



About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,600

Book Summary

Horseshoes Aren't Just for Good Luck is a realistic fictional book written in the first person. A child is visiting Gram (Great-grandmother) at the seashore over summer vacation. Living in a Victorian beach town is quite a contrast to the child's usual life in the busy city. The child learns about life at the beach and becomes especially interested in horseshoe crabs. Illustrations support the text.

Book and lesson also available at Levels N and Q.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Correctly distinguish fact and opinion
- Recognize and understand irregular past-tense verbs
- Identify and understand homographs

Materials

Green text indicates resources available on the website

- Book—*Horseshoes Aren't Just for Good Luck* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Visualize, fact and opinion, past-tense verbs, homographs 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:

Story critical: *arthropod (n.), burrowing (v.), erosion (n.), jetties (n.), larvae (n.), molt (v.)*

Enrichment: *crab cakes (n.), horseshoe crab (n.), tides (n.)*

Before Reading

Build Background

- Show pictures of horseshoes or bring in a real one for students to touch. Invite them to share what they see and ask if they've ever seen a horseshoe.
- Have students tell what they know about horseshoes and good luck. Ask if they've ever heard that a horseshoe hanging above a doorway brings good luck to a home. Explain that this is a superstition. (In parts of the UK, for example, a horseshoe must be hung with the sides pointing up so the luck does not run out.)
- Ask students to name a few other superstitions. (An apple a day keeps the doctor away. It's bad luck to walk under a ladder. Step on a crack, break your mother's back. Four-leaf clovers bring good luck.)

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 and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).
- Preview the table of contents on page 3. Ask students what information they can tell about the story from looking at the chapter titles. (Accept any answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture.
- Read page 4 aloud. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 4, the author tells us about the main character visiting the ocean for the first time. I thought about what I know about the ocean. I imagined being at the seashore, with a soft summer breeze flowing through my hair and the sun warming my back. I imagined I could see the ocean, with the bright sunshine glistening off the waves.
- Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized as you read page 4 aloud. Invite them to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Fact and opinion**

- Explain to students that stories usually include both facts and opinions. Explain that one of the ways to evaluate written material is to recognize the difference between statements based on fact and statements based on opinion. An opinion tells how a person feels about something. A reader can agree or disagree with an opinion. A fact, on the other hand, can be verified or proven. Say: *Baseball is the best sport of all sports. This is an opinion because it's how I feel.* Say: *The Boston Red Sox won the 2004 World Series. This is a fact because I can prove it is true.*
- Model using page 4 to evaluate fact and opinion.
Think-aloud: When I read the first sentence on page 4, I asked myself whether the author was stating a fact or an opinion. The words best summer told me that the sentence is an opinion because those words depict a feeling. When I read the next sentence, I asked myself whether it was a fact or an opinion. I know that it can be proven that the child took the train to the seashore that summer, so those are facts.
- Write on the board: *Fact: Gram lived at the seashore; Opinion: It was the best summer ever.*
- Have students tell an opinion about the ocean, based on their feelings. (For example: *I think the ocean is amazingly beautiful; or I think the ocean is scary because sharks live there.*)

Introduce the Vocabulary

- Write the following words from the book on the board: *jetties, molt, and arthropod*.
- Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and a dictionary contain lists of vocabulary words and their definitions.


- Model how students can use a dictionary to find a word's meaning. Point out that not all words will be found in the glossary, and ask students to locate the word *jetties* in the dictionary. Explain that they will find the word *jetty*, and that the plural suffix *-ies* is dropped for entry words. Invite a volunteer to read the definition for *jetty* in the dictionary.
- Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 10 as you read the sentence in which the word *jetties* 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 main character's trip to the seashore. Remind them to stop after every few pages to visualize the most important information and to draw on their worksheet what they visualized about it.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 11. Encourage those who finish early to go back and reread. Have students draw what they visualized for the events of the day.
- Model visualizing.
Think-aloud: *By looking at the illustrations and imagining the author's words, I can visualize the beach town, Gram's house, and the warm yellow sand. I picture the bright, open ocean view from the window. I can almost smell the salty, fishy air.* Have students share the pictures of what they visualized while reading. Have them explain their drawings aloud.
- Model evaluating fact and opinion.
Think-aloud: *When I read about how the townspeople built two rock jetties to prevent erosion, it made me think that they had a great idea. I thought about how horrible it would be for Gram's beach to slowly erode away with the tides, and I decided that the townspeople did the right thing to protect themselves. That is my opinion, based on a personal feeling. It can be proven that beach sand erodes away from many seashores throughout the world. Therefore, this information is fact. I will write on the board: Fact: Seashores erode away with the tides. Opinion: I think creating jetties is a great way to protect beaches.*
- **Check for understanding:** Have students read to the end of page 14. Have them visualize the information on those pages. Discuss what they visualized. Ask students to use their worksheet to add to their drawings as they visualize the information in the book. Point out that they can use their drawings to identify the important details on the pages.
- Invite students to turn to page 13. Read the page aloud. Ask students to share their opinion about horseshoe crabs dying on the beaches when they can't turn over. Write on the board: *Fact: Crabs die on the beach when it gets too hot and they can't turn themselves upright. Opinion: I think it's sad that they are so helpless. (Or Opinion: I think it's okay that they're part of the life cycle and that some live while others die)* Many different opinions may be shared and can be written on the board. Discuss the possibility of having many opinions but only one fact.
- Ask students to turn to page 14 and reread the text to find a fact about larvae. Ask volunteers to share the facts (tiny larvae develop from green, jellylike eggs; within two weeks, the larvae that develop wash out to the ocean; they don't have tails yet; they molt toward the end of summer; after they molt, they grow a tail). Ask students to share their opinions about larvae. Write the facts and opinions on the board.
-  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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- **Think-aloud:** *When I read about the lives of horseshoe crabs, I pictured them peacefully floating on their shell backs in the blue ocean. I pictured the hungry crabs peacefully sinking to the bottom of the ocean and eating green algae, little clams, and worms. This helped me to understand what the life of a horseshoe crab is like and to remember that part of the book.*
- **Independent practice:** Have students complete the [visualize worksheet](#). If time allows, have them share their pictures when finished.

Reflect on the Comprehension Skill

- **Discussion:** Talk about how stopping to evaluate fact and opinion helped students remember the story and better understand the message of the book.
- Ask students to turn to page 17 and reread the second paragraph. Ask volunteers to share the facts (birds eat the eggs; birds need food to eat on their flight back north). Ask students to share their opinions about birds eating the crab eggs. Write the facts and opinions on the board.
- **Independent practice:** Introduce, explain, and have students complete the [fact-and-opinion worksheet](#). If a statement is a fact, encourage students to “prove it” by writing the page number from the book where the information is found. When everyone has finished working independently, review their answers aloud.
- **Enduring understanding:** In this book, you read about someone who left the city to live in a little beach town for the summer. Keeping this in mind, what do you think about living in a different environment for a while and being open to learning new and exciting things? How might spending a summer in a different environment change your perspective?

Build Skills

Grammar and Mechanics: Irregular past-tense verbs

- Have students turn to page 5. Write the following sentence on the board: *I rode alone on the train.* Ask them to identify the verb in the sentence (*rode*). Explain that this is a past-tense verb that describes something that happened in the past. Write the term *Past Tense* on the board.
- Write the term *Present Tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *rode* (*ride*). Write the examples under the appropriate headings on the board.
- Have students turn to page 6. Read the first sentence aloud: *My questions vanished when I saw Gram.* Ask students to identify the verbs in the sentence (*vanished, saw*). Point out that the verb *vanished* is changed to a past-tense verb by adding the suffix *-ed* to the root word *vanish*. Discuss how this is an example of a *regular past-tense verb*. Point out that *saw* is an *irregular past-tense verb* because its past tense form is made without adding *-d* or *-ed*. Ask students to name the present-tense form of *saw* (*see*). Write these examples on the board under the *Present Tense* and *Past Tense* headings.
- Ask students to turn to page 11. Have volunteers name the irregular past-tense verbs (*could, said, were, told, had, found, was*). Have another volunteer name the present tense of these verbs (*can, say, are, tell, have, find, is*). Write the new examples on the board under the *Present Tense* and *Past Tense* headings.



Check for understanding: Have students turn to page 17 and circle the irregular past-tense verbs (*became, swam, would, saw, told, had*). Have them write the present tense of these verbs in the right-hand column of the book (*become, swim, will, see, tell, have*). Discuss the answer aloud and write the example on the board under the *Present Tense* and *Past Tense* headings.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense verbs worksheet](#). Discuss their answers aloud after students finish.

Word Work: Homographs

- Write the word *train* on the board. Have students locate and read the word in the first sentence of the second paragraph on page 5. Ask students to suggest other uses for the word, besides as a form of transportation (for example: to *train* a dog). Review or explain that words that are spelled the same and have different meanings are called *homographs*. Point out that some sets of homographs are pronounced the same, while others are pronounced differently.
- Have students reread page 5, looking for homographs (*train, station, view, taxi*). Write the words on the board. Have students tell the meaning of each word as it is used in the book. Ask students to tell you other meanings for the words and to use them in sentences.
- **Check for understanding:** Have students turn to page 14 and read the first sentence on the page. Point out the word *crabs*. Ask students to suggest other uses for the word, besides a sea creature (for example: My sister and I were *crabs* today).
- **Independent practice:** Introduce, explain, and have students complete the [homographs worksheet](#). When they have finished, review their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a story in the first person about a summer vacation. Encourage them to include interesting events and details. Instruct students to write at least three paragraphs, including a separate paragraph for an introduction and another for a conclusion. Encourage them to add illustrations or photographs to their story. Require an error-free final copy and make a front and back cover. Either bind each story separately or bind all of the stories together to make a class book with its own front and back cover.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative report writing.

Science Connection

Provide print and Internet resources for students to research bottom dwellers of the sea. Divide students into groups and have each group choose a bottom dweller to research. Check group's chosen creatures to avoid duplication of topics. Have students make a large poster about their chosen bottom dweller, including where the creature lives, what it eats, its size, coloring, enemies, and so on. Have students report their findings to the class and post their work in the classroom.

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 visualizing to comprehend the text during discussion and on a worksheet
- identify facts and opinions in discussion and on a worksheet
- identify and understand the formation of irregular past-tense verbs during discussion and on a worksheet
- understand and use homographs during discussion and on a worksheet

Comprehension Checks

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