

### Focus Question:

What lesson does Mike learn in this story?

### Book Summary

Text Type: Fiction/Realistic

How far would you go to get your way? In *Trick or Treat?* Mike learns how tempting it can be to do something wrong to get what he wants. Readers can relate to Mike's dilemma and learn a valuable lesson from his actions. Detailed illustrations and an engaging plot will maintain student interest. The book can also be used to teach students how to make inferences and draw conclusions and how to use commas in dialogue.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Make inferences and draw conclusions
- ☐ Determine the purpose of special print in text
- ☐ Recognize and use commas to separate dialogue
- ☐ Identify and use synonyms

#### Materials

- ☐ Book: *Trick or Treat?* (copy for each student)
- ☐ Make inferences / draw conclusions, commas to separate dialogue, synonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *charity* (n.), *conflicting* (adj.), *donations* (n.), *intercept* (v.), *ruthless* (adj.), *threaten* (v.)

**Enrichment:** *immunizations* (n.), *obligation* (n.), *steely* (adj.)

- **Academic vocabulary:** *already* (adv.), *finally* (adv.), *opportunity* (n.), *predict* (v.), *protect* (v.), *provide* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to think of an item that they really want to buy that costs a lot of money. Have students discuss their desired item with a partner. Ask students to think of ways they could raise the money to buy that item. List responses on the board.
- Ask students to pretend they found a wallet with the exact amount of money inside needed for the desired item and that the wallet has information that makes it easily returnable to the owner. Ask students what they would do: return the wallet or keep the wallet and use the money. List pros and cons from the discussion on the board. Share with students that this story has the same kind of moral dilemma facing the main character.

##### Introduce the Book

- Give students their copy of *Trick or Treat?* 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:

##### Make, revise, and confirm predictions

Explain to students that effective readers make guesses, or predictions, about what is going to happen in a story on the basis of what they read. Emphasize that making a good prediction involves using clues from the story and their own prior knowledge. Discuss how these predictions give readers a purpose while reading. Ask students to look at the title and illustration on the front cover to make a prediction before reading the story. Invite volunteers to share their predictions with the rest of the class, and record them on the board. Ask students to make a prediction as to why there is a question mark in the title as well. Have students continue to make, revise, and confirm predictions

### Guiding the Reading (cont.)

as they read. Periodically stop throughout the story to discuss students' new and revised predictions.

#### Introduce the Comprehension Skill:

##### Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. Point out that they provide readers with clues, and then readers use those clues, along with what they already know, to make inferences or draw conclusions about what is happening in the story.
- Read page 3 aloud to students and have them locate the following sentence on the page: *All Mike had to do now—all he'd been trying to do for the past six months—was gather that sum.* Point out that, on the basis of this information, we can conclude that Mike has a strong desire to get money. Explain that he still doesn't have a way to acquire the money, so readers can draw the conclusion that Mike will try something else to get the money he needs.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about Mike's plan to get the money to buy the Super Spy kit. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Mrs. McCarthy roll her eyes when Mike says he could use help?* (level 3) page 4
- *Why does Derek think that grown-ups will give Aster tons of money?* (level 1) page 6

- *In what ways do you think Mike would be able to make Aster's life uncomfortable, as Derek suggests?* (level 3) pages 6–7
- *Which examples from the story show Derek's negative influence on Mike's decisions?* (level 2) multiple pages
- *Why are the costume choices for Derek and Mike appropriate given the context of the story?* (level 3) pages 9–10
- *Why is Mike feeling slightly sick during trick-or-treating? How does he feel that night?* (level 2) pages 10 and 12
- *How does Mike feel about his decision to return the money? How do you know?* (level 3) pages 13–15

#### Text Features: Special print

Explain that special print is often used in books to emphasize certain words or phrases. Point out that these words or phrases are important in helping the reader understand the story and that the special print may include italics, boldface print, and underlining. Point out that in this story phrases in italics are often words a character is thinking but not saying and words in boldface print are vocabulary words that can be found in the glossary. Invite students to find the italicized words on page 7. Ask students: *Why are these words in italics? Why did the author include Mike's thoughts for the reader? How does this help the reader better understand Mike and his point of view?* Have students discuss with a partner why the author included these thoughts in the story, and invite volunteers to share their thoughts with the group.

#### Skill Review

- Draw students' attention back to the predictions on the board. Discuss how predictions changed or were confirmed throughout the course of the story. Remind students that making reasonable predictions is more important than whether or not the predictions are confirmed.
- Have students work in groups to create new predictions for what will happen next with Mike and Derek. Have students use clues from the text about both characters to determine a new prediction for how the characters will respond to the events of this story.
- Model making inferences and drawing conclusions. **Think-aloud:** *Throughout the story, I notice that Mike is very hesitant to steal money from his sister, even though he really wants the Super Spy kit. Whenever Derek mentions something dishonest to Mike, Mike is not very receptive and seems uneasy. I can infer that Mike does not really want to steal the money because he cares for his sister and wants to do the right thing. The author has not explicitly stated that this is how Mike feels, but rather, has given clues that allow the reader to make this inference.*

### Guiding the Reading (cont.)

- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss their inferences with a partner.

### 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.

### Skill Review

#### Graphic Organizer:

#### Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include the following: *Mike learns that he should listen to his conscience and do what is right. He should not listen to his friend even if it will cost him what he really wants. Mike also learns that stealing is not worth the guilty feeling associated with it. Doing the right thing is always the right thing to do!*)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics:

#### Commas to separate dialogue

- Write the following sentence on the board, and invite students to follow along as you read it aloud: *"I could use some help," said Mike.* Ask students to share with a partner who is speaking and what he or she said. Have a volunteer come to the board and circle the person speaking (Mike) and underline the part of the sentence that shows what Mike said.

- Explain to students that *commas* are punctuation marks used in dialogue to separate the spoken dialogue from the rest of the sentence. Explain to students that when the spoken dialogue happens at the beginning of the sentence, a comma appears after the person's words, such as in the example on the board.
- Write the following sentence on the board: *"I don't," Derek said, "but the grown-ups are gonna give her tons of money."* Ask students to locate the commas that separate who is speaking from what is being said. Point out that, in this example, two commas separate who is speaking from what is being said.
- **Check for understanding:** Have students work with a partner to find dialogue in the story. Have them work together to underline the person speaking in one color and the words spoken in another. Then ask them to circle the commas that separate the dialogue in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [commas-to-separate-dialogue worksheet](#). If time allows, discuss their answers.

### Word Work: Synonyms

- Write the word *small* on the board. Ask students to suggest a word that means almost the same thing as *small* (*tiny, miniature, little, petite*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Point out that a good way to remember this is that *synonym* and *same* both start with *s*.
- Explain to students that the use of synonyms is important in writing because synonyms help describe things in the text and make the writing more interesting. Review with students how to use a thesaurus to find synonyms.
- Have students turn to page 5 and read the second paragraph aloud. Point out the word *said*. Write the word *said* on the board. Invite students to share examples of words that mean the same or almost the same as *said* (*explained, replied, cried, and so on*). Have students replace the word *said* in the text with a synonym and consider whether the sentence makes sense.
- **Check for understanding:** Have students work in pairs to find synonyms for the following words: *help, collect, poor*. Encourage them to use a thesaurus as a resource. Have students write complete sentences that include their synonyms.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

### Connections

- See the back of the book for cross-curricular extension ideas.