

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 81

Book Summary

Katie loves school. That is, until a new girl who is also named Katie arrives. Now both girls, as well as the whole class are confused. Which Katie is supposed to lead the line, answer in class, or take a turn for jumping rope when her name is called? How will they solve this identity problem? While students enjoy reading this fun story about making compromises, they will also be learning about identifying problem and solution in a story and recognizing past-tense verbs.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Identify problem and solution
- Discriminate initial consonant /k/ sound
- Identify initial consonant *Kk*
- Recognize and use past-tense verbs
- Identify and use the high-frequency word *both*

Materials

Green text indicates resources that are available on the website.

- Book—*Katie and Katie* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Problem and solution, initial consonant *Kk*, past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *both*, *said*, *your*
- Content words:
Story critical: *both* (adj.), *class* (n.), *idea* (n.), *name* (n.), *student* (n.), *turn* (n.)

Before Reading

Build Background

- Ask students to trace their name on their desk and then call it out to the front of the class. Have students share their full name with a partner.
- Ask students to raise their hand if they have ever met someone else with the same name as theirs. Invite volunteers to share their story with the rest of the class.

- Discuss with students some of the problems that might arise from being in the same class with another student who has the same name. Have students work in groups to discuss possible ways to solve these problems. Invite volunteers to share their solutions with the rest of the class.

Book Walk

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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that engaged readers stop now and then while reading to retell in their mind what is happening in the story. Point out that retelling helps readers remember and understand what they are reading. Explain to students that a retelling includes as many details as the reader can remember, not just the most important details in the story.
- Explain that when they retell a story, the events need to be retold in the correct order for the retelling to make sense.

- Model retelling a familiar story in detail, such as *Jack and the Beanstalk*. As you speak, draw on the board simple pictures that illustrate the retelling.

Think-aloud: *When I read, I frequently stop and review in my mind everything I have read to that point. For instance, if I were reading the story Jack and the Beanstalk and stopped in the middle to retell to myself what I read, it would go something like the following: A young boy and his mother live in a run-down old house, with very little money. They have one cow and no other animals. The family is so poor that the mother decides to sell the cow and tells her son, Jack, to take it to the market to exchange it for money. As Jack is walking down the road with his cow, he comes upon a curious traveler. The man is wearing odd clothes and a big hat that shadows his face. He tells Jack that he would be willing to take the cow in exchange for three magic beans. Jack jumps at the chance, and he returns home with only three beans in his pocket. His mother is so mad at him for his foolish trade that she throws the beans out the window and sends Jack to bed without any supper. After retelling the events in my mind, I would continue reading the story. How would I complete my retelling once I had finished reading Jack and the Beanstalk?*

- Have students discuss with a partner the remaining events in the story. Invite volunteers to suggest details to include in the remainder of the retelling, and continue to retell the story in the correct sequence until the end. Add more pictures to the board as you finish the retelling.
- Have students place sticky notes on pages 4, 6, 9, and 12. Explain to students that as they read, they should stop on every page with a sticky note to retell in their mind the events of the story up to that point.
- 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**

- Explain to students that in most stories a character is faced with a problem that needs to be solved. Write the words *problem* and *solution* on the board. Explain to students that a problem is a difficulty or a puzzle confronting the character, and a solution is the action taken to resolve the issue.
- Point out that characters have problems in stories because people have problems in everyday life. Have students work in groups to discuss problems they had last week and how they solved them. Invite volunteers to share a problem and solution with the rest of the class.
- Draw a T-chart on the board, and label the left side *Problems* and the right side *Solutions*. Write the following sentence beneath the *Problems* heading: *I forgot my lunch.*

- Model determining possible solutions for a problem.
Think-aloud: *When a problem arises, I can deal with it in different ways. For example, if I forgot my lunch one day, I would have a problem. I would be hungry and grouchy if I didn't eat, so it would be a difficulty confronting me. How could I solve this dilemma? One possible solution I could try would be borrowing money to buy lunch. I could also go back home, pick up my lunch, and return to school. Or, I could ask my friends if they had a little bit extra to share with me. These are three different solutions to this problem. To choose a solution, I think about the effects of each one and decide which solution works best for me.*
- Write the possible solutions in the right column of the chart. Draw a line beneath the corresponding problem and solutions.
- Have students discuss with a partner the solution they would choose, and why. Invite volunteers to share their reasoning with the rest of the class.
- Write the following sentence beneath the *Problems* heading: *I didn't complete my homework.* Have students work in groups to discuss possible solutions to the problem, then invite volunteers to share a solution with the rest of the class. Record solutions beneath the *Solutions* heading in the chart.
- Discuss with students which solution they think is the best option, and ask students to explain their reasoning.
- Erase the information from the board, and explain to students that they will use this chart to help organize their discussion of the problem and solution in *Katie and Katie*.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *How many students do you see in this class? I count eight students and one teacher. Remember, a class is a group of students who are brought together to learn.*
- Remind students to look at the pictures and the letters with which a word begins to decode difficult words. For example, point to the word *student* on page 4 and say: *I am going to check the picture and the beginning letters to help myself decode this difficult word. The picture shows a new girl being brought into the classroom by the teacher. However, the word girl begins with the /g/ sound, and this word begins with an st-blend, which makes the /st/ sound. I know, though, that when a new person joins the class, she or he becomes a student. The word student begins with the /st/ sound, and it makes sense in this sentence. The word must be student.*
- Write the word *both* on the board and read it aloud, then have students repeat. Review with students the initial and final sounds in the word. Have students work with a partner to skim the book, find the word *both*, and point to it. Ask all students to turn to a page containing the word *both*. Read the sentence aloud with students, and discuss the meaning of the word *both* on the basis of its context, both in the sentence and the picture.
- Repeat the process with the remaining story-critical vocabulary words.
- Have students work with a partner to create oral sentences for all of the vocabulary words. Invite volunteers to share a sentence with the rest of the class.


Set the Purpose

- Have students read to find out about Katie and Katie's problem. Remind them to retell as they read and to think about the problem in the story and how they might solve it.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.

- Model retelling.
Think-aloud: *I see a sticky note on the bottom of page 5, which reminds me to stop and retell. What has happened so far? The story begins with a girl named Katie who loves school. Then, a new girl joins her class, and she has the same name. However, when the teacher asks Katie to read, they both start to read at the same time. That is how I would retell the beginning of the story.*
 - Draw pictures on the board that represent your retelling. Point out to students that the retelling is in your own words, not just a repetition of the words in the text.
 - Have students work with a partner to retell the events of the story in these first few pages. Remind them to use their own words in the retelling. Ask students to draw pictures that represent their retelling. Invite volunteers to share their retelling and pictures with the rest of the class.
 - Have students work in groups to identify the problem in this story. Call on groups to share the problem with the rest of the class, and guide students to a class consensus on the wording of the problem (*Katie and Katie have the same name, so they never know which of them is being called on*). Record the problem in the left column of the T-chart on the board.
 - Have students discuss with their group possible solutions to this problem. Prompt students groups with questions such as the following: *What would you do if you were Katie? Have you seen a problem like this before? How did the students with the same name solve their problem?* Invite volunteers to share their solutions with the class, and record them beneath the *Solutions* heading in the T-chart.
 - **Check for understanding:** Have students read to the end of page 9. Remind them to stop at every sticky note to retell. Have them retell the events of the story to a partner.
 - Ask students to nod if the Katies have solved the problem and to shake their head if they have not. Remind students that characters usually solve the problem toward the end of the story, so they will need to keep reading to find out what Katie and Katie will do.
 - Have students discuss with a partner the possible solutions on the board and decide which one they would choose. Invite volunteers to share with the rest of the class their choice and the reasoning behind it. Then, have students point to the solution on the board that they think the Katies will use.
 - Have students read the remainder of the book. Remind them to retell story events in their mind at every sticky note and to watch for the solution to the problem.
-  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 the discussion that follows.

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 events of the story after Billy tells Katie it's her turn to lead.
Think-aloud: *At the end of the story, the Katies are still having trouble with their shared name. They both try to lead the line. Finally, they are so upset that they get in a fight. The first Katie declares that she is Katie, and the second Katie argues that she is Katie. The class is watching them, and when others ask the girls what they are going to do, they come up with a good compromise. One Katie decides she can be called Kate, and the other decides she will go by Kat. The class agrees that it is a great idea, and everyone is happy. That is how I would retell the ending.*
- Have students work with a partner to retell the entire story from beginning to end. Remind them to use their own words, and encourage them to draw pictures to accompany their retelling. Call on students to share their retelling with the rest of the class.
- Discuss with students how retelling the story helped them remember and understand what they read.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the problem-and-solution T-chart on the board. Discuss with students the solution from the story. If the solution from the story is already on the board, have students point to it. If not, add it to the right side of the T-chart.
- Have students work in groups to discuss whether they think the Katies made a good decision in their solution. Invite volunteers to share their thoughts with the rest of the class. Discuss with students how the story would have been different if Katie and Katie had solved their problem in a different way.
- **Independent practice:** Introduce, explain, and have students complete the **problem-and-solution worksheet**. Have them work in pairs to check their work. Discuss their answers aloud.
- **Enduring understanding:** In this story, Katie and Katie have to figure out a way to get along in their classroom even though they have the same name. What other types of problems do students encounter in the classroom? How can they solve them?

Build Skills

Phonological Awareness: Initial consonant /k/ sound

- Say the word *Katie* aloud to students, emphasizing the initial /k/ sound. Have students say the word aloud and then say the /k/ sound.
- Have students work in groups to brainstorm to generate other words that begin with the /k/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree the word begins with the correct sound.
- **Check for understanding:** Say the following words one at a time and have students clap their desk if the word begins with the /k/ sound: *cat, both, king, corn, dig, top, and kiss*.

Phonics: Initial consonant Kk

- Write the word *Katie* on the board and read it aloud with students.
- Have students say the /k/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /k/ sound in the word *Katie*.
- Write the word *cat* on the board and read it aloud with students. Have students identify the letter that represents the /k/ sound in the word. Explain to students that both letters *Kk* and *Cc* can create the /k/ sound, but students should focus on words that begin with the letter *Kk*.
- Have students practice writing the letter *Kk* on a separate piece of paper while saying the /k/ sound.
- **Check for understanding:** Write the following words that begin with the /k/ sound on the board: *kit, koi, keep, kite, Kat, and kick*. Say each word, one at a time, and have volunteers come to the board and circle the initial *Kk* in each word while other students trace it in the air.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Kk worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Past-tense verbs

- Call out simple verbs for students to perform at their desks, such as *stand, sit, kick*, and so on. Write the words on the board and review or explain to students that verbs are words that describe actions.
- Point out that all of those actions are happening in the present time. Ask students to share with a partner an action they did yesterday. Invite volunteers to share their sentence with the rest of the class. Record past-tense verbs on the board.
- Have students discuss with a partner the difference between the two sets of verbs. Invite volunteers to share their thoughts with the rest of the class.

- Explain to students that *past-tense verbs* are words that *describe actions that happened in the past*. Point out that past-tense verbs are typically formed by adding the suffix *-ed* to the end of the present-tense verb.
- Write the following sentence on the board and read it aloud with students: *I walked to a friend's house*. Have students point to the verb in the sentence. Invite a volunteer to explain how she or he knows the verb is in past-tense form.
- Write the following verbs on the board: *laugh*, *need*, and *whisper*. Call on students to come to the board and add the suffix *-ed* to the end of each word. Have students work with a partner to use the past-tense verbs in oral sentences.
- Explain to students that if a verb ends in the letter *e*, they simply add the suffix *-d* to the end of the word to create the past tense form. Demonstrate with the verb *decide*.
- **Check for understanding:** Have students locate and circle all the past-tense verbs in the story. Invite volunteers to share a word they circled with the rest of the class, and have other students give a thumbs-up signal if they agree the word is a past-tense verb.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows discuss their answers aloud.

Word Work: High-frequency word *both*

- Explain to students that some words are found in many of the books they will read. Point out that is easier to memorize these words so they can decode them immediately when they see them.
- Write the word *both* on the board and explain that this is a word they will frequently read. Read the word aloud and then have students read it with you.
- Ask students to trace the word *both* on top of their desk with a finger as you spell it aloud. Then, have students practice spelling the word aloud with a partner.
- Read page 8 with students and ask them to point to the word *both*. Remind students of their discussion of the word during the vocabulary portion of the lesson. Have students share with a partner the meaning of the word *both*.
- **Check for understanding:** Have students work with a partner to use the word *both* in three oral sentences. Invite volunteers to share a sentence with the rest of the class, and after each sentence, have the whole class spell the word *both* aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 demonstrate to someone at home how to retell as they read.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students work in groups to discuss funny or exciting events that could happen at school. Ask groups to share their ideas with the rest of the class. Have students draw pictures to create their own characters and school setting and then draw a picture of those characters engaged in some kind of adventure in their setting. Have students write three sentences to describe the final picture. Invite students to share their picture and sentences with the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Math Connection

Have students count the number of letters in their first name. Create a T-chart on the board, and label the left side *number of letters* and the right side *number of students*. Fill out the left side of the T-chart with numbers from 1 to 10 (higher if you have students with longer names). Call on each student to share the number of letters in her or his name, and make a tally mark in the right column beside the corresponding number on the left side of the T-chart. After all students have shared, convert the collected tally marks to numbers so both columns of the T-chart have numbers. Draw a bar graph on the board using this information. Label the x-axis *number of letters* and the y-axis *number of students*. Have students copy the bar graph on a separate piece of paper. Discuss the bar graph with the students, how it organizes the information and what they learned about the data from observing the bar graph.

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 retelling to understand text during discussion;
- accurately identify problem-and-solution relationships during discussion, in the text, and on a worksheet;
- consistently discriminate initial consonant /k/ sound during discussion;
- properly write the letter *Kk* symbol that represents the /k/ sound during discussion and on a worksheet;
- correctly identify and use past-tense verbs during discussion, in the text, and on a worksheet;
- accurately use and spell the high-frequency word *both* during discussion and in oral sentences.

Comprehension Checks

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