



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 138

Book Summary

Cookies are so delicious! But have you ever eaten a cookie without your parents' permission? In *Stella Storyteller*, a girl who has eaten six cookies without her mother's permission has many stories to tell about what happened to those cookies! Lively illustrations and engaging text support emergent readers. Students will also have the opportunity to sequence events as well as to retell the story to better understand the text.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Sequence events
- Segment syllables
- Identify VCe pattern
- Identify nouns in sentences
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Stella Storyteller* (copy for each student)
- Chalkboard or dry-erase board
- Paper
- Pictures cut out from an extra copy of the book
- Sequence events, nouns, alphabetical order 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *take*, *there*, *went*
- Content words:
Story critical: *cookies* (n.), *dessert* (n.), *explained* (v.), *left* (adj.), *playdate* (n.), *saved* (v.)

Before Reading

Build Background

- On the board, write the word *cookies*, and ask students if they have ever eaten a cookie. Have students share with a partner their favorite kind of cookie and their reasoning behind their choice. Invite volunteers to share their answers with the class.

- Ask students if they have ever eaten a cookie without their parents' permission. If so, what did they tell their parents when their parents found out the cookies were gone? Have students share their experiences with a partner, and then invite volunteers to share with the class.
- Explain to students that they will be reading a story about a girl who has lots of stories to tell about what happened to the missing cookies.

Book Walk

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, 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 to retell in their mind the details of what is happening in the story.
- Explain that when people retell a story or an event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or a funny event that occurred.
- Model retelling a life event.
Think-aloud: Yesterday, when I got home from school, I couldn't find my dog anywhere! First, I started looking for him in our house. I looked in my room, under my bed, and even in my bathtub! He was missing! I was so worried. Next, I asked my sister to help. Then, we went to every house in the neighborhood to look for my dog, but no one had seen him. I was so sad that I couldn't find him. Finally, we headed home, and guess who was in the driveway waiting for me? My dog! I was so excited he came home!
- Reinforce the importance of telling events in the correct order.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Explain to students that a story is a series of events that happens in a particular order. First one thing happens, then something else, and so on. The way the events happen is called the *sequence*.
- Remind students that readers organize information from a story in different ways. Point out that one way to organize the information is to focus on the correct sequence of events.
- Explain that certain transition words are often used to clarify a sequence of events. Write the words *first*, *next*, *then*, and *finally* on the board. Read them aloud and have students repeat each word. Ask students to listen for these transition words as you repeat the think-aloud, retelling a life event.
- Model sequencing events while retelling a life event.
Think-aloud: Yesterday, when I got home from school, I couldn't find my dog anywhere! First, I started looking for him in our house. I looked in my room, under my bed, and even in my bathtub! He was missing! I was so worried. Next, I asked my sister to help. Then, we went to every house in the neighborhood to look for my dog, but no one had seen him. I was so sad that I couldn't find him. Finally, we headed home, and guess who was in the driveway waiting for me? My dog! I was so excited he came home!
- Have students share with a partner the transition words they heard in the think-aloud.
- Draw pictures on paper for each event described in the think-aloud and place them on the board in the incorrect order. Invite students to come to the board to rearrange the events correctly. Have students place the events under the correct transition word.
- Reinforce the importance of the correct sequence of events when retelling a story.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *What is on that plate? That's right; a cookie is on that plate. A cookie is a baked treat, often small, flat, and round, made from sweet dough.*
- Write the following story-critical words on the board: *cookies, dessert, explained, left, playdate, and saved*, and discuss the meaning of each word.
- Give students a piece of paper and have them fold it into six squares. Then, have students write one vocabulary word in each square. Have students draw a small picture to represent the definition of each vocabulary word.

Set the Purpose

- Have students read to find out what happened to the cookies in the story. Remind them to stop now and then to retell in their mind the details of what is happening as well as to sequence events from the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
 - **Model retelling**
Think-aloud: *I stopped reading after a few pages to retell in my mind what I had read so far. I read that there were seven cookies on Stella's plate, but only one is left. I also read what Stella told her mom happened to the first three cookies. She said the first one took a nap, the second one went on a playdate, and the third one took a bath.*
 - Have students retell in their mind the details of the story from the first few pages, and then ask students to share these details with a partner.
 - Draw students' attention back to the words on the board: *first, next, then, and finally*. Remind students that the sequence of events is the order in which the story takes place.
 - Place on the board pictures from pages 4 through 6, cut out of an extra copy of the book. Arrange the pictures in the wrong order. Have students work in groups to discuss the correct sequence of events for the pictures. Invite volunteers to come to the board and rearrange the pictures. Write the word *first* above the first picture. Emphasize to students that this transition word can only be used with the first event described.
 - Have students discuss with a partner the transition words they can use for each event in the sequence. Invite volunteers to come to the board and add an appropriate word above each picture (*then* or *next*). Have the class read the sequence of events aloud, including the transition words. Emphasize to students that the words *next* and *then* can be used interchangeably to describe events in the middle.
 - Have students read to the end of page 9. Encourage students to retell in their mind the details of the story.
 - **Check for understanding:** Hold up the next three pictures of the book (pages 7, 8, and 9). Invite volunteers to place the pictures on the board in the correct order. Have students discuss which transition words can be used for these pictures. Emphasize that the word *finally* can only be used for the last event on the board.
 - Have students read the remainder of the book. Remind them to pause often to retell in their mind the story details as well as the sequence the events from the story.
-  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 the discussion that follows.

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

- Retell in detail the events of the story after Stella's mom asked her what happened to the six missing cookies.
- **Think-aloud:** *After Stella's mom asked her what happened to the six missing cookies, Stella told her mom many stories. First, she said the first cookie took a nap. Next, she said the second cookie went on a playdate. Then, she said the third cookie took a bath. Next, she said the fourth cookie grew wings and flew away. Then, she said the fifth cookie ate the sixth cookie. Finally, she said the seventh cookie ate the fifth cookie. But Stella really ate all six cookies!*
- Have a volunteer retell the end of the story. Emphasize the importance of telling the events of the story in the correct order.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the sequence of the pictures on the board, and discuss the importance of transition words.
- Have students refer to the pictures on the board to describe the sequence of events to a partner. Remind them to use the transition words *first*, *next*, *then*, and *finally* to organize their sequence.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, a girl ate six cookies without her mother's permission, and then she told her mother stories about what happened to those cookies. Have you ever done something without your parents' permission? Did you tell them the truth?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain to students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Say the word *cookies*. Explain to students that you are going to count the syllables, or parts in the word. Repeat *cookies* clapping at each syllable: *cook-ies*. Explain to students that you clapped two times because there are two parts, or syllables, in this word.
- Say the word *dessert* and ask a volunteer to clap and count the syllables. Repeat with the following words: *cupcake*, *pie*, *milkshake*.
- **Check for understanding:** Have students work together to count syllables of words in the book. Give students a number of syllables, such as two, and have them search for words with two syllables. Repeat with another number of syllables.

Phonics: VCe pattern

- Write the word *man* on the board and say it aloud with students. Have students identify the consonants and vowel in the word, and label them CVC. Ask students to share with a partner whether the vowel sound in *man* is a short vowel sound or a long vowel sound. Invite a volunteer to share the answer with the class.
- Write the letter *e* at the end of the word *man*. Read the word aloud with students. Ask students to share with a partner how the word changed.
- Explain to students that when the letter *e* is added to the end of a CVC word, the vowel often changes to a long vowel sound. Share with students an expression to help them remember the rule: *the silent e makes a vowel say its name*. Have students repeat this expression to a partner.

- **Check for understanding:** Write the following words on the board, leaving off the silent e: *cape*, *cute*, *rode*, *cope*, and *tape*. Read the words aloud, pointing out that these words have a short vowel sound. Have students work with a partner to add a silent e to the end of each word and decode the new word using the VCe-pattern rule.
- Invite volunteers to come to the board, add the silent e to the end of each word, and then read the correct word aloud. Have other students give a thumbs-up signal if the volunteer correctly pronounces the word.

Grammar and Mechanics: **Nouns**

- Review or explain to students that a *noun* is a word that names a *person*, *place* or *thing*. Write the words *person*, *place*, and *thing* on the board, and draw a quick picture to illustrate each word.
- Place the cut-out pages from an extra copy of the book on the board. Have students work with a partner to find all the nouns they can in each picture and write a list of them on a separate sheet of paper. Invite volunteers to share their nouns with the class and have students stand up if they agree the word is a noun.
- Ask students to think about nouns they see at home every day. Have students think of at least one noun for each of the three categories (*person*, *place*, *thing*). Call on students to share one noun, and invite them to come to the board and write their noun under the appropriate category.



Check for understanding: Have students reread the story with a partner and circle all the nouns in the sentences.

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

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *take*, *show*, and *went* on paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Invite a volunteer to move the words into the correct order.
- Put students in small groups, and give each group the following six words on paper: *at*, *up*, *can*, *big*, *like*, and *is*. Have students work together to put these words in alphabetical order. Once all groups have finished, invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *bag*, *full*, and *sit* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

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 them discuss the sequence of events and explain why correct sequence is necessary in order to understand a story.

Extend the Reading

Procedural Writing and Art Connection

Have students choose one activity they know how to do, such as making a peanut butter and jelly sandwich. Then, have students write sentences explaining the steps required to do the activity in the correct order. Remind students to use the transitional words *first*, *next*, *then*, and *finally*. Have students illustrate their sentences and share with the class.

Visit WritingA-Z.com for a lesson and leveled materials on procedural writing.

Math Connection

Have students make a tally chart showing the students' favorite cookies. Then, have students make a bar graph to display the results.

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 use the strategy of retelling to understand the story during discussion;
- accurately sequence events from the story during discussion and on a worksheet;
- accurately segment syllables during discussion;
- accurately use the VCe pattern during discussion;
- correctly identify nouns in the text, during discussion, and on a worksheet;
- correctly understand and arrange words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

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