

## Lesson Plan

## Aladdin and the Wonderful Lamp



### About the Book

Text Type: Fiction/Fairy Tale Page Count: 26 Word Count: 2,084

### Book Summary

A magician tricks Aladdin, the son of a poor tailor, into getting a magic lamp from a hidden cavern. Aladdin is able to use the magic lamp to get treasures for his family and marry the Sultan's daughter, Princess Buddir. But the magician wants his lamp back, and Aladdin must outwit him again.

### About the Lesson

#### Targeted Reading Strategy

- Retell


#### Objectives

- Use the reading strategy of retelling to comprehend text
- Sequence events
- Identify conjunctions
- Identify words with suffixes *-ful* and *-ness*

#### Materials

Green text indicates resources available on the website

- Book—*Aladdin and the Wonderful Lamp* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, suffixes *-ful* and *-ness* worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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](http://VocabularyA-Z.com).

- Content words:

Story critical: *flattered* (v.), *labor* (n.), *obey* (v.), *peddler* (n.), *sorcery* (n.), *summoned* (v.)

Enrichment: *delectable* (adj.), *incense* (n.), *procession* (n.), *shutter* (v.), *sumptuous* (adj.), *trade* (n.)

### Before Reading

#### Build Background

- Ask students questions such as the following to elicit prior knowledge and build background about the story of Aladdin: *Have you ever heard stories about Aladdin? What happens in the stories you're familiar with? Where do the stories take place? Who are some of the characters he encounters?*
- Write the list of suggested events and characters on the board.

## 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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents lists the beginning page of each chapter. Ask students to tell on which page Chapter 4 begins, based on the table of contents.
- If students have heard this story before, ask them if they think this version might be different from the one they know.

### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to better understand and remember what they read is to stop now and then to retell in their mind what is happening in the story. Explain that when retelling a story, it's important to tell the events in the order in which they happen.
- Read page 4 aloud to students, pausing now and then to stimulate thinking about the events. Model how to retell.

*Think-aloud: As I read this page, I tried to keep the information clear in my mind. I paused now and then to think about the important information and the order in which things happened. I made a list in my mind of the main points of the story so far: Aladdin's father tried to teach him to be a tailor, but Aladdin was lazy and did not want to work. When his father died, Aladdin continued to play and hang around naughty kids. When Aladdin was 15, a magician came to town and set his sights on tricking Aladdin.*

- Reread page 4 aloud and ask students to offer how they might retell the information from this page as they 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: **Sequence events**

- Review or explain that events in a story are usually presented in a particular order. Writers often use signal words to help readers identify the order of events. Ask students to name examples of signal words they have seen in stories they've read. (Examples may include: *first*, *next*, *last*, *then*, and *finally*.)

- Model how to sequence events.

*Think-aloud: Keeping track of the sequence of events means keeping track of the order in which events happen. Telling someone about a process uses this same skill. When I make a sandwich, first I take the ingredients for the sandwich out of the refrigerator. Then I take two pieces of bread and put them on a plate. I add mustard or mayonnaise and the meat, cheese, and lettuce to one piece of the bread. Finally, I place the second piece of bread on top and cut the sandwich in half.*

- Have volunteers explain the order of a simple process, such as getting ready for school or playing a favorite sport.
- Introduce and explain the [sequence events worksheet](#). Explain to students that they will record the sequence of events from the story as they read.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *peddler*, *procession*, *sorcery*, *summoned*, *labor*.

## Lesson Plan *(continued)*

## Aladdin and the Wonderful Lamp

- Point out that these five words can be found in the story and that they give insight into different things that Aladdin may encounter or experience in the story. Give groups of students five 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.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use the dictionary to find a word's meaning. Have them locate the word *labor* in the dictionary. Invite a volunteer to read the definition for *labor*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 6 as you read the sentence in which the word *labor* 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 Aladdin and his wonderful lamp. Remind them to stop every now and then to retell in their mind what is happening in the story.

### During Reading


#### Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish early to go back and reread. Remind students to pause now and then to retell in their mind what they read.


- Model retelling.

*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I read about the magician who tricked Aladdin into believing he was his long-lost uncle. Then I read that Aladdin's false uncle tricked him into following him the next day by promising to buy him a shop and making him the shopkeeper. He knew Aladdin did not like physical labor, so he knew this trick would work. The next day, Aladdin was led to the side of a cliff in the mountains. He was a bit confused because he thought he was being led to his new shop. Here, the magician made a small fire, sprinkled some incense over the flames, waved his hands, and after saying mysterious words, made the earth open and reveal a ring with a stone. The magician told Aladdin to hold the ring and lift the stone. Now I wonder what will happen next.*

- Remind students that stopping to retell as they read will help them to both better understand and better remember what they read.
- **Check for understanding:** Have students read to the end of page 10. Ask them stop every now and then to retell in their mind what they read. Have students work in pairs to practice retelling information from these pages to each other. Explain that not everyone retells information in the same way. Encourage students to compare and contrast their retellings.
- Remind students that a retelling includes detail and description about the events of a story, while a sequence of events lists only the most important events that someone would need to know to accurately tell the story.


 Have students use their book to identify the important events thus far. Suggest that they underline or circle these events, or make notes as they review the pages. Then have them record these events on their sequence events worksheet.

- Ask students to share the events they recorded on their worksheet with a partner. Remind them that only the important events are included when sequencing and that they should use the most concise wording possible.

 Have students read the remainder of the book. Encourage them to continue retelling the story in their mind and to think about the important events as they read. Suggest that they continue underlining or circling the main events as well.

## Lesson Plan *(continued)*

## Aladdin and the Wonderful Lamp

-  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

- Retell in detail with students the events of the story from pages 10 through 12.  
**Think-aloud:** *Aladdin loaded his arms with as much fruit as he could and then piled the lamp on top. He asked his false uncle, the magician, for help up the stairs. The magician wanted the lamp, but Aladdin said he couldn't give it to him until he got help up the stairs. The magician became angry and demanded that Aladdin give him the lamp. If it was taken by force, the magician knew the magic of the lamp would not work. The magician muttered magic words, and the stone door flew shut and locked Aladdin in the cavern. Aladdin called for his false uncle but did not get an answer. He folded his hands to pray for a way out and rubbed the magician's ring by accident. All of a sudden, a scary genie appeared. The genie asked Aladdin what he wanted and said he was the slave of anyone wearing the ring. Aladdin quickly said he wanted to go home. Aladdin immediately found himself at his front door with his mother, who was crying because she was so happy to see him. He was hungry and begged his mother to sell the dusty lamp for food.*
- Have volunteers retell the events from the next two pages (pages 13 and 14).
- Ask students to explain how using the strategy of retelling the events of the story in their mind as they read helped them understand the story.

### Reflect on the Comprehension Skill

- Discussion:** Review the sequence of events students recorded through page 10. Have students practice restating the events on these same pages using sequencing words (*first, next, then, after that, and so on*). Point out that they should put the events into their own words when they write or tell about the sequence.
- Ask students which important events they circled or underlined on pages 11 through 13. Write them on the board as students share their notes, and tell students to record them on their worksheet. (The magician locked Aladdin in the cavern, Aladdin prayed and accidentally rubbed the ring, a genie appeared and granted Aladdin's wish to return home to his mother, another genie appeared when Aladdin's mother polished the old lamp, this genie granted Aladdin's wish for a feast.)
- Independent practice:** Have students complete their sequence events worksheet using the information they circled or underlined as they read. When they finish, discuss their answers aloud.
- Enduring understanding:** In this story, you read about an irresponsible boy who disliked work and was easily fooled. As a young man, he relied on luck and magic to get what he wanted. Because of this, he put himself and others in terrifying and dangerous situations. Knowing this, why do you think it is important to be responsible and work hard for what you want? What do you want to accomplish in your future and what will you need to do to reach your goals?

### Build Skills


#### Grammar and Mechanics: **Conjunctions**

- Explain or review with students that a *conjunction* is a word that links together and relates two parts of a sentence. Tell students that there are two types of conjunctions: *coordinating* and *subordinating*. Explain that in this lesson you will focus on the simple type, which is the coordinating conjunction.

Lesson Plan *(continued)*

# Aladdin and the Wonderful Lamp

- Tell students that when a coordinating conjunction connects two independent clauses, it usually follows a comma. Point out that coordinating conjunctions all have fewer than four letters and can be remembered by learning the acronym FANBOYS: *For-And-Nor-But-Or-Yet-So*.
- Ask students to turn to page 4. Write the following sentence from the book on the board: *His father tried to teach him the trade, but the boy was so lazy, he refused to do any work.* Explain that the word *but* links *the boy was so lazy* to *his father tried to teach him the trade*. Further explain that the parts of the sentence on either side of the coordinating conjunction are independent clauses, meaning they can stand on their own as complete sentences.

 **Check for understanding:** Have students turn to page 8 and search for a sentence with a coordinating conjunction. Select a volunteer to read it aloud. Write it on the board: *Go down the stairs and into a golden hall, but do not touch the walls!* Have a student come to the board and circle the conjunction (*but*). Select another volunteer to underline each independent clause (*Go down the stairs and into a golden hall; do not touch the walls!*) Have students go on a “conjunction hunt” throughout the rest of the book and underline the conjunctions they find.

## Word Work: Suffixes *-ful* and *-ness*

- Explain that *suffixes* are added to the end of words to change or modify the meaning. Two common suffixes are *-ful* and *-ness*. Tell students that the suffix *-ful* means *full of*, and *-ness* means *a state of being*.
- Direct students to page 7 and ask them to find a word with the suffix *-ful* (*thankful*). Ask students to tell the meaning of this word (full of thanks).
- **Check for understanding:** Have students search the book for words with suffixes *-ful* and *-ness* (*Wonderful, beautiful, careful, colorful, darkness, frightful, happiness, kindness, joyful*). Discuss the root words and how the meaning of each changes when the suffix is added.
- **Independent practice:** Introduce, explain, and have students complete the [suffixes \*-ful\* and \*-ness\* worksheet](#). Discuss their answers after they finish.

## 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. Suggest that they practice retelling and sequencing the story with someone at home.

## Extend the Reading

### Writing Connection

Aladdin had a great adventure. Have students write a new adventure for Aladdin and Princess Buddir. Encourage students to make an outline listing the setting, characters, and main events in the plot of their new adventure.

### Social Studies Connection

Read additional stories from or about the Middle East, including *1,001 Arabian Nights*, *The Epic of Gilgamesh*, or others. Ask students to compare and contrast the stories to *Aladdin and the Wonderful Lamp*.

**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:**

- retell events and information in the book as they read and share their retelling in class discussion
- sequence the events of the story during discussion and on a worksheet
- recognize and use coordinating conjunctions
- identify words with the suffixes *-ful* and *-ness* during discussion and on a worksheet

**Comprehension Checks**

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