

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 819

Book Summary

When Ben starts at his new school, he just wants to make friends. He tries to get to know Dictionary Dave because he hears that Dave knows big words, and Ben loves words more than anything. The first time they meet, though, Ben notices something odd—Dave uses many challenging vocabulary words, but he never uses them in the right way. Can Ben help Dave without driving him away? *Dictionary Dave* unites friendship and vocabulary in an entertaining package that will have students wanting to determine the problem and solution.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Determine problem and solution
- Identify vowel digraph ow
- Identify and use adjectives
- Define and choose synonyms

Materials

Green text indicates resources are available on the website.

- Book—*Dictionary Dave* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Ask and answer questions, problem and solution, adjectives 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.

- Content words:

Story critical: **confident** (adj.), **definitions** (n.), **embarrassed** (adj.), **know-it-all** (n.), **prank** (n.), **vocabulary** (n.)

Enrichment: **quipped** (v.), **reckon** (v.), **suspiciously** (n.)

Before Reading

Build Background

- Ask students to raise their hand if they have ever moved to a new school. Invite volunteers to share with the class how they felt and what happened to them on their first day. Explain to students that this story is about a boy who is nervous about making friends at his new school.

- Have students share with a partner a subject in which they do extremely well. Invite volunteers to share their talents with the class. Lead a discussion on the different gifts that people have and why it is important for society to have people with a variety of skills. Point out that in the story, Ben and Dave will share a talent for language.

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, 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 engaged readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.
Think-aloud: *I already have questions about this story even before reading it, on the basis of the cover and the table of contents. On the cover, I see a group of boys. One has his nose pressed against a book, and one looks frightened. I wonder why that boy seems upset. And why does the boy in the middle look like he is smelling the book? I hope the story will provide answers to these questions. Looking at the table of contents, I can use the chapter titles to create more questions. For instance, I see one chapter titled "The First Day." This immediately makes me think of the question: the first day of what? As I read, I will look for answers to these questions. I will also keep track of new questions I have and search for those answers as well.*
- Create a chart on the board similar to the ask-and-answer-questions worksheet. Write your questions from the think-aloud on it.
- Direct students to the table of contents. Review the chapter titles with students, and have students preview the rest of the story. Encourage students to think about questions this information generates.
- Introduce and explain the [ask-and-answer-questions worksheet](#). Have students write a question in the first section on their worksheet. Invite them to share some of their questions, and write them on the class chart.
- Point out that they already have many questions for the story even before reading. Remind students to seek answers as they read and to record them on their worksheet. Encourage them also to think about new questions they have and to record these on the worksheet as well.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Review with students that a story must contain key story elements, such as a setting, characters, and problem and solution. Write the following words on the board: *Problem* and *Solution*. Review or explain that a *problem* is a conflict or challenge that needs to be worked out or solved. A *solution* is the process of working out the problem.
- Remind students that in fictional writing, the author poses one or more problem for the characters to solve. Characters must choose how to solve the problem, and they may solve it differently than another person would.
- In between the words *Problem* and *Solution*, write the headings *Possible Solutions* and *Consequences*. Write the following sentence under the *Problem* heading: *I don't have enough money to buy the new toy I want.*

- Model determining possible solutions and examining consequences.
Think-aloud: When a problem arises, I can react to it in many different ways. For instance, if I want a special toy but don't have the money for it, there are several approaches I could take. One possible solution would be to see if I could borrow the money from someone else. If I solved my problem using borrowed money, I would get my new toy, but I also would have to pay back the money I borrowed. This would cause a new problem. Another idea for solving my problem is to earn the money through working. Doing this, I would also get my new toy, but I would have to wait longer and work first to earn the money. Once I had my toy though, I wouldn't have to worry about paying anyone back. I've just considered two possible solutions and their consequences. Consequences can be positive, negative, or sometimes a combination of both. When deciding how to act, I consider which solution has the best consequences. In this example, the second solution would make me happier in the long run and would not cause me to have more problems, so that is the solution I would choose.
- As you speak, write the information from the think-aloud under the appropriate headings, *Possible Solutions* and *Consequences*.
- Have students discuss with a partner one other possible solution for getting the new toy and the consequences that would ensue. Invite volunteers to share, and record their information on the board.
- Point out to students that this is an example of problems and solutions in the real world. In a story, characters face problems similar to those we might face in reality, and they have to choose a solution and think about the consequences, just as we do.
- Draw a line beneath the problem and its corresponding solutions and consequences. Write a new sentence under the *Problem* heading: *My best friend and I had a fight*. Have students work in groups to think of at least two possible solutions for this problem. Invite volunteers to share, and record the solutions under the *Possible Solutions* heading on the board.
- Discuss with the class the consequence that would ensue from each solution. Ask each student to choose the solution they would use, and have them explain and justify their choice to a partner.

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson. Turn to the glossary on page 16. Read the words aloud. Review the correct pronunciation for the multisyllabic words *confident*, *definitions*, *suspiciously*, and *vocabulary*.
- Point out that this story is about vocabulary words. Have students point to words in the glossary that are related to vocabulary (*definitions* and *vocabulary*). Explain to students that when we use new words, it is important that we understand what they mean so we use them correctly.
- Have students work with a partner to read and discuss the definition of each vocabulary word in the glossary. Then, have partners explain the definition of each word in their own words. Review each word as a class, and invite volunteers to share their definition with the class.
- Have students write a sentence for each vocabulary word that accurately uses the word in context.


Set the Purpose

- Have students read to find out more about the meeting between Ben and Dictionary Dave. Encourage students to ask and answer questions while reading.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 8. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet and see if this part of the text answered their question.

- Model asking and answering questions.
Think-aloud: Earlier, I had questions about the boys in the group, and I wanted to know about the first day that the table of contents referred to. Having read this section of the story, I found the answers to some of these questions. In the beginning, I discovered that it was Ben's first day at a new school. Later, I learned that Ben was pressing his nose against the book because he was smelling it. I also wanted to know why the boy on the left looked upset. I learned that the boy was Dave, but I still am not sure why he was so upset. I will need to keep looking for the answer to that question as I read. I also will look for answers to new questions I have. Why is Dave using the wrong words? Will Ben and Dave become friends?
 - Write the answers and questions from the think-aloud in the ask-and-answer-questions chart on the board. Ask students to write answers to their question(s) and any additional questions the story raised on their ask-and-answer-questions worksheet.
 - Invite students to share with the class the information they learned and the questions they generated as they read the book. Write shared responses in the chart on the board.
 - Review with students the problems, possible solutions, and consequences discussed earlier. Erase the information from beneath the corresponding headings on the board.
 - Discuss with students the problems presented in the story. Possible suggestions include Ben worrying about making friends, Ben not understanding Dave's way of speaking, and Ben wanting to be friends with Dave. Remind students that a problem is a challenge that the character must work through. Write these problems under the *Problem* heading on the board.
 - Choose one problem, and have students work with a partner to think of possible solutions to that challenge. Remind pairs to consider the consequences for each solution. Invite volunteers to share their solution and consequence with the class, and record the information under the *Possible Solutions* and *Consequences* headings on the board.
 - **Check for understanding:** Have students read pages 9 through 12. Have them write on their worksheet answers they found while reading and any additional questions that came to mind. Invite them to share the information they learned and the new questions they had as they read this section.
 - Write the following problem under the *Problems* heading on the board: *Ben was upset because he accidentally embarrassed Dave.* Have students nod their head if they agree this was a problem Ben faced in the story. Ask students to share with a partner possible solutions to this problem.
 - Call on partners to share a solution, and record it under the *Possible Solutions* heading on the board. Discuss with the class the consequences of these choices. Record suggestions under the *Consequences* heading on the board. Encourage students to look for the solution Ben chooses as they read and to pay attention to the consequences of his chosen solution.
 - Have students read the remainder of the book. Remind them to look for answers and to write them on their worksheet. Encourage them to add new questions to their worksheet as they read. Remind them to be alert for the solutions to the problems encountered in 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 was happy to learn that Ben and Dave did become friends by the end of the story. I also found out that the reason Dave looked upset earlier in the story was because he was embarrassed. He thought he knew what all those words meant, and when Ben corrected him in front of his friends, it made him feel foolish. The story answered both of these questions for me, and searching for the answers increased my interest in reading.*
- Reinforce that asking questions before and during reading, and looking for the answers while they read keeps readers interested in the topic. Ask students to discuss with a partner how asking and answering questions helped them to understand and enjoy what they read.
- **Independent practice:** Have students complete their ask-and-answer worksheet. Have students work with a partner to review the questions and answers on their worksheets, and ask them to come to agreement on whether each question is sufficiently answered.
- Invite students to write one more question they have about the story, one that was not answered. Invite volunteers to share with the class the questions they added. Discuss with students how a reader can deal with unanswered questions when reading a fiction story (infer information on the basis of the clues in the story and how the characters behave).

Reflect on the Comprehension Skill


- **Discussion:** Review with students the idea that problems often have multiple solutions, and by examining the consequences of each solution, a character can choose the best solution for his or her problem. Discuss with the class Ben's solution of his problem, that he embarrassed David in front of his friends. Ask students to give a thumbs-up signal if they think Ben chose the best solution and a thumbs-down signal if they think he should have tried something different.
- **Independent practice:** Introduce, explain, and have students complete the [problem-and-solution worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, Ben overcame misunderstandings to make a new friend. At first, he didn't understand Dave and accidentally embarrassed him, but then Ben found a way to apologize and get to know Dave. Next time you have a problem with another student what are some steps you can take to set things right?

Build Skills

Phonics: Vowel digraph **ow**

- Write the word *know* on the board and read it aloud with students.
- Ask students what sound they hear at the end of the word (the long /o/ sound). Run your fingers under the letters in the word as students say the whole word aloud. Ask students to identify which letters create the long /o/ sound in the word *know*.
- Circle the letters *ow*. Explain to students that when we combine these letters, we often create the long vowel /o/ sound.
- Have students work in groups to discuss words that end in the long vowel /o/ sound. Call on groups to share a word, and write it down on the board. Point out that there are other letter combinations that also create the long /o/ sound. Invite volunteers to come to the board and circle words that use the *ow* digraph.
-  Have students work with a partner to search the book and circle words that contain the vowel digraph *ow* (*know, know-it-all, grow*). Have partners read the words aloud to each other.
- **Check for understanding:** Write the following words on the board: *tow, crow, low, show, mow, row, slow, glow, bow, and stow*. Have students copy the words on a separate piece of paper and circle the vowel digraph *ow*. Then have students read the circled words aloud to a partner.

Grammar and Mechanics: **Adjectives**

- Place a prop, such as a toy, poster, or book, at the front of the room. Describe the prop with several adjectives, and write these words on the board. Invite students to further describe the item, and record on the board all adjectives shared.
 - Review or explain that *adjectives* are words that *describe nouns*. An adjective can clarify a noun by describing which one, how many, or what kind. Explain that adjectives also bring more interest to a sentence by helping the reader to picture what a noun looks like.
 - Write the following sentence on the board: *The girl went to a new school.* Ask students to point to the nouns in the sentence (*girl* and *school*). Underline the word *school*. Have students call out the word that describes the school (*new*). Point out that since this word describes a noun, it is an adjective. Circle the adjective *new*.
 - Have students discuss with a partner one word they could use to describe the girl in the sentence. Invite a volunteer to share their adjective, and rewrite the sentence with the new adjective. Ask students to nod their head if the sentence still makes sense. Repeat as time allows.
 - Write the following sentence on the board: *The school is new.* Ask students to point to the adjective in the sentence (*new*). Point out to students that sometimes an adjective can be linked to a noun in this way, using the verb *is*, while other times the adjective comes right before the noun in the sentence.
 - Write several simple sentences on the board. Have students work in groups to determine an adjective that they can use to clarify the sentence or make it more interesting. For each sentence, invite volunteers to come to the board and rewrite the sentence using their adjective. Discuss with the class whether the word is an adjective and if the sentence makes sense with that adjective.
-  **Check for understanding:** Have students work with a partner to look for adjectives in the story. Ask the pairs to find and circle ten adjectives. Call on random students and have them share an adjective and the page they found it on. Have the other students give a thumbs-up signal if they agree that the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Synonyms**

- Have students read the first sentence on page 14. Ask students to find and point to the word *fiendish* on the page. Ask them to find two words that mean the same thing as the word *fiendish* (*evil* and *cruel*).
- Remind or explain to students that *synonyms* are words that have *similar meanings*. Point out that authors use synonyms to brighten the writing and keep it varied.
- Write the following words on the board: *happy, strange, big, small, new, and sad*. Have students work with a partner to choose a synonym for each word. Invite volunteers to share, and record the synonym next to the appropriate word on the board.
- Have students read page 14 with a partner to find synonyms for the words *terrific* and *house*.
- **Check for understanding:** Write five sentences on the board that use words with clear synonym choices, such as *father, brave, quiet, loud, mother, dirty*, and so on. Underline the words that correspond to a synonym. Have students copy the sentences on a separate sheet of paper. Then have students choose a synonym for each underlined word and rewrite the sentence using the synonym in place of the original word. Invite volunteers to share a new sentence with the rest of the class.

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 connections they made to the book with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Ask students to write a story about a child's first day at a new school. Have them create a main character and at least two minor characters. Guide students in selecting a problem for their main character. Provide a list of potential problems on the board, such as getting lost, being afraid of a new teacher, having to make new friends, and so on. Encourage students to choose a problem from the list or to create one of their own. Next, have students write a story using their characters, setting, and problem. Have students begin the story by describing the main character and the setting, and then introducing the problem. Remind students that most of the story will be about the character working on a solution to the problem. Have students use at least three paragraphs in their story. Encourage students to draw a picture illustrating their finished writing.

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

Physical Education and Math Connection

Take students outside. Mark out ahead of time a track that is a quarter mile long. Have students line up in a row and then race to the end of the quarter of a mile. Time the run for the fastest student. Back inside, discuss how many times a student would need to run that distance to complete a mile (four times). Take the time of the fastest runner, and guide students in calculating how long it would take to run a mile at that speed, by multiplying it by four.

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 asking and answering questions to comprehend the text during discussion and on a worksheet
- accurately determine problem and solution during discussion and on a worksheet
- consistently identify vowel digraph *ow* in the text and during discussion
- correctly use adjectives during discussion and on a worksheet
- accurately choose synonyms in the text and during discussion

Comprehension Checks

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