

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 103

Book Summary

Mrs. Beaver got up early to make a special treat for the winter holiday. Will the beaver family get to eat a sweet treat? In *A Sweet Tale*, students will have the opportunity to sequence events as well as to ask and answer questions. Detailed illustrations and high-frequency words support emergent readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Sequence events
- Segment onset and rime
- Identify short vowel /o/
- Recognize and use past-tense verbs
- Understand, use, and write the high-frequency word *and*

Materials

Green text indicates resources available on the website

- Book—*A Sweet Tale* (copy for each student)
- Chalkboard or dry erase board
- Extra copy of the book, cut up in individual pages
- Highlighters
- Sequence events, short vowel /o/, past-tense verbs 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.

- High-frequency words: *and*, *eat*, *now*, *she*
- Content words:

Story critical: *chewing* (v.), *dough* (n.), *mixed* (v.), *rolled* (v.), *special* (adj.), *treat* (n.)

Before Reading

Build Background

- Write the word *treat* on the board. Have students repeat the word.
- Ask students to name some treats they have eaten before. Make a list on the board. Discuss some reasons people might make or get treats.

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, 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: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model how to ask questions as you preview the book.
Think-aloud: *When I look at the picture on the front cover, I see a beaver cooking something over a fire. I wonder what it might be cooking. I will write that question on the board. (What is the beaver cooking?) On the back cover, the beaver is putting something outside on a rock. I wonder why it might do that. I can write that question as well. (Why is the beaver putting something on a rock?) I will have to read the story to find out.*
- 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**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about a baking a cake. Write key words about each event in order on the board as you describe them to students.
Think-aloud: *If I want to tell someone a story about baking a cake with someone, I need to include certain events in order to tell the story correctly. In my story, first we put on our aprons. Second, we gathered the ingredients and mixed them together in a large bowl. Then we poured the batter into the pan and put it in the oven to bake. Next, we took the cake out of the oven and let it cool. Last, we put icing on the cake and cut a big piece to share.*
- Explain to students that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *second*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, emphasize the words *special* and *treat*. You might say: *Mrs. Beaver got up early for the winter holiday. She wanted to make a special treat.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *dough* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Mrs. Beaver rolling the mixture into a big ball. When I look at the first part of the word, it starts with /d/. However, the word mixture starts with the /m/ sound, so this can't be the word. I know that a mixture of flour, liquid, and other ingredients is called dough. The word dough starts with the /d/ sound. The sentence makes sense with this word. The word must be dough.*

Set the Purpose

- Have students use what they already know about baking to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Mrs.*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place a finger on the page number in the bottom corner of page 3. Have them 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 asking and answering questions.
Think-aloud: Earlier, I asked the question: What is the beaver on the front cover cooking? When I read page 3, I learned that she wanted to make a special treat. I also read about all of the ingredients she mixed together in a bowl, but I still do not know what she is cooking. I will have to keep reading to find out.
 - Ask students if they wondered anything while they were reading. Invite them to share any questions that came up for them. Accept all questions that students can justify on the basis of the pictures and story.
 - Cut apart the pages of an extra copy of the book. Place pages 3–5 out of order in a pocket chart or along the chalkboard ledge. Have a volunteer place the pages in order and tell the sequence of events using the sequence words listed on the board.
 - **Check for understanding:** Have students read to the end of page 8. Have them share with a partner how they asked questions and looked for answers as they read.
 - Use the cut-out pictures to discuss the sequence of events through page 8.
 - Have students read the remainder of the book. Remind them to use what they already know about baking treats to help them understand and remember new information 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

- **Think-aloud:** *As I read the book, I thought about the questions I asked earlier in the lesson. I asked what Mrs. Beaver was cooking over the fire. As I continued to read, I learned that she was cooking bread. I also asked why she put the bread on a rock. I learned that she put the bread on the rock so it would cool off.*
- Ask students to explain how asking and answering questions helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the sequence of events through the end of the book. Place the pictures from the book in order in the pocket chart or along the chalkboard ledge. Have students practice telling the sequence of events to partner using sequence words and the pictures in the pocket chart.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about Mrs. Beaver making a treat for her family. She seemed happy to make a special treat for her family. Now that you have read and thought about this, why might someone want to make a special treat for his or her family?

Build Skills


Phonological Awareness: Segment onset and rime

- Say the word *hot* aloud to students. Explain that you are going to say the word a second time and leave off the /h/ sound. Then say /ot/; *hot* without the /h/ is /ot/.
- Have students identify other words that end with the /ot/ sound (*got, not, lot*).
- Have students say the word *rock*. Then have them say the word *rock* without the /r/ sound (/ock/).
- **Check for understanding:** Say the following words, one at a time: *make, ball, big, some, crash*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

Phonics: Short vowel /o/

- Write the word *hot* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /o/ sound in the word *hot*.
- **Check for understanding:** Write the following words that have the short /o/ sound on the board, leaving out the vowel: *mop, rock, not*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /o/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short /o/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Past-tense verbs

- Review or explain that some words name actions. Remind students that action words are called *verbs*.
- Ask students to name some actions they did yesterday. (*I walked to school. I kicked a ball.*) Write these sentences on the board and have students act out the actions.
- Explain that when an action happened in the past, the *ed* letter combination is usually added to the end of the verb. Explain that these words are called *past-tense verbs*.
- Invite students to come to the board and underline the past-tense verbs in the sentences. Have other volunteers erase the *ed* from each word and name the present-tense verb.
- Have students turn to page 4 and read the first sentence. Have them find the past-tense verb (*mixed*). Have a volunteer name the present-tense verb (*mix*).
-  **Check for understanding:** Have students locate the past-tense verbs in the story and put a circle around each one. Invite students to share their results.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word *and*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *and* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *and* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Point to the word *and* on page 4. Explain that the word *and* is used to list more than one person, place, or thing (*flour, sugar, and water*).
- **Check for understanding:** Have students locate and highlight all occurrences of the word *and* in the book. Then have them use the word *and* in oral sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow 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 them identify the sequence of events to someone at home.

Extend the Reading

Fantasy Fiction Writing and Art Connection

Have students draw a picture that shows what might happen next with the Beaver family. Have them write a short story that explains what happens next in their picture.

Visit [WritingA-Z.com](https://www.writinga-z.com) for a lesson and leveled materials on fantasy fiction writing.

Science Connection

Provide students with a recipe for making bread. Discuss the chemical reactions involved in making bread rise. Make bread as a class and watch it rise. Assist students in making a list of the steps followed to make the bread. Illustrate the story with pictures taken during the bread-making process.

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 ask and answer questions to understand text
- accurately identify the sequence of events during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /o/ sound during discussion and on a worksheet
- correctly understand and use past-tense verbs during discussion and on a worksheet
- correctly write and use the high-frequency word *and* in text and during discussion

Comprehension Checks

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