



About the Book

Text Type: Fiction/Fable Page Count: 12 Word Count: 169

Book Summary

Anna and Emma are sisters with a father who loves them very much. Anna becomes a gardener when she grows up while Emma becomes a brickmaker. The father wants both girls to be happy, but one daughter needs lots of rain for her work while the other needs lots of sunshine. The father wants to root for both of his daughters, but is put in a difficult position. He learns something important about life and happiness in this classic Greek fable.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Compare and contrast
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Understand and apply subject-verb agreement
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Two Daughters* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sticky notes
- Compare and contrast, subject-verb agreement, short vowel *i* 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: *became*, *both*, *every*, *more*
- Content words:
 - Story critical: ***brickmaker*** (*n.*), ***daughters*** (*n.*), ***dry*** (*v.*), ***gardener*** (*n.*), ***lesson*** (*n.*), ***wished*** (*v.*)

Before Reading

Build Background

- Write the word *wish* on the board. Ask students if they know what it means to wish for something. Invite them to share their ideas. Have students discuss how a wish is similar to having hope for something. Discuss the difference between wishing for something and having hope.

- Write the word *fable* on the board. Explain to students that a fable is a make-believe, or fiction, story that often teaches the reader a lesson. Explain to students that this story is a fable and will teach a valuable lesson.

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 in the story. Remind students that the pictures in the story give clues about the story and characters. Ask students what they expect to read about in the book on the basis of what they see in the pictures. (Accept all answers that students can justify).

Introduce the Reading Strategy: **Retell**

- Explain to students that effective readers stop now and then during reading to retell in their mind what is happening in the story. Explain that retelling a book will help them remember and understand what they are reading.
- Explain to students that a retelling uses as many details from the story as possible and recounts these details in the same order as they appeared in the story. Point out that a retelling with the details out of order would not make sense.
- Model retelling using a familiar story, such as *The Three Little Pigs*.
Think-aloud: *When retelling The Three Little Pigs, I will use as many details as I can, in the correct order. In this story, there are three pigs that want to build a house of their own. The first pig decides to build his house out of straw. The big bad wolf comes along and asks the little pig to let him in. The pig tells him no, so the wolf huffs and puffs and blows his house down. The little pig runs away. The second pig decides to build his house out of sticks. The big bad wolf comes along and asks the little pig to let him in. The pig says no, so the wolf huffs and puffs and blows his house down. The second pig runs away.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of the story.
- Have students place sticky notes on pages 4, 6, 8, 10, and 12. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to organize new information in a story is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Remind students that explaining how things are alike is called *comparing* and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast*.
- Draw a Venn diagram on the board. Label the left side *Dog* and the right side *Cat*.
- Model how to compare and contrast using the Venn diagram.
Think-aloud: *I can compare and contrast a dog and a cat. A dog barks, but a cat meows. I will write barks on the left side of the Venn diagram, under the heading Dog to show that only a dog barks. Similarly, I will write meows on the right side of the Venn diagram under the heading Cat to show that only a cat meows. A dog and a cat can both be a pet though, so I will write can be a pet on the diagram where the circles overlap to show one way that these animals are the same.*
- Have students work with a partner to think of other ways that the two animals are alike and different. Invite volunteers to share their answers. Record student responses on the Venn diagram under the appropriate headings.

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: *It looks as though the girl in the picture is working in a garden. She is using something to help her tend to the plants.*
- Remind students to look at the picture and letters with which a word begins or ends to figure out a difficult word. For example, write the word *gardener* on the board, then point to the word *gardener* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a girl working in a garden. A word for someone who works in a garden is gardener.*
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *gardener* in the dictionary. Invite a volunteer to read the definition for *gardener*. Have them compare this definition with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *gardener* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about the two sisters, Anna and Emma. Remind them to stop frequently to retell in their mind the details of the story as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the story. Have them read to the end of page 5 and then stop to think about what has happened so far in the story. Encourage students who finish early to reread the text.
- Model retelling.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that a farmer had two daughters, Anna and Emma, whom he loved very much. Anna grew up to be a gardener, and Emma grew up to be a brickmaker. They both worked hard every day.
- Draw another Venn diagram on the board. Label the left side *Anna* and the right side *Emma*.
- Have students reread pages 4 and 5. Point out that Anna and Emma are alike because they are both daughters to the farmer. Ask for a volunteer to tell how Anna and Emma are different (Anna is a gardener and Emma is a brickmaker). Say: *I will write both daughters to the farmer in the middle of the Venn diagram, and I will write gardener under the Anna heading and brickmaker under the Emma heading.*
- Introduce the **compare-and-contrast worksheet**. Have students write what they know so far about Anna and Emma on the Venn diagram.
- **Check for understanding:** Have students read to the end of page 8. Have them retell what they have read so far. Ask them to write on their Venn diagram the two different things that Anna and Emma wished for (Anna, rain, and Emma, sunshine). Have students record any addition information on their worksheet.
- Have students read the remainder of the book. As they read, remind them to retell what they have read so far and think about other things that are alike and different from the events in 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 the farmer listened to his daughters' wishes.
- **Think-aloud:** *If Emma got her wish, Anna would be unhappy, and if Anna got her wish, Emma would be unhappy. The farmer learned the important lesson that everyone cannot be happy all the time.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast* using the Venn diagram on the board. Have students direct you how to further fill out the Venn diagram.
- **Independent practice:** Have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.
- **Enduring understanding:** A fable is a story that teaches a lesson to the reader. At the end of this story, instead of helping his daughters, the father decides to help no one. What kind of lesson can be learned from the father in this story?

Build Skills

Phonological Awareness: **Short vowel /i/ sound**

- Say the word *brick* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound.
- Read pages 5 and 6 aloud to students. Have students raise their hand when they hear a word with the short vowel /i/ sound (*brickmaker, bricks, his, if, wished*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short vowel /i/ sound: *kid, sit, late, wish, time, if*.

Phonics: **Short vowel i**

- Write the word *brick* on the board and say it aloud with students.
- Have students say the short /i/ 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 /i/ sound in the word *brick*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short /i/ sound.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving off the short /i/: *kiss, with, fish, tin, his, win*. Say each word, one at a time, and have volunteers come to the board and add the short vowel /i/ to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Subject-verb agreement**

- Write the following sentence on the board: *The boy ride in the car*. Read it aloud, and have students share with a partner what is wrong with the sentence. Invite a volunteer to share with the class how to change the sentence so it is correct. Change the sentence so it reads as follows: *The boy rides in the car*. Read the sentence aloud and ask students to share with the class whether the sentence sounds correct.
- Explain to students that writing follows rules about how the verb in a sentence works with the subject of the sentence. The subject and the verb must agree. Underline the words *the boy* and circle the word *rides*. Point out that the verb for *riding* must match the subject, *the boy*.
- Explain to students that when the subject is singular, which means one, the verb ends in an Ss. Write a new subject on the board, for example, *girl*. Write several verbs on the board, such as *run, swim, and jump*. Have students work in groups to pair the subject with the verbs, and remind them to make sure the subject and verb agree.

- **Check for understanding:** Write several other sentences on the board and have students work with a partner to decide if the subject and verb agree.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement 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. Remind students that if the first letters of two words are the same, they must compare the next two letters instead.
- Write the words *daughters* and *brickmaker* on the board. Have a volunteer explain which word would appear first in alphabetical order (*brickmaker*) and why (because *Bb* comes before *Dd* in the alphabet).
- Write the words *gardener* and *girl* on the board. Point out that the words begin with the same letter (*Gg*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*gardener*, because the second letter, *a*, in *gardener* comes before the second letter, *i*, in *girl*).
- Write the words *learned* and *lesson* on the board. Have a volunteer explain which word would appear first in alphabetical order (*learned*) and why.
- **Check for understanding:** Write the words *wished* and *wish* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.

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 students retell the story to someone at home. Remind them to compare and contrast the characters, Anna and Emma, in the retelling.

Extend the Reading

Informational Writing Connection

Read several familiar fables to students. Have students create their own fable. With a partner, have students compare and contrast the characters in the story and write a sentence telling what lesson is learned. Remind students a fable is a make-believe story that teaches a lesson. If time allows, have students share their stories with the class. Display students' work in the classroom.

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

Social Studies Connection

Discuss different types of careers that you can pursue. Provide information about these careers and discuss how they are like and different from one another. Discuss how they might be classified into groups, based on things they have in common. Have student write a fact they learned about a career and illustrate it. If time allows, discuss the careers of brickmaking and gardening as mentioned in the story.

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 text during discussion;
- accurately compare and contrast objects during discussion and on a worksheet;
- accurately discriminate short vowel /i/ sound during discussion;
- consistently identify short vowel *i* during discussion and on a worksheet;
- correctly apply subject-verb agreement during discussion and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion.

Comprehension Checks

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