

## About the Book

Text Type: Fiction/Fantasy Page Count: 24 Word Count: 2,801

### Book Summary

Do you like scientific experiments? *Meegor and the Master* is a fictional fantasy book in which a young man and his grouchy, domineering Master conduct a scientific experiment to test a hypothesis. The proud Master is so sure that his amazing discoveries will bring him fame and fortune that he doesn't bother to follow the scientific method during his research. His humble servant, Meegor, on the other hand, methodically uses the scientific method to make a breakthrough that impresses the judges at a science competition. Illustrations support the text.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions

### Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Identify the author's purpose
- Identify and understand the use of commas to separate dialogue
- Recognize and use antonyms
- Use a thesaurus

### Materials

Green text indicates resources available on the website.

- Book—*Meegor and the Master* (copy for each student)
- Chalkboard or dry erase board
- Make, revise, and confirm predictions, author's purpose, commas to separate dialogue, antonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *conclusions* (n.), *experiment* (n.), *hypothesis* (n.), *observations* (n.), *scientific method* (n.), *variables* (n.)

Enrichment: *factors* (n.), *formulate* (v.), *inferences* (n.), *predict* (v.), *proof* (n.), *revised* (adj.)

## Before Reading

### Build Background

- Write the words *master* and *assistant* on the board. Have students share what they know about the meaning of the word *master*. Point out that there is more than one meaning for this word, but the one that best fits the use in this book refers to a title given to someone that denotes some kind of rank or status. Have students share what they know about the meaning of the word *assistant*. Explain that in this book, an *assistant* is shown as a person who gives aid and support, or is a helper to another.

## Lesson Plan *(continued)*

## Meegor and the Master

- Show students the front and back covers of the book and read the title aloud. Ask students to predict who is the *Master* and who is the *assistant* in the story.

### 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 type of book it is (genre, text type, fiction or nonfiction, 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: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to use the information they read to guess, or predict, what will happen next in the book. This strategy helps readers understand and remember what they read.
- Model how to make a prediction as you preview the book.  
*Think-aloud: Let's look at the picture on the front cover of the book. I see a boy on his knees with a trowel. He is looking up at a tower with a man on the balcony. It looks as if the man is pointing to him and shouting something down. Since the title of the book is Meegor and the Master, I think this might be a story about a boy named Meegor who works for a Master of something. Maybe since he is digging in the soil, the man is a Master of architecture. Perhaps he is learning from this Master, and will work to erect a new building on the property. I'll have to read the book to find out.*
- Have students make predictions (or guess) what they think will happen to the characters as they read the book.
- Introduce and explain the **make, revise, and confirm predictions worksheet**. Tell students to fill out the worksheet throughout the reading process as they make, revise, and confirm their predictions. Tell them to fill in the first row, *What I predict will happen*, before they begin reading.
- Point to the word *revise* on their worksheet. Explain that to *revise* means to make changes to their original guess. Tell students that good readers often revise their predictions as they read. Point to the word *confirm* on their worksheet. Explain that to *confirm* means to note that they were correct in their guess. This section also gives space for students to write down what actually happened in the book, regardless of whether their predictions were correct or not. Tell students that they will be filling out these two rows (revise and confirm) later in the lesson.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Identify author's purpose**

- Write the following terms on the board: *To Entertain*, *To Inform*, and *To Persuade*. Invite students to define the terms in their own words. Define each of the terms as necessary (to *inform* means to give someone information about something; to *entertain* means to amuse someone; to *persuade* means to try to make someone think the same way you do). Encourage students to give examples of times they might have said or written something themselves to inform, entertain, or persuade others. Point out that writers most often have one of these three purposes for writing, and sometimes even all of them. Writers provide readers with clues that will help them figure out the author's purpose.
- Create a three-row chart on the board, in the same visual layout as their worksheet. Use the terms already written as labels, with: *To Entertain*, *To Inform*, and *To Persuade* at the left-hand side of each row. Introduce and explain the **author's purpose worksheet**. Have students read the book to identify and record different examples in the book that illustrate these purposes. Instruct them to write the page number in one of the three boxes when they come across a strong example where the evidence supports one of the purposes.

- **Think-aloud:** *To understand and remember new information in a book, I can look at how an author is stating things to see what his or her purpose may be. I can decide if the author's focus is to inform, to entertain, or to persuade. I know that good readers do this, so I'm going to identify the author's purpose as I read the book.*

### Introduce the Vocabulary


- As students preview the book, ask them to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following Story Critical vocabulary words from the text on large pieces of paper and hang them up around the room: *hypothesis*, *observations*, and *scientific method*. Read each word aloud with students.
- Place students in three groups and assign each group to a word. Have them discuss what they know about the meaning of their word and write their group definition on the paper. Rotate the groups until each has visited every word poster, writing their ideas for the definition.
- Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *hypothesis* in the glossary. Have students follow along on page 6 as you read the sentence in which the word *hypothesis* is found to confirm the meaning of the word. Remind students that they can also look for context clues in the text and illustrations to help them define an unfamiliar word. If students look up *hypothesis* in the dictionary, discuss the other definitions given for the word, and model how to choose the meaning that makes the most sense when considering context clues in the text. Tell students to look at the back cover of the book and use the word *hypothesis* in a sentence of their own.
- Point to the word *observations* on the board and repeat the pronunciation. Have a volunteer read the definition for *observations* in the glossary. Have students follow along on page 6 as you read the sentence in which the word *observations* is found to confirm the meaning of the word.
- Have a volunteer read the definition for *scientific method* in the glossary. Have students follow along on page 5 as you read the sentence in which the word *scientific method* is found to confirm the meaning of the word. Tell students to turn to their neighbor and explain what the *scientific method* is, in their own words.

### Set the Purpose

- As students read, have them make predictions about what will happen on the basis of what the characters say, do, and think. Remind them to *revise* (make changes to) or *confirm* their predictions (note that they were correct in their guess or write what really happened in the story) as they learn more about the story's plot and characters.
- Remind them also to write the page number in one of the three boxes of their author's purpose worksheet when they come across a strong example where the evidence supports one of the purposes.


## During Reading

### Student Reading

-  **Guide the reading:** Have students read from page 3 to the end of page 8. Tell them to underline any words, phrases, or clues that help them predict what will happen next. Encourage students who finish before everyone else to go back and reread.
- When they have finished reading, ask students to tell what they have learned so far about the characters and their relationship. Ask them to tell whether their predictions about the characters' words and actions have been correct so far. Ask if they have revised or confirmed those predictions.

## Lesson Plan *(continued)*

## Meegor and the Master

- **Think-aloud:** *I predicted that Meegor works for a Master of architecture, and that perhaps he is learning how to erect a new building on the property. As I read, I learned that Meegor is an assistant and the Master is a scientist. So my prediction that he is a master of architecture was wrong, but I was right in predicting that Meegor works for him. I read that the Master is very focused on winning the Better Flat Earth Competition. His hypothesis is: the presence of pigs makes crops grow better and produce more food. It seems that the Master doesn't think very highly of Meegor. I inferred this information because I read statements such as: "This, Meegor, is why you're the assistant and I'm the Master," "You wouldn't understand; you're not a scientist," and "If only you had worked harder." I'm revising my prediction to: Meegor works hard to prove his Master's hypothesis true, but the Master doesn't appreciate his work. I will write this prediction on my chart in the Revise column next to my original prediction.*
  - Encourage students to continue to make, revise, and confirm their predictions as they continue reading the story. Tell them to fill out the middle row of their worksheet, *Changes in my prediction*. If they have a new prediction, they may add it to the top row, *What I predict will happen*.
  - **Check for understanding:** Have students read to the end of page 13. When they have finished reading, have them share their predictions and reflect on what really happened in the story as they learn more information about the characters. Tell them to fill out the middle row of their worksheet, *Changes in my prediction*. If they have a new prediction, remind them that they may add it to the top row, *What I predict will happen*.
  - Discuss the text and ask students what information they recorded on their author's purpose worksheet. Ask volunteers to give examples of what they recorded. Add examples to the chart on the board as students share (to *entertain*: page 4: "Are you going to give everyone pork chops, ham, and bacon? If so, we're going to need to get some more pigs," page 5: "You said the same thing about your hole to the other side of the Earth," and so on; to *inform*: page 8: "I've made my observations, and now I must use them to draw conclusions and make inferences and reach a new hypothesis," and so on). Point out to students that they do not need to write each example exactly as the book states. Review the skill of paraphrasing when writing answers in a small area. Explain that this book gives many dialogue sentences, and not all can be written down on their worksheets.
  - Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.
-  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

- **Think-aloud:** *I predicted that Meegor would work hard to prove his Master's hypothesis true. This part of my prediction was confirmed because I read that he did work hard, lifting the pigs onto the platforms every morning, feeding them, and burying their manure. He also worked hard to plant the wheat, corn, and pumpkins. I read that even though the Master didn't tell him to, Meegor also planted rows of the same plants in the same field away from the pigs, because he knew the experiment needed a control. I also predicted that the Master wouldn't appreciate his work, because I noticed the Master not treating him with respect. Though the Master was happy the pigs were proven to be the key to abundant crops, he didn't listen to Meegor tell him to conduct more experiments to prove his hypothesis.*

## Lesson Plan *(continued)*

## Meegor and the Master

- Ask students to share predictions they thought of while reading. Reinforce how making predictions, and revising and confirming them as they read, keeps them involved in the reading process. This strategy also helps them understand and remember what they read.
- **Independent practice:** Have students complete the prediction worksheet by continuing to revise or confirm their predictions through the end of the story. Tell them to fill in the last row of their worksheet, *What actually happened*. Discuss their answers aloud after students finish.

### Reflect on the Comprehension Skill

- Ask students to explain or show how identifying the author's purpose helped them understand and remember different parts of the book. Review the three different purposes from the chart on the board (to inform, to entertain, and to persuade). Ask volunteers to share what they recorded on their own author's purpose worksheet. Add examples to the board as students share them aloud.
- Ask students if they were mostly informed, entertained, or persuaded by the book *Meegor and the Master*. Explain that, while the purpose of this book was mostly to entertain, the author also informed readers about the scientific method, formulating hypotheses, making inferences and observations, and conducting experiments.
- Ask them to read examples of places in the text where they were *entertained* (page 11: "This sounds like a lot of work, ...which is why I'm glad I'm not the assistant;" page 12: (the illustration), the slop spilled all over him; and so on).
- Ask students to read examples of places in the text where they were *informed* (page 14: "It's the scientific method! You have to perform your experiment again and again, adjusting the variables..." and so on).
- **Check for understanding:** Ask students to think of a book they've read recently that taught them something (science book, biography, and so on.). Ask them to think of something they've read that was funny, scary, silly, or mysterious (comics, fiction books). Ask students for an example of something they've read that attempted to get them to believe or do something (an advertisement or poster). Write students' responses on the board under the appropriate category.
- **Enduring understanding:** In this story, the Master hurried through his experiment to prove his hypothesis, but didn't follow the scientific method fully. This resulted in Meegor's getting the credit for discovering the process of fertilization. Now that you know this information, why is it important to follow the scientific method when experimenting?

### Build Skills

#### Grammar and Mechanics: **Commas to separate dialogue**

- Have students turn to page 5. Write the following sentence on the board and ask a volunteer to read it aloud: "Last year," the Master continued, "I was walking among the farms and found one that was producing an impressive crop." Ask students to tell who is speaking and what words are being spoken.
- Review or explain that quotation marks are placed before and after the exact words a speaker says, and that this depicts dialogue. Circle the commas in the sentence and explain that the first is placed before the quotation marks to separate the speaker's words from the rest of the sentence, and the second is placed before the dialogue continues.
- Have students turn to page 9. Write the following sentence on the board and ask a volunteer to read it aloud: "I think so," said the Master, "but we'll have to test that one another time." Circle the commas in the sentence and explain that the commas after the words *so* and *Master* separate dialogue from the rest of the text.



**Check for understanding:** Have students reread page 14. Have them circle another example where two commas separate dialogue within a sentence. Remind them that some commas on the page won't be circled because they are used in different ways.



## Lesson Plan *(continued)*

## Meegor and the Master

- **Independent practice:** Introduce, explain, and have students complete the [commas-to-separate-dialogue worksheet](#). If time allows, discuss their responses.

### Word Work: **Antonyms**

- Write the word *beautiful* on the board. Ask students to suggest a word that means the opposite of *beautiful* (*ugly, hideous*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 3 and reread the last sentence. Write the sentence on the board: *Meegor found the Master standing right where he had expected—looking out the big window that faced the town*. Ask them to find the word that describes the size of the window (*big*). Ask students to suggest a word that means the opposite of *big* (*little, small, tiny*).
- Show students a thesaurus. Use the example above to explain how a thesaurus is used, and write the antonyms for *big* on the board.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *angry* and name the antonyms listed. If needed, provide additional practice using a thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). Discuss their answers aloud after they are finished.

## 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 share their predictions with someone at home when they read the book.

## Extend the Reading

### Narrative Writing Connection

Encourage students to write a story with two characters, in which one of the characters experiences a problem. Have them choose a probable solution, and write about how the main character gets to that solution by telling the story's beginning, middle, and end. Encourage them to write in the style of *Meegor and the Master*, using dialogue to describe thoughts and feelings. If time allows, encourage students to illustrate their work. Have students read their final story aloud to their classmates.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

### Science Connection

Create an experience for students to learn more about the scientific method, by having them plant seeds and watch them grow. Assign Science Notebooks, where they will write their hypothesis in answer to a specific question, such as *How large does the plant have to grow before the flower blooms?* Encourage them to identify and control variables, make and record their observations, and revise their hypotheses as needed. Encourage them to add illustrations, written facts, charts, diagrams, and photographs to their Science Notebooks. Facilitate a group discussion once everyone has completed their research.

### 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.

Lesson Plan *(continued)*

## Meegor and the Master

- 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:**

- make logical predictions on the basis of available illustrations and text; revise and confirm predictions as they preview and read the book during discussion and on a worksheet
- thoughtfully analyze the author's purpose during discussion and on a worksheet
- correctly identify and use commas to separate dialogue during discussion and on a worksheet
- identify, select, and use antonyms during discussion and on a worksheet
- understand how to use a thesaurus

**Comprehension Checks**

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