



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 539

Book Summary

What's in a name? A boy named Frank—whose real name is Francis—finds out for himself. When another boy at school makes fun of Frank by saying that Francis is a girl's name, the teacher has her students present oral reports about their first names. Frank learns about the famous men who share his name, as well as the heroic relative he is named after.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand and remember story events
- Identify and evaluate problems and solutions in the text
- Identify vowel digraph ea
- Recognize nicknames of people as proper nouns
- Identify and create compound words

Materials

Green text indicates resources that are available on the website.

- Book—*A Hero's Name* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Blank sheets of paper
- Dictionaries
- Extra copy of the book
- Problem and solution, proper nouns: names of people, compound words 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

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

- Content words:

Story critical: *deeds* (n.), *famous* (adj.), *heroic* (adj.), *nickname* (n.), *saint* (n.), *signed* (v.)

Before Reading

Build Background

- Write the word *hero* on the board. Encourage students to explain what they know about heroes and what it takes to become one. Ask students to give examples of heroes they know or have learned about.

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, 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: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop occasionally during reading and retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might retell.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers materials and builds his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 6, 9, 12, and 15 of their books. Explain that as they read, they should stop after reading these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story 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: **Problem and solution**

- Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. 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 somebody making fun of someone else). A *solution* is an act or a process of solving the problem (such as reporting the bullying behavior).
- Explain to students that, in nonfiction writing, an author oftentimes discloses a problem, and a resolution is explained before the end of the book. Explain that in fictional stories, the author typically poses a problem to one or more characters, and the rest of the story evolves around solving the problem. Ask students whether they think this book is fiction or nonfiction.
- Read to the end of page 4. Write the headings *problem*, *possible solutions*, and *consequences* on the board. Discuss a problem Frank may have faced in the past (page 4: *Bobby hadn't picked on him even once*). Explain that readers can infer from this sentence that Bobby sometimes picks on Frank). Write this problem on the board under the heading *problem*. Discuss the possible solutions students might have for each problem, and list them on the board under *possible solutions*. Have students also consider a positive and a negative consequence for each of their solutions, and record them on the board under the heading *consequences*. Circle the possible solution that the class thinks is best. Encourage students to notice, as they read, what solutions the characters chose.

Lesson Plan *(continued)*

A Hero's Name

- Explain to students that readers look for problems and solutions as they read. Model finding problems and solutions.
Think-aloud: I know I will learn about more problems the characters might face as I continue through the book. I know it is necessary to continue reading to find out about the solutions as well. I learned that readers do this, so I'm going to look for problems and solutions in this book as I read.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *famous*, *heroic*, and *nickname*.
- Point out that these three words can be found in the story and that they give insight into different obstacles the characters may face. 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.
- 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 a dictionary to find a word's meaning. Have them locate the word *famous* in the dictionary. Invite a volunteer to read the definition for *famous*. 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 10 as you read the sentence in which the word *famous* is found to confirm the meaning of the word. Repeat the exercise with the remaining two vocabulary words.

Set the Purpose

- Have students read to find out more about the characters' problems and the solutions they chose. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story.

During Reading

Student Reading



- Guide the reading:** Have students read to the end of page 6. Have students underline the important details as they read. Encourage those who finish early to go back and reread.
- Cut out the pages from an extra copy of the book. Place pages 3 through 6 in a pocket chart or along the ledge of the board.
- Model retelling the events of the story using the illustrations as a guide.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. First, Frank was having a perfectly good week at school, and Bobby hadn't picked on him even once. Then a different teacher called aloud for Francis Smith while taking class roll. Frank knew that Francis was his real name and that Frank was just his nickname. Next Bobby yelled out that Francis is a girl's name. Later at recess, Bobby kept making fun of Frank. He didn't care what Bobby thought, but he didn't like to be made fun of.
- Remind students that a retelling includes details and a description about the events of a story, whereas listing a sequence of events tells the most important events that someone would need to know to tell the story correctly, without adding details.
- Invite students to share problems they have identified so far (page 4: Bobby had made fun of him in the past; page 5: his teacher stayed home sick; page 5: a different teacher called him Francis, Bobby made fun of him and called Francis a girl's name; page 6: Frank didn't like to be made fun of). Write them on the board under the heading *problem*.

Lesson Plan *(continued)*

A Hero's Name

- Introduce and explain the **problem-and-solution worksheet**. Point out that the first problem was worked out aloud and written on the board. Ask students to write a new problem from the board on their worksheet. Evaluate possible solutions aloud, discussing a positive and negative consequence of each. Record all of their ideas on the board under the columns *possible solutions* and *consequences*. Have students record the information on their worksheet. Ask them to circle the possible solution they think would be best for the characters.
- Point out the last column on their worksheet, *evaluation*. Explain the process of evaluation (to carefully think about the options and decide if the one chosen was best). Encourage students to fill in the final column, writing their feelings on whether they think it was a good decision for Bobby to make fun of Frank's name, and why or why not.
- **Check for understanding:** Have students read to the end of page 9. Post pages 7 through 9 on the board next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell the details to a partner, regarding the events after Frank got home from school. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Ask students what new problem was presented for the characters (page 8: Dino had a thorn in his paw; page 9: Bobby kept making fun of Frank). Have them fill out the first three columns of their worksheet, *problem*, *possible solutions*, and *consequences*. Remind them to look for the solutions the characters chose as they read, and to stop and fill in the *evaluation* column. Ask students if they thought the teacher's solution to the problem was a wise one.
- Have students read the remainder of the story. Remind them to continue stopping on pages with sticky notes and retell in their mind the details of the story.



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, using the illustrations from the book.
Think-aloud: *First, Frank found out that many famous people had the name Francis, such as Saint Francis who talked to animals. He also read about a famous explorer named Sir Francis Drake, who sailed around the world. Next, he read about many kings named Francis. Later, his mother told him about how he was named after a hero. He learned about his great-great-great-grandmother who saved her little brother from a sinking ship. Her name was Frances Hightower. Finally, he learned that although Francis might not be a girl's name, he was named after one awesome girl!*
- Have volunteers retell the events to the end of the book, using the illustrations from pages 13 through 15 of the book. Then have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Talk about any other problems that the characters encountered. Invite students to identify and discuss them. Evaluate possible solutions aloud, discussing a positive and negative consequence of each possible solution, and recording all of their ideas on the board under the columns for *problem*, *possible solutions*, and *consequences*. Have students discuss their feelings on whether they think each solution was good, and why or why not. Record their discussion on the board in the *evaluation* column.
- **Independent practice:** Have students complete their problem-and-solution worksheet, working with a final problem that has not been discussed and written on the board. Discuss their responses aloud once students have finished.
- **Enduring understanding:** In this book, you read about a boy who was having a problem with another student making fun of his name. Now that you know this information, why is it important to think about how others might feel, before you laugh at something about them?

Build Skills

Phonics: Vowel digraph ea

- Have students turn to page 5 and find the word *teacher* in the first line. Write the word *teacher* on the board and point to the letters *ea*. Explain to students that the letters *e* and *a* together stand for the long /e/ vowel sound they hear in the middle of the word *teacher*.
- Explain that the *ea* letter combination is one of the letter combinations that stands for the long /e/ sound and this combination of letters is called *vowel digraph* *ea*.
- Write the word *beam* on the board. Point to the letter combination that stands for the long /e/ sound, and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *teacher*. Point out that the long /e/ sound comes in the middle of this word. Next, run your finger under the letters as you blend the three sounds in *beam*: b/ea/m. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Write the words *sea* and *say* on the board and say them aloud. Ask students which word contains the same vowel sound as in *teacher*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.



Check for understanding: Have students turn to page 11. Ask them to find and circle the word that has a long /e/ sound (*years*).

Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *common noun* is a *person, place, or thing*. Ask students to turn to page 4 and give examples of common nouns from the text (*class, dinosaurs, week, school*).
- Review or explain that a *proper noun* is the name of a *specific person, place, or thing*. A proper noun always begins with a capital letter. Write examples of proper nouns from page 4 on the board (*Bobby, Frank*).
- Have students turn to page 5 and tell what a nickname is. Ask a volunteer to clarify Frank's name versus his nickname (*Francis Smith* is his name, and his parents and friends called him *Frank*, which is his nickname). Ask students if they have any nicknames, and invite them to share. Ask how they got their nickname and what it means to them. Explain to students that when people write a nickname, it also begins with a capital letter.
- Explain that there are a number of names with common nicknames: Richards are often called *Dick* or *Rich*, for example, and Margarets are sometimes called *Peg* instead. Rebecca may be called *Becky*, and Charles may be nicknamed *Charlie* or *Chuck*. A girl named Cynthia might be called *Cindy*; Victoria, *Vicky*; and Catherine, *Kate*.

Lesson Plan *(continued)*

A Hero's Name

- **Check for understanding:** Write volunteers' names on the board and ask them to share their nicknames. Remind students that the names and the nicknames are both capitalized.
- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-people worksheet](#). When students have finished working, discuss their answers.

Word Work: **Compound words**

- Write the word *afternoon* on the board. Ask students which two words were joined together in the word *afternoon* (*after* and *noon*). Explain that this word is called a *compound word*. A compound word contains two words that together create one word. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (*after* the *noon* hour on the clock).
- Write the following sentence on the board: *She was just about to say something else.* Have students read the sentence and identify the compound word (*something*). Ask them which two words are joined together in the word *something* (*some* and *thing*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the bigger word.



- **Check for understanding:** Have students read page 14 in their book. Have them identify and underline the compound word on the page (*grandmother*). Ask students to circle the two words contained in the compound word. Have them use these words to discuss the meaning of the larger word with a partner. Then discuss the meaning of the word with students as a group.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). When students finish, discuss their answers 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. With someone at home, have students practice retelling the story.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a fictional story in which their character experiences a problem. Explain to students that the problem might be something their character is experiencing at home or in school. Explain to them that the story needs to include a solution by the end. Remind students to keep the characters and events believable since they are writing a realistic fiction story, and encourage them to include dialogue using quotation marks.

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

Social Studies Connection

Provide Internet resources for students to learn more about bullying behavior and how it affects others. Talk about how Bobby's words and actions were hurtful to Frank and that they are considered bullying behaviors. Ask students to talk about how they feel about bullying behaviors, and discuss how to stop them from happening.

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:

- accurately and consistently demonstrate retelling the story during discussion
- effectively identify and analyze the problems and solutions in the story, in a discussion, and on a worksheet
- fluently read the vowel digraph *ea* during discussion and independently
- identify proper nouns and nicknames of people during discussion and on a worksheet
- correctly identify and form compound words during discussion and on a worksheet

Comprehension Checks

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