

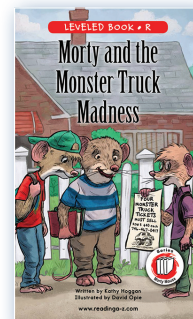
Focus Question:

What lesson does Morty learn?

Book Summary

Text Type: Fiction/Realistic

The monster truck rally is coming to Mousetown, and Morty will do *anything* to go! When he finds himself short on cash, Morty makes a quick decision that leaves him to face the serious consequences of his actions. *Morty and the Monster Truck Madness* is an engaging story with an important lesson for students. This book can also be used to teach students how to analyze characters and to identify and use adverbs.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Recognize and use adverbs
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Morty and the Monster Truck Madness* (copy for each student)
- ☐ Analyze character, adverbs, alphabetical order 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: *consequences* (n.), *determination* (n.), *permission* (n.), *rally* (n.), *reputation* (n.), *valuable* (adj.)

Enrichment: *bailing* (v.), *frantic* (adj.), *loan* (n.)

- **Academic vocabulary:** *discuss* (v.), *important* (adj.), *mention* (v.), *plan* (n.), *return* (v.), *text* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the word *consequences* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word, and invite volunteers to share their ideas with the class.
- Have students close their eyes and think of a time they made a decision that might not have been the best choice. Invite them to think about the consequences of their actions. Have students write a paragraph about this experience, and invite students to share these stories in small groups.

Introduce the Book

- Give students their copy of *Morty and the Monster Truck Madness*. 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 now and then during reading to retell in their mind what is happening in the story. Point out that when someone is retelling a story, he or she explains the details of what happened in the correct sequence, or order. Explain that people retell as part of their daily life, such as recounting to a teacher what happened over the weekend. Ask students to share other examples of when people might give a retelling. Model retelling by recounting what you did after the students left school yesterday. Point out that the details of the retelling must be in the correct order. Have students turn to a partner and practice retelling by explaining what they did after school the previous day.

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 the 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 throughout the story.
- Have students look at the cover of the book with a partner and make predictions about the characters they see. Invite volunteers to share their predictions with 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 monster truck rally. 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.

- How do Morty's feelings about the monster truck rally change after he asks his mom for money? (level 2) pages 3–4
- How do Morty's friends respond to him not having enough money for the rally ticket? (level 1) page 6
- Why doesn't Morty's mom loan him the money for the ticket? (level 1) page 7
- How does Morty try to solve the problem of not having enough money? (level 2) pages 8–9

- What are the consequences of Morty taking money from his mom's wallet? (level 2) pages 11–13
- How does Morty try to set things right? (level 2) pages 14–15
- Do you agree with Morty's decision to take money from his mom? Why or why not? (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 4 aloud as students follow along. Invite students to answer the following questions in small groups: *What does this illustration tell you about how Morty is feeling about not being able to afford a ticket? Why do you think the author included this illustration? What can you learn about Morty's character on the basis of this illustration?* Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

Skill Review

- Model for students how you retell the events in the story using specific details from the text. Point out that a retelling includes only the most important information, and that this information is given in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Have students identify the main character in this story. 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 how to analyze character.

Think-aloud: *I know that the main character in this story is Morty. Morty is struggling with not being able to afford a ticket to the monster truck rally. As I read about Morty in the story, I consider his words, thoughts, actions, and feelings. For example, I know that Morty wants to go to the rally so much that he is willing to be dishonest with his parents. After his mom finds out that he has taken money from her wallet, however, Morty feels terrible. On the basis of this information, I can tell that Morty cares a lot about his mom and his family, and he knows that his choice was not the right one to make. When analyzing a character, I also consider the character's impact on the story. For example, as I read I ask myself: How would the story be different if Morty had not taken the money from the wallet? When I consider a character's words, thoughts, actions, and feelings, I develop a more well-rounded understanding of that character.*

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

Guiding the Reading (cont.)

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 responses with the class. Remind students that analyzing a character is one way to better understand and remember the key points of a text.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. For example: *Morty learns that trust is more valuable to him than the monster truck rally ticket.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Adverbs**

- Have students turn to page 4 and read the following sentence: *Morty's excitement quickly dissolved when he remembered he had a mere eighteen dollars saved.* Have students identify the verb in the sentence (*dissolved*). Ask students how Morty's excitement dissolved (*quickly*). Explain that *quickly* is an adverb that describes the verb *dissolved*.
- 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 *quickly* (*quick*). Point out that the word *quick* is an adjective. Explain that many adverbs are formed by adding *-ly* to the end of the adjectives.
- **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: **Alphabetical order**

- Review or explain the process of putting a list of words into alphabetical order, including words that begin with the same letter.
- Write the following words on separate pieces of paper and display them on the board: *loan, frantic, reputation, valuable*. Discuss how to place these words in alphabetical order, reminding students to look at the first letter in each word. Explain that if two words begin with the same letter, they will then need to look at the second letter or even the third letter to determine the correct order.
- Have students work in small groups, and give each group the following eight words: *truck, rally, try, Morty, trust, ticket, wallet, money*. Invite students to work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the following words on the board: *consider, confess, consequences, change, contemplate, count*. Have students work independently to place the words in alphabetical order. Then, have students share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

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