



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 751

Book Summary

Marcus Loses Patches is about a little boy who loves playing video games. One day, he gets so wrapped up in his game that he forgets to feed his dog, Patches. When he finally gets around to feeding her, he realizes that he has forgotten to latch the gate and Patches has escaped. Mom and Grandpa help Marcus find Patches, and he realizes that although video games are fun, they are not more important than his dog or his family. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize
- Analyze the problem and solution in the story
- Identify vowel digraphs ea and ee
- Use quotation marks
- Identify synonyms

Materials

Green text indicates resources available on the website

- Book—*Marcus Loses Patches* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, quotation marks, synonyms 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.

- Content words:

Story critical: **accidentally** (adv.), **amulet** (n.), **apology** (n.), **canine** (n.), **escaped** (v.), **irresponsible** (adj.)

Before Reading

Build Background

- Discuss the responsibilities involved in owning a pet. Ask students if they have a pet and, if so, what steps are necessary to care for it. Ask if any of them have specific responsibilities in caring for their pet, such as feeding or walking it.

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 kind of book this is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

Lesson Plan *(continued)*

Marcus Loses Patches

- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Explain that stopping to summarize what is happening in a book while you read is a strategy that good readers use to make sense of the text.
- Explain that in order to summarize, a person needs to decide what information is important from what he or she has read. Then the person organizes the important information into a few sentences.
- Model summarizing a familiar story, such as *The Three Little Pigs*.
Think-aloud: *In the story The Three Little Pigs, three pigs each decide to build a house. The first pig builds his house out of straw. The second pig builds his house out of sticks. The third pig builds his house out of bricks. One day, a big, bad wolf comes and blows down the houses of the first two little pigs. The wolf also tries to blow down the brick house of third little pig, but it is too strong. The three little pigs live happily ever after, safe in the brick house.*
- Invite students to practice summarizing the important information in a familiar story, such as one the whole class recently 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: **Problem and solution**

- Write the following words on the board: *problem* and *solution*. Explain that in most stories, the character is faced with a problem that needs to be solved, and the solution is how the problem is fixed. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved (such as a dog running away). A *solution* is an act or a process of solving the problem (such as finding the dog).
- Ask students to share problems they have had with a pet at home and how they solved the problem.
- Model identifying the problem and solution of a story.
Think-aloud: *When I am reading the story, I will look for clues that point to the story's main problem. I already know from the title of the story that the problem probably is about losing Patches. I know this because losing something is usually a problem. When I read the story, I will look for more clues about the problem. Once I understand the problem, it makes me want to read more to find out how the problem is solved.*
- Have students look at the front and back covers for clues about the problem. Ask students to share the clues they find (posters with the name *Patches* and a picture of a dog).

Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the word *escaped* on page 7. Tell students that they can look at the letter the word begins with and use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word.
- Review the content vocabulary words *amulet* (page 4), *canine* (page 4), and *apology* (page 16) using the same word-attack strategies.
- Remind students to check whether a word makes sense by rereading the sentence in which the word appears.

Set the Purpose

- Have students read the book to find out how Marcus solves his problem. Remind them to stop after every few pages to summarize the story in their mind. Have them think about the problem and solution as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Ask them to pay attention to what happens to Marcus and his dog, Patches. Encourage those who finish before others to reread the text.
 - **Model summarizing the story.**
Think-aloud: *I made sure to stop after the first three pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences. I thought about Marcus and how he was having so much fun playing video games that he forgot to feed his dog, Patches.*
 - **Check for understanding:** Encourage students to summarize what they have read. Ask students to look back at pages 6, 7, and 8, and think again about the important information. Have students tell a partner a three-sentence summary for pages 6, 7, and 8. Ask a volunteer to share a summary about these three pages.
 - Remind students to also analyze the main problem and solution in the story. Explain to students that the writer may sometimes give hints about the problem by talking about it in many different ways. Ask students to identify pages in the story where the problem is talked about (page 3: *I'll get past the sphinx, and then I'll feed Patches*; page 4: *All right, but don't forget*; page 5: *Gulp. I'm in BIG trouble*; page 6: *She's not lying under her favorite shade tree*; and so on).
 - Have students read the remainder of the story. Remind them to think about what happens to the characters and why so they can summarize, or review, the events in their mind.
-  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 stopping to review what is happening in the story helps students remember and better understand the events in the story.
- Ask students to share other important parts of the story on pages 9 through 16. Ask why they think pausing after every few pages to think about important events is an effective reading strategy.

Reflect on the Comprehension Skill

- **Discussion:** Review with students what Marcus's problem was (he lost his dog). Ask students how the story ended and if there was a solution (Mom and Grandpa helped him find Patches).
- Ask students to identify the point when Marcus realizes his problem and to tell the page number where it is written (page 7: *Mom, Patches isn't in the yard...I think she escaped.*). Ask students to identify the solution to the problem and tell the page number where it is written (page 12: *I knock on Grandpa's door, and I hear barking—I hear Patches!*)
- **Independent practice:** Introduce, explain, and have students complete the [problem-and-solution worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about how Marcus solved the problem of losing his dog, Patches. Sometimes a character faces more than one problem. Can you think of another problem Marcus also needed to solve in this story? How did Marcus solve his second problem? Why do you think fiction stories usually include problems and solutions? What are some problems and solutions you remember from other stories you've read?

Build Skills

Phonics: Vowel digraphs **ea** and **ee**

- Write the word *please* on the board and have students read it with you. Ask students what letters stand for the long /e/ sound (*ea*). Circle the *ea* in the word and explain that in some words, two vowels together make one sound. The first vowel in the pair usually represents its long sound. Explain to students that the vowel combination *ee* also makes the long /e/ sound. Have students brainstorm additional examples of long /e/ words and have them write the words on the board (*treat, feet, really, keep, and so on*).
- Tell students that you are going to say words out loud as part of a listening game. Explain that you want them to listen for words that contain the long /e/ sound, as in the word *please*. If they hear the long /e/ sound, they should show the thumbs-up sign. If they don't hear the long /e/ sound, they should show the thumbs-down sign. Say the following words, one at a time: *coat, realize, game, paint, bee, ghost, treat, crow, meat*. If students show the thumbs-up sign after a word that does not contain the long /e/ sound, ask them to listen again as you say the word. Emphasize the vowel sound by extending it.
- **Check for understanding:** Write the words from the previous activity on the board. Have students work in pairs to discuss which words have a vowel digraph with a long /e/ sound. Ask for student volunteers to come and circle the digraph in each word.



Independent practice: Have students search the text to find examples of vowel digraph words with a long /e/ sound and underline the words. If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Draw a sketch of a boy on the board. Draw a speech bubble coming out of his mouth. In the speech bubble, write the following sentence from page 5 of the book: *Mom, I forgot. I'll feed her now*. Explain that when we read comic books or cartoons, we see the words the character is speaking in a speech bubble. Explain that stories use quotation marks to show the words a character is saying aloud.
- Have students turn to pages 3 and 4 and locate the quotation marks on the pages. Ask students to find and share a few sentences with quotation marks. Write the sentences on the board: *"Marcus, will you feed Patches, please?" "Just a minute, Mom."* Point out to students that there are always two quotation marks—one where the character's dialogue begins and another where it ends. Point out that the ending punctuation always comes before the quotation mark. Circle the question mark and period in the two sentences and draw an arrow to the ending quotation mark to illustrate the point.
- **Check for understanding:** Write the following short sentence in the speech bubble of the boy you drew on the board: *Mom, I'm sorry I didn't listen to you*. Draw a sketch of a man on the board with a speech bubble including the following question: *Can you explain how you forgot to feed her?* Ask students to rewrite each sentence using quotation marks and correct end punctuation on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their responses.

Word Work: Synonyms

- Direct students to page 3. Write the following sentence on the board: *I'm right in the middle of this awesome game where I have to find my way through an Egyptian pyramid*. Circle the word *awesome*. Ask students to think of another word that means the same thing as the word *awesome* (*cool, great, and so on*). Tell students that rereading the sentence with the new word will help to determine if the word works as a replacement for *awesome*.

- Write the word *synonym* on the board. Tell students that words that mean the same things are synonyms. Explain that instead of using the same word all of the time, authors choose other words to make a story more interesting. Write the following sentence on the board: *I hear Mom making telephone calls trying to locate Patches.* Ask students to suggest synonyms for *locate* (*find, discover*). Ask them to reread the sentence using the synonyms *find* and *discover* in the place of *locate*. Point out that *find* works better than *discover* in the context of the sentence.



Check for understanding: Have students work with a partner to find and circle the words *contact* (page 8) and *disappointed* (page 9) in the text. Ask them to write in the book next to each word one or two synonyms for the word. Remind students that rereading the sentence with the synonym will help them to determine if the word works.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

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 practice retelling a summary of the book to someone at home.

Extend the Reading

Realistic Fiction Writing Connection

In the story, Marcus' favorite hobby is playing video games. Ask students to think about their favorite hobby and if they might forget to do their assigned chores or responsibilities because of it. Have students write a story about a problem that could arise while they are focused on their favorite hobby. Visit [Writing A–Z](#) for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Have students find information on organizations that care for lost pets, such as the Humane Society. Have them talk to an employee or read to find answers to questions such as: How many lost dogs, cats, and other pets are found each year? How does the organization recommend that people keep their pets safe? How many lost pets are reunited with their owners? How does the organization go about finding a pet's owner?

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 summarizing as they read to understand and remember information and events in text
- understand and effectively identify the problem and solution in the story in discussion and on a worksheet
- correctly associate the ea and ee letter combinations with the long /e/ vowel sound orally and in text
- accurately use quotation marks when writing sentences
- recognize synonyms in text and complete a worksheet on synonyms

Comprehension Checks

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