

## About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 696

### Book Summary

In this installment in the Hoppers series, it's the first day of school. At first, things aren't going well for Snubby Nose. He burns his mouth on his oatmeal, he loses his lunchbox, and he stops to feel sorry for himself, which makes him late for school. But Grandpa Grizzly comes along and helps Snubby Nose learn a lesson about feeling better when things are looking down. Illustrations support the text.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Understand and identify cause-and-effect relationships
- Fluently read the /ou/ diphthong
- Identify quotation marks in text
- Identify common compound words

### Materials

Green text indicates resources available on the website

- Book—*The Hoppers Start School* (copy for each student)
- Dictionaries
- Cause and effect, diphthong /ou/, quotation marks, compound words 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

- Content words: *bunch, forgotten, lunchbox, oatmeal, troubles*

## Before Reading

### Build Background

- Have students take a minute to close their eyes and visualize going back to school after summer vacation. Prompt them to think about the sights, smells, and sounds of going back to school.
- Have students open their eyes and brainstorm words associated with going back to school. Create a word web for the topic of school and record their words on the web.
- Ask if students have read other Hoppers stories. Ask what makes them fantasy stories. Discuss the characters and their actions. Who has had troubles in previous books? Who has gotten the Hoppers out of trouble in other books? What trouble do students predict might happen in this book?

## 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 and what it might be about.
- Open the book to the title and copyright pages. Ask students about the information they find there. Have them make more predictions from the illustration on the title page. Point out the author information on the copyright page. Ask students if they know what an adaptation is. Tell them that some books have old-fashioned language that sounds strange today. Explain that the Hoppers books came from stories written almost one hundred years ago. Ask students to identify the original author. Explain that while the idea and the story came from the author, the language has been made more modern by the person who adapted the book they are holding.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a book.
- Have students refer to the word web they created about returning to school. Ask them which things from their own school experiences might be in this Hoppers book.
- Model connecting to prior knowledge using the title.  
*Think-aloud: The title of this book makes me think about the time when I was starting grade school and we had just moved to a new neighborhood. I felt really nervous because I didn't know anyone. I didn't want to go to school. But when I got there, it turned out to be fun, and I met a lot of new friends. I know that good readers make connections to what they read. When I think of a time when something happened to me that is like what happened to the character, it can help me understand how that character might be feeling. When I think of events that are similar, I can better understand what's happening in the story.*
- Refer back to the back cover and title page of the book. Ask students open-ended questions to facilitate making connections to prior knowledge: *What does the illustration on the title page show? What do you see on the back cover? What do you think this story will be about? What else do you know about starting school?*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I study for a test.*
- Model identifying a series of cause-and-effect relationships.  
*Think-aloud: If I study hard for a test, I might get a good grade on the test. If I get a good grade on the test, someone in my family might tell me how proud they are of me. Sometimes a cause and its effect cause other events to happen.*
- Retell the series of cause-and-effect relationships about the good grade on the test. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

### Introduce the Vocabulary

- Cut out the illustrations from pages 4 and 9. Write the following words from the content vocabulary on large pieces of paper and hang them up around the room: *oatmeal*, *troubles*, and *bunch*. 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 a definition on the paper. Rotate the groups until each group has visited every word.

- Show students the illustration from page 6. Invite students to describe what they see. Ask students if they know a word that means *a cereal made from oats (oatmeal)*. Point to the word on the board and explain that it is a compound word. Ask them to identify where the *oatmeal* is in the illustration from page 6. Have a volunteer read the definition for *oatmeal* from the dictionary, and have them compare that definition with the one they created from prior knowledge.
- Write the following sentence from page 12 on the board: *Why don't you pick a bunch for your teacher?* Ask students to compare their prior knowledge definition of *bunch* with what they can gather from the context clues in the sentence. Have a volunteer read the definition for *bunch* from the dictionary, and have them compare that definition with the one they created from prior knowledge.
- Show students the illustration from page 9. Point out that the rabbit has *troubles*, and invite them to describe what else they see. Ask students if they know a word that means the same as *troubles (problems)*. Point to the word on the board and practice saying it aloud with students. Have a volunteer read the definition from the dictionary, and invite students to compare the meaning of the word with the definition they came up with from their prior knowledge.

### Set the Purpose

- Have students read the book to find out more about the start of school for the Hoppers. Remind students to think about what they already know about starting school as they read.


## During Reading


### Student Reading



**Guide the reading:** Have students read to the end of page 7. Ask them to put an asterisk or a star next to information where they connected with prior knowledge. Encourage students who finish before everyone else to go back and reread.

- Model making connections using prior knowledge.  
**Think-aloud:** *When I read about Snubby Nose burning his mouth on page 4, it made me remember when I burned my mouth while trying to eat piping hot pizza. I was in too much of a hurry to try a bite—the cheese and pepperoni smelled so delicious! I just couldn't wait, and I forgot to blow on it before I took my first bite. I was so surprised when the sauce burned my tongue, and I was upset because it really hurt. I could feel the burned spot in my mouth for three days afterward!* Ask students if any of them have ever burned their mouth on hot food, and ask volunteers to share their experiences. Ask students to share additional ways they connected to prior knowledge while reading the text.
- Create a cause-and-effect chain on the board. Write *the oatmeal was too hot* under the *Cause* heading. Ask students to use the text and think-aloud discussion to identify the effect of this cause (*Snubby Nose burned his mouth*). Write this information on the chart under the *Effect* heading.
- Introduce and explain the **cause-and-effect worksheet**. Ask students to write the information from the board on their worksheet. Have them identify and write on their worksheet a cause-and-effect relationship that happened as a result of Snubby Nose burning his mouth. (*Cause:* he began to cry; *Effect:* his brothers reminded him to hurry for school.) Point out how the chain connects the first cause-and-effect relationship with the second (the effect, *Snubby Nose burned his mouth*, is connected to the next cause, *he began to cry*).
- **Check for understanding:** Have students identify and write on their worksheet a cause-and-effect relationship that happened as a result of them having to hurry to school. (*Cause:* His mother had to give him his lunch in a paper bag; *Effect:* he cried because his lunchbox was lost.) Point out how the chain connects the second cause-and-effect relationship with the third (the effect, *his brothers reminded him to hurry for school*, is connected to the next cause, *his mother had to give him his lunch in a paper bag*).
- Ask students to share examples of how they connected to prior knowledge while reading about the Hoppers getting ready for school.

 Have students read the remainder of the book. Remind them to think about what they know about starting school as they read. Have them continue to put an asterisk or a star next to information where they connected with prior knowledge.

 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

- Discuss how making connections between information read and information known about the topic keeps readers actively involved and helps them remember what they have read.
- **Think-aloud:** *When I read page 11, it made me remember what it looks like outside when school starts every year in the fall. I thought about the beautiful colors of autumn leaves on the ground—red, orange, yellow, and purple—all scattered about. I always love that time of year because it makes me think about new beginnings. Thinking about what I know helped me to understand and remember this part of the story.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Point out the last effect in the chain. (*He cried because his lunchbox was lost.*) Have students reread pages 8 and 9 to identify the cause-and-effect relationship that happened as a result of Snubby Nose crying about his burnt mouth and lost lunchbox. (*Cause:* his brothers told him they were going to be late if he didn't hurry; *Effect:* they heard the last school bell and ran off without him.)
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read that Grandpa Grizzly said to Snubby Nose, "There's only one thing to do when things go bad, and that is to keep going." Keeping this in mind, do you think he gave good advice? How can this advice help you in your own daily interactions?

## Build Skills


### Phonics: Diphthong /ou/

- Have students look at the illustration on page 4. Ask them to tell what is happening (Snubby Nose just burned his mouth). Write the word *mouth* on the board and point to the letters *ou*. Tell students that the letters *o* and *u* together stand for the vowel sound they hear in the middle of the word *mouth*.
- Explain that the *ou* letter combination is one of the letter combinations that stand for the /ou/ sound. The letter combination *ow* also makes the /ou/ sound. Tell students that this combination of letters is called the /ou/ diphthong.
- Write the word *down* on the board. Point out the letter combination that stands for the /ou/ sound and ask students to blend the letters *o* and *w* together to make the same vowel sound as in *mouth*. Point out that the /ou/ sound comes in the middle of *mouth* and *down*, but that it doesn't for every word (as in *out*). Next, run your finger under the letters as you blend the sounds in *down*: d/ow/n. Then have students blend the word aloud with you as you run your finger under the letters.
- Tell students that the letter combinations *ou* and *ow* don't always stand for the /ou/ sound. Write the words *shout* and *should* on the board and say them aloud. Ask students which word contains

## Lesson Plan *(continued)*

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the same vowel sound as in *mouth*. Make sure students can differentiate between the two vowel sounds. Give other examples as necessary.

 **Check for understanding:** Have students turn to page 12. Instruct them to find and circle the words that have the /ou/ diphthong (*flowers* and *about*).

- Independent practice: Introduce, explain, and have students complete the [diphthong /ou/ worksheet](#). When students are finished, discuss their answers aloud.

### Grammar and Mechanics: Quotation marks

- Write the following on the board: *"Here is the school," said Grandpa Grizzly.* Ask students if they can tell what words are being spoken. Explain that quotation marks (" and ") are the punctuation marks around dialogue in text. Discuss the difference between what is being said aloud by the character (*Here is the school*) and what is not (*said Grandpa Grizzly*).
- Direct students to page 4 in the book. Read the last paragraph aloud as students follow along. Ask students to identify the words being spoken (*Ow! That oatmeal is too hot!*) and which words are not being spoken (*he howled*). Point out that the same speaker is continuing, so there was no need to write he howled again after the second sentence.
- Discuss the different words used in the text to indicate dialogue. Remind students that these words come directly before or after the quotation marks to show that the character is speaking.

 **Check for understanding:** Ask students to circle words used in the text to show that a person is speaking (*said, called, howled, cried, asked*). Write the words on the board. Ask students to tell which of the words show that the spoken words should be read in a normal voice (*said, asked*) and which of the words show that the spoken words should be read in a louder voice (*cried, called, howled*). Have students think of other words that authors use to indicate dialogue (*yelled, wept*, and so on). Write them on the board as examples are given. Ask students to tell which words on the board indicate emotion and which emotion they convey.

- Independent practice: Introduce, explain, and have students complete the [quotation marks worksheet](#). When students are finished, discuss their answers aloud.

### Word Work: Compound words

- Review or explain that when two separate words are combined to form a new word, the new word is called a *compound word*.
- Write the word *lunchbox* on the board. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a *box* that holds a *lunch*).
- Have students turn to page 3 in the book. Read the following sentence: *They went downstairs to eat their breakfasts, and Snubby Nose slid down the railing.* Have students locate the compound words (*downstairs* and *breakfasts*). Ask students to identify the two separate words that make up the compound words (*down* and *stairs*, *break* and *fasts*). Review the concept of compound words (combining two separate words to make a new word).
- **Check for understanding:** Have students look for compound words on page 10 (*oatmeal, lunchbox*). Encourage students to think of other compound words they know. Create a poster titled *Compound Words* and fill it with all the compound words found in the text and from prior knowledge. Post it on the classroom wall and add to it as students find or remember more compound words later.
- Independent practice: Introduce, explain, and have students complete the [compound words worksheet](#). Discuss their answers aloud once everyone has finished working independently.

## Build Fluency

### Independent Reading

- Allow students to read their book independently or with a partner. 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 compare with someone at home prior knowledge about starting school.

### Extend the Reading

#### Fantasy Writing Connection

As a class, write a new Hoppers story in which the youngsters head out for their second day of school. Have students brainstorm something that might happen while the Hoppers get ready for school. Ask students how the characters will react to the problem. Have students brainstorm how Grandpa Grizzly could help the Hoppers solve their problem. How could Grandpa Grizzly make them feel better? Does Snubby Nose remember to follow the advice Grandpa gave him the day before? Have students follow the model of *The Hoppers Start School*. Write the story on poster paper as they compose the ideas as a group. Each student may then provide an illustration for the story. Post the finished product in the classroom or hallway.

#### Social Studies Connection

Lead a discussion about why people cry when they are sad or hurt. Discuss how crying (and talking about their feelings) oftentimes makes people feel better about what they are experiencing. Talk about times when crying may become problematic, such as when a person can't stop crying, when they cry every time they don't get their way, or when they always cry instead of speaking up for themselves. Ask students to volunteer suggestions for ways to overcome such problems. Facilitate a safe environment in which all students feel comfortable contributing to the discussion.

#### 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:

- use the strategy of connecting to prior knowledge to understand the text during discussion and independently
- understand and identify cause-and-effect relationships in the text during discussion and on a worksheet
- fluently read the /ou/ diphthong during discussion and on a worksheet
- identify and use quotation marks during discussion and on a worksheet
- identify common compound words during discussion and on a worksheet

#### Comprehension Checks

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