

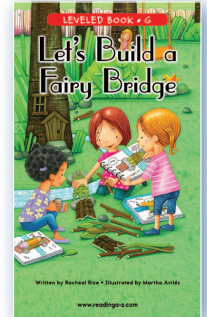
### Focus Question:

*How do the girls in this story decide which fairy bridge is best?*

### Book Summary

Text Type: Fiction/Realistic

*Let's Build a Fairy Bridge* is a charming story of the scientific process of experimentation! Lily, Kat, and May want to build a bridge across a small stream for their fairy friend. They have three different ideas. Early readers will enjoy seeing how the three friends test their bridges to see which one is best. The book can be used to teach students about making predictions and sequencing events as well as problem solving.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Sequence events
- ☐ Segment syllables
- ☐ Identify long /e/ vowel digraph
- ☐ Understand and identify quotation marks
- ☐ Describe information provided by illustrations
- ☐ Identify and understand the use of suffixes -er and -est

#### Materials

- ☐ Book: *Let's Build a Fairy Bridge* (copy for each student)
- ☐ Make, revise, and confirm predictions; sequence events; suffixes -er and -est 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).

- **High-frequency words:** *our, said, this*
- **Words to Know**  
**Story critical:** *bridge* (n.), *build* (v.), *cross* (v.), *fairy* (n.), *river* (n.), *strong* (adj.)
- **Academic vocabulary:** *use* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place photographs of various bridges in a pocket chart. Ask students what they already know about bridges, what they do, how they are built, and so on. Ask volunteers if they have ever built toy bridges for cars, trains, or dolls and if so, what they built the bridge with.

##### Introduce the Book

- Give students their copy of *Let's Build a Fairy Bridge*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

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

- Explain to students that engaged readers make predictions, or guesses, about what will happen in a story. They make predictions using clues from the story and what they already know. Emphasize that the goal is not to make sure that the predictions are correct, but rather to make sure that the predictions make sense on the basis of the story.
- Have students study the illustration on the front cover. Ask them to look carefully at the details in the illustration, and ask volunteers to share their descriptions. Give students the make-revise-and-confirm-predictions worksheet, and ask them to predict what they think the story will be about, on the basis of the front cover and the title of the book. Have them write their prediction on the worksheet and draw a picture.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Sequence events

- Explain to students that stories usually must be told in a particular order, from beginning to end. The correct order of a story is called the *sequence of events*.
- Explain that certain words are often used to describe a sequence of events. Write the transition words first, next, then, after that, and finally on index cards, and mix them up. Distribute them to students, and ask them to read the word aloud. Have them work together to put the words in an order that is usually used when describing a sequence. Assist as needed.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out about the fairy bridge. 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 do the girls want to make a bridge?*  
(level 1) page 3
- *How do the girls plan ahead for their bridges?*  
(level 1) page 5
- *Why do the girls decide to build three bridges?*  
(level 1) page 5
- *How do the girls test their bridges?*  
(level 2) multiple pages
- *What kind of jobs are the girls doing?*  
(level 3) multiple pages

#### Text Features: Illustrations

Explain that illustrations are helpful when reading because they help the reader know exactly what something looks like. They can also tell more of the

story, or give more detail to the words on the page. Have students look at the illustrations on pages 6, 7, and 8. Ask students: How do the pictures help you understand more fully how the girls are constructing their bridges? Have students review other pictures in the book and tell how the pictures helped them understand the words on the page; ask them who else is featured in the illustrations that makes the illustrations a little more fun to view.

#### Skill Review

- Using the make-revise-and-confirm-predictions worksheet, model for students (stopping at page 5) how to confirm or revise a prediction.  
*Think-aloud: Before I read the book, I predicted that the three girls would work together and build one fairy bridge. Now I see that they are each planning a different type of bridge and they are going to test them to see which one is the strongest. I am going to change my prediction. I think the bridge made out of rocks and bark will be the strongest. I will write that in the middle of my worksheet.*
- Have students look at the prediction they made before reading. Invite them to share whether they confirmed or revised their prediction.
- Check worksheets for individual understanding. Encourage students to make new predictions if necessary.

### 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: Sequence events

Review orally with students the order the story was told in. Introduce, explain and, have students complete the *sequence events worksheet*. Monitor for accuracy as students glue the sentence strips in place.

#### 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. (Students should include the idea that the girls tested the bridges' strength with rocks).

#### Comprehension Checks

- *Book quiz*
- *Retelling rubric*

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: Segment syllables

- Explain to students that you are going to count the syllables, or parts, in a word from the story. Say the word *fairy*, clapping at each syllable: fair-y. Explain to students you clapped two times because there are two parts, or syllables, in the word.
- Ask students to join you in saying and clapping the number of syllables of words from the story: *bridge*, *cannot*, *Lily*, *stronger*, *rock*, *river*.
- **Check for understanding:** Ask students to look through the book and see if they can find any words that have more than two syllables (there are none). Challenge students to think of some words they know that have three or more syllables. Write the volunteered words on the board, and then clap and count their syllables.

##### Phonics: Vowel digraphs *ee* and *ea*

- Write the word *needs* on the board. Have students find the word on page 3 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (the long /e/ sound). Circle the *ee* in the word and review that the letters *ee* can stand for the long /e/ sound as in *needs* and *three* (second sentence on page 5). Write the word *three* on the board next to *needs*. Blend the words aloud as you run your finger under the words. Have a volunteer circle the letters in *three* that represent the long /e/ sound.
- Write the word *leaves* on the board, and have students find the word on page 4. Review or explain that the letters *ea* can also stand for the long /e/ sound.
- **Check for understanding:** Ask students to find a word on page 5 that makes the long /e/ sound with the letters *ea* (*each*).
- **Independent practice:** Draw a T-chart on the board, with one side labeled *ee* and the other side labeled *ea*. As a class, sort the words on the board into the appropriate columns. Have students look in the book to find all examples of *ee* or *ea* words and circle them. Invite volunteers to come to the board and write words from the book or words they know with the long /e/ vowel sound. Monitor and assist students to write the words in the appropriate column on the board.

##### Grammar and Mechanics: Quotation marks

- Review or explain that there are punctuation marks, called quotation marks that are used to show the words someone is speaking. Say: *If I am writing and I want to show when someone is speaking, I enclose the words in quotation marks. All the other words that are not spoken words are outside the quotation marks.*

- Write the following sentence on the board: *We will draw and build three bridges, said May.* Read the sentence together and discuss which words are the spoken words (*We will draw and build three bridges*). Model writing quotation marks around the spoken words.
- **Check for understanding:** Write several more sentences from the book on the board with the quotation marks missing. Ask volunteers to come to the board, cup their hands around the spoken words, and then write in the quotation marks.
- **Independent practice:** Have students work with a partner to find and highlight additional examples of characters speaking and the quotation marks around their spoken words in the remainder of the book.

##### Word Work: Suffixes *-er* and *-est*

- Write the word *strong* on the board. Next, write the word *stronger* next to *strong* and ask students to find the word on page 9. Add *strongest* to the board and have students find it on page 11. Have students use the words in a sentence.
- Explain or review that a *suffix* is a *syllable, or group of letters, added to the end of a word to alter or change its meaning*. Two examples of suffixes are *-er* and *-est*. Circle the suffixes in the words on the board. Explain that these two suffixes are used when we want to compare things.
- Write the words *tall*, *nice*, and *cold* on the board. Have volunteers add the suffix *-er* to each word (*taller*, *nicer*, *colder*). Discuss how, when the suffix is added, the word can be used to compare two things. Have students turn to page 9, and read the sentence "*This bridge is stronger than our first bridge,*" said May. Point out that May is comparing two of the bridges.
- Have students turn to page 11, and read the second sentence aloud. Point out the word *strongest* and the suffix *-est*. Discuss with students how adding the suffix *-est* changed the word to compare three things (*bridges*).
- **Check for understanding:** Write the words *big*, *sad*, *fast*, *great*, *kind*, *large*, *short*, and *cute* on the board. Have students take turns coming to the board and adding *-er* or *-est* to the words. Ask other students to use the new words in a sentence.
- **Independent practice:** Introduce, explain, and have students complete the *suffixes -er and -est worksheet*. If time allows, discuss answers aloud after they are finished.

##### Connections

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