the *-ed*. Write the word *carry* and its past-tense form, *carried*, on the board.
- Explain that when adding the suffix *-ed* to a verb ending in *-e*, such as *move*, the *-e* remains, and a *-d* is added. Write the word *move* and its past-tense form, *moved*, on the board.
- Have students turn to page 5 and read the first sentence. Have a volunteer identify the past-tense verb (*invited*).



Check for understanding: Ask students to turn to page 8 and underline the regular past-tense verbs (*asked*, *followed*, *invited*, *asked*).

- **Independent practice:** Introduce, explain, and have students complete the [past-tense verbs worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Compound words**

- Write the word *something* on the board. Ask students which two words were joined together in the word *something* (*some* and *thing*). Explain that this word is called a *compound word*. A compound word contains two words that together create one word meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Write the following sentence on the board: *Winter invited Glooskap inside*. Have students read the sentence and identify the compound word (*inside*). Ask them which two words are joined together in the word *inside* (*in* and *side*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the bigger word.



Check for understanding: Have students reread page 4 in their book. Have them identify and underline the compound word on the page (*everywhere*). Ask students to circle the two words contained in the compound word. Have them use these words to discuss the meaning of the larger word with a partner. Then discuss the meaning of the word with students as a group.

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

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to 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 practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Legend Writing and Art Connection

Encourage students to write a story about a land where Summer would not leave—where the weather was too hot and no rain fell to allow crops to grow. Have writers create a character who ventures out to save his or her people and write about the adventures that happen on the way. Encourage them to write in the same style as *How Glooskap Found Summer*, personifying seasons and animals with dialogue and feelings. Invite students to illustrate their work. Have them read their finished story aloud to their classmates. Bind their final copies together, titled *Our Book of Legends*, and add a copy of the book to the class library.

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

Science Connection

Provide print and Internet sources for students to research the importance of sunlight on our planet. Have them find out why plants need sunlight to grow and how different amounts of sunlight affect seasonal plants. Have students research to find out why most food cannot grow during the winter season. Place students in small groups to discuss their findings, and encourage them to connect their knowledge to the story of Glooskap.

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.
- 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
- consistently understand and identify cause-and-effect relationships in the text during discussion and on a worksheet
- correctly identify and read words with vowel digraph ow during discussion
- correctly identify and create past-tense verbs during discussion and on a worksheet
- correctly identify and form compound words during discussion and on a worksheet

Comprehension Checks

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