



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 70

Book Summary

Jaden wants to win the Easter egg hunt so much that he is willing to cheat. This book addresses issues of cheating and fairness while showing how conflict can be resolved in a peaceful way. This fictional life lesson can also connect to the Easter holiday, teach students about an author's purpose, and help them practice proper nouns.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Describe the author's purpose
- Discriminate medial long vowels
- Identify VCe pattern
- Understand and use names of people as proper nouns
- Recognize and use the high-frequency word *from*

Materials

Green text indicates resources are available on the website.

- Book—*Give Them Back!* (copy for each student)
- Chalkboard or dry-erase board
- [Author's purpose, VCe pattern, proper nouns: names of people 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](#).

- High-frequency words: *an*, *from*
- Content words:

Story critical: *Easter* (n.), *hunt* (v.), *plan* (n.), *sneaky* (adj.), *sorry* (adj.), *takes* (v.)

Before Reading

Build Background

- Have students think of one game they like to play and call on students to share. Record some games on the board.
- Ask students to share with a partner if they have ever played a game with someone who cheated. Have students write or draw on a separate sheet of paper how that made them feel.
- Lead a discussion to determine different approaches students can take to deal with a person who is cheating during a game.

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).
- Preview the pictures and ask students what they expect to read in this story, on the basis of the cover and title page. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers make predictions, or guesses, about what will happen in a story. Explain to them that making predictions gives readers a purpose for reading—to find out if the predictions are confirmed—and helps readers better understand the story.
- Explain to students that we make predictions using clues from the story or clues from our past experience. Emphasize that making good predictions is more important than whether a prediction is right, or confirmed.
- Model making predictions.
Think-aloud: Using the title and the picture on the title page, I can make a prediction about what I will read in this story. I see three children, and it looks as if they are on an Easter egg hunt. Two of them are smiling, but the third one has a sneaky look on his face. The title is Give Them Back!, which makes me think that someone takes something from another person. Using these clues from the book, I predict that the boy with the sneaky face is going to take Easter eggs away from the other two children. I am eager to read this story to see if my predictions are confirmed.
- Point out that students already made predictions during the Book Walk. Invite volunteers to share their predictions on the basis of the cover and pictures. Record these predictions, along with those from the Think-aloud, on the board. Draw simple images to illustrate each prediction.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that authors have a reason, or a purpose, for writing a book. Their purpose can be to inform, entertain, or persuade. Explain that *to inform* means *to give information about a topic*, *to entertain* means *to amuse the reader*, and *to persuade* means *to convince someone to think the same way you do*. Write these phrases on the board.
- Point out that an author can have more than one purpose. For instance, an author may want to entertain with a fun story while also teaching a lesson, or persuading the reader to think a certain way about the subject.
- Model determining author's purpose using a familiar tale, such as *Chicka Chicka Boom Boom*.
Think-aloud: We had fun reading the story Chicka Chicka Boom Boom, but the author had a purpose when he wrote the story. The story certainly was entertaining, with its rhyming sentences and silly adventure, so the author's purpose was to entertain the reader. The story also, however, taught us about the alphabet. All the letters of the alphabet are listed in the correct order multiple times. Since the book also gave information on a topic, the author had another purpose, to inform the reader.
- Discuss several other books the class has read. Have students work in groups to consider what the author's purpose was for each book. Spend time with each group, guiding their discussion and focusing their thoughts on the author's purpose.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *The two children in the background are smiling, but Jaden, the boy in the front, has a different expression on his face. How is he feeling? If we think that Jaden is planning something tricky, we can call him sneaky. The word sneaky means being secretive or dishonest.*
- Remind students to look at the picture and use the context of the sentence to figure out a difficult word. For example, point to the word *Easter* on page 3 and say: *I am going to check the picture and read the rest of this sentence to think about what word would make sense. In the picture, the children are lined up with baskets in their hands. I can see three decorated eggs hidden around the area in front of them. The sentence explains that some kind of egg hunt is starting. I know that the only time I hunt for eggs is on Easter, and the eggs in the picture look like Easter eggs. The word Easter starts with the long /e/ sound and this word starts with the letters ea, which make the long /e/ sound. The sentence makes sense with this word. The word must be Easter.*

Set the Purpose

- Have students read to discover if their predictions about this Easter story are correct. Remind them to think about the author's purpose for writing about a boy cheating on an Easter egg hunt.

During Reading

Student Reading

- **Guide the reading:** Have a volunteer point to the first word on page 3 (*The*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Have students read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making and revising predictions.
Think-aloud: *Before reading, I predicted that the boy would take Easter eggs from two other children. After I read the first three pages, I found that at least part of my prediction was correct: the boy, Jaden, did take an Easter egg from another child. He has only taken one egg so far. I saw from the first page, though, that seven children were participating in the hunt. With this new clue, I revised, or changed, my prediction. I predicted that Jaden will steal eggs from all of the other children, not just two. I knew that I would have to keep reading to see if my revised prediction was confirmed.*
- Review with students the predictions recorded on the board. Rewrite your prediction to reflect the revised prediction. Ask students to share with a partner if they want to revise a prediction or if they have a new prediction. Invite volunteers to share, and correct or add to the predictions on the board, still using images for reinforcement.
- Have students point at all the confirmed predictions and invite volunteers to come to the board and circle them.
- Ask students to think about whether or not the author has used this story to share information on a topic. Have them give a thumbs-up signal if the author has, and a thumbs-down signal if she has not. Point out that since this story does not share information and does not look like it is going to, the author's purpose is not to inform. Erase the phrase *to inform* from the board.
- Remind students about the phrases *to entertain* and *to persuade* written on the board. Remind students that *to entertain* means *to amuse* and *to persuade* means *to convince*. Have students share with a partner whether they think the author's purpose is to entertain or to persuade on the basis of what they have read so far. Encourage students to think about what the author is doing, entertaining or persuading, as they read.
- **Check for understanding:** Have students read to the end of page 9. Continue to record new predictions on the board, and circle confirmed predictions.

Lesson Plan *(continued)*

Give Them Back!

- Remind students that they are going to determine the author's purpose, whether it is to entertain or to persuade. Have students discuss with a partner their thoughts on the author's purpose and whether it has changed on the basis of the recent pages read.
- **Think-aloud:** *I know that when I read fictional stories, the author's purpose is often to entertain, because made-up stories are amusing. So far, I am enjoying this story, because I am curious to find out what happens next. Therefore, I believe that the author's purpose is to entertain. However, I feel that the author is also trying to teach a lesson. I want to see what happens to Jaden, and I want to see him face the consequences of his bad choices. I don't think he should get away with stealing other people's eggs. If the author is trying to convince the reader that cheating is bad, the author has a second purpose, to persuade. I will keep reading to see if the author has two purposes, to entertain and to persuade.*
- Have students read the remainder of the book. Remind them to make new predictions and look for confirmed predictions as they read.



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

- Ask students to share the predictions they made with the class, and add them to those recorded on the board. Discuss with students the predictions they made and whether they needed to revise any. Have students discuss with a partner why it is sometimes necessary to revise predictions.
- **Think-aloud:** *Now that I have finished reading and I have all the information from the story, I can check the predictions I made to see if they were confirmed. For instance, I can check my prediction that Jaden would steal the eggs from all the other children. That is in fact what happened, so I have a confirmed prediction. I am glad I made this prediction along with others, because they kept me engaged with the story and helped me understand it better.*
- Remind students that making predictions using clues from the story is more important than having a prediction confirmed. Have students raise their hand if they had a confirmed prediction, and invite them to share it with the rest of the class.
- Have students discuss with a partner how making, revising, and confirming predictions helped them to better understand and enjoy the story.

Reflect on the Reading Skill

- **Discussion:** Have students discuss with a partner the lesson they learned from the story. Discuss with the class the possibility that the author is trying to persuade the reader to think a certain way about cheating. Does the author feel one way or another about cheating? Come to a consensus that the author's purpose is both to persuade and to entertain. Ask students to discuss with a partner some examples from the book showing that the author wants to entertain and other examples showing that the author wants to persuade.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. If time allows, discuss their responses.
- **Enduring understanding:** Jaden learned a lesson about cheating. Now that you have read this story, why do you think it is important not to cheat at games and other activities? What can you do when you know that another person has been cheating?

Build Skills

Phonological Awareness: Discriminate long vowel sounds

- Say the word *take* aloud to students, emphasizing the medial long /a/ sound. Have students say the word aloud and then say the long /a/ sound.
- Say the word *cane* aloud. Ask students to identify with a partner the similarity between the two words. Explain that they hear the long /a/ sound in the middle of each word.
- Say the words *cane* and *can* aloud to students, and have students repeat the words aloud. Ask students to identify the difference between the two words. Explain to students that the letter *a* can produce two sounds, the long /a/ sound and the short /a/ sound. Point out to students that they are working with the long /a/ sound in this story.
- Read pages 6 and 7 aloud to students. Have students raise their hand when they hear a word that contains the long /a/ sound. Have students call out the word they heard to the front of the class (*takes*).
- **Check for understanding:** Say the following words one at a time and have students clap their desk every time they hear a word that contains the long /a/ sound: *tune, game, face, bike, cave, fan, sale, and sad*.

Phonics: VCe pattern

- Write the word *take* on the board and say it aloud with students. Then write the words *pale, date, and tape* on the board and say them aloud with students.
- Ask students to look carefully at the words and search for a common pattern. Guide them in identifying that all the words end with the letter *e*. Invite volunteers to come to the board and circle the letter *e* and underline the medial letter *a*.
- Explain to students that adding a silent letter *e* to the end of words with a short vowel sound, changes the vowel to a long vowel sound. Emphasize the rule that a silent *e* makes the vowel say its name, which is the long vowel sound.
- Point to the word *tape* on the board. Cover the letter *e* and have students read the word (*tap*). Uncover the letter *e* and have students read the word (*tape*). Repeat the process with the words *node, pine, ride, and fade*. Have students repeat the rule: *silent letter e makes the vowel say its name*.
- **Check for understanding:** Write the following words on the board, leaving blanks for the vowels: *dice, more, tame, tube, made, home, and nine*. Say each word and have students repeat. Invite volunteers to the board to add the vowels that complete each word.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Proper nouns: Names of people

- Point to one of the students and ask the others to identify the name of that student. Repeat this with several other students. Write the names on the boards.
- Ask students how they would talk about people if they didn't have names. They would have to use words or phrases like *the girl, the boy, that person*, and so on. Write these words on the board. Ask students to identify whether those words are nouns or verbs. Remind students that a *noun* is a *person, place, or thing*. Point out that just as *girl* and *boy* are nouns, names are also nouns, because they are words that describe people.
- Explain that *proper nouns* are *nouns that tell the names of people or places, or names of nouns*. Emphasize that all names of people are proper nouns. Underline the capital letters of the students' names recorded on the board. Explain that proper nouns are always capitalized.
- Write a list of nouns on the board, some proper nouns that are names of people, and others that are not. Have students work with a partner to determine which words are proper nouns. Invite volunteers to come to the board and circle the proper nouns. Have the rest of the class give a thumbs-up signal if they agree the word is a proper noun.



Check for understanding: Have students read through the book and circle all examples of proper nouns.

- **Independent practice:** Introduce, explain, and have students complete the **proper-nouns: names-of-people worksheet**. If time allows, discuss their responses.

Word Work: **High-frequency word from**

- Review with students that high-frequency words are words they will often see in books they read. Remind students they should memorize these words so they can read them quickly. Write the word *from* on the board and read it aloud. Have students read the word with you.
- Ask students to write the word *from* on their desk with their finger as you spell it aloud with them.
- Explain to students the word *from* means *out of*, in other words, out of someone or something else's possession. Present a demonstration of this by taking an object from a student's desk, such as a pencil, and point out that you took the pencil *from* the student. Or give the students simple commands to take an object from their desk or from a neighbor or from their backpack.
- Have students look through the story and count the number of times the word *from* is used (*six times*).
- **Check for understanding:** Have students use the word *from* in three oral sentences while working with a partner.

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 make and confirm predictions with someone at home.

Extend the Reading

Realistic Fiction Writing Connection

Ask students to draw a picture that presents a group of children playing a game and one of those children is cheating. Have students write several sentences or phrases about their picture. Their sentences should: first, establish the problem; second, show the children confronting the problem; and third, show the children resolving the problem. You may write sentence starters on the board for each of these three elements. Use examples such as the following: 1. The children were upset because _____. 2. They decided to _____. 3. Afterward, the cheater _____ and everyone felt _____.

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

Social Studies Connection

Read several other books that depict children effectively dealing with inappropriate behavior, such as lying, bullying, or teasing. Create written scenarios that focus on one of these problems. Divide students into groups, and give each group one scenario. Have groups discuss ways to deal with the problem, and then have the groups act out their scenario by having students represent different roles presented in the scenario. Invite groups to share their reenactment with the rest of the class.

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 making, revising, and confirming predictions to understand text during discussion
- accurately describe author's purpose during discussion and on a worksheet
- accurately discriminate medial long vowel /a/ sound during discussion
- consistently identify the VCe pattern in text, during discussion, and on a worksheet
- correctly use the names of people as proper nouns during discussion and on a worksheet
- accurately use the high-frequency word *from* during discussion

Comprehension Checks

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