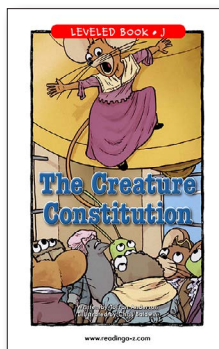


## Lesson Plan

## The Creature Constitution



### About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 331

### Book Summary

*The Creature Constitution* is the story of Maddy the Mouse and the other creatures of Independence Hall in 1786. The creatures are miserable and tired because singing pigeons, scurrying mice, and chirping crickets make it hard for anyone to sleep. Follow along as Maddy brings all the creatures together to create their first constitution. Bright and detailed illustrations support the enjoyable and entertaining text.

Book and lesson are also available at Levels M and P.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Make, revise, and confirm predictions to understand text
- Identify problem and solution
- Discriminate medial long vowel /e/ sound
- Identify vowel digraphs ee and ea
- Identify prepositions *in* and *into*
- Understand and use the suffix *-ed*

#### Materials

Green text indicates resources are available on the website.

- Book—*The Creature Constitution* (copy for each student)
- Chalkboard or dry-erase board
- Map of the United States
- Dictionaries
- Problem and solution, prepositions, suffix *-ed* 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](http://VocabularyA-Z.com).

- High-Frequency words: *all*, *they*, *would*
- Content words:

Story critical: *agreed* (v.), *argue* (v.), *constitution* (n.), *rules* (n.), *signed* (v.), *tired* (adj.)

### Before Reading

#### Build Background

- Write the word *conflict* on the board and ask volunteers to suggest a definition. Explain that a *conflict* is a disagreement or problem. Invite students to think of a time when they had a conflict with someone or something. Have students share their experiences and invite them to explain how the conflict was resolved.

- Show students the cover of the book and read the title aloud. Explain that this book is about a group of creatures that have a problem or a conflict. Explain that the setting for this story is in a historic place called Independence Hall. Point out to students that Independence Hall is located in Philadelphia, Pennsylvania. Show students a map of the United States and locate Philadelphia on the map. Explain to students that Independence Hall is the place where the rules and laws of the United States were first decided upon over two hundred years ago. These rules and laws are called the United States Constitution.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and have them view the pictures. Have students discuss what they see in the pictures. Ask them if they think this story is fiction or nonfiction. Explain that even though the setting of the story is in a real place, on the basis of the pictures, it is clear that this story is fiction.
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers make predictions, or guesses about what will happen next in a story. Emphasize that making a prediction that makes sense, on the basis of clues from the story, is more important than getting the prediction right. Remind students that they can always change, or revise, a prediction as they read.
- Model making a prediction using information from the cover.  
**Think-aloud:** *When I read the title of this story, The Creature Constitution, I receive a big clue. I know from the title and from the pictures on the cover that this is a book about a group of animals. I also know that a constitution is an agreement or a set of rules. As I look more closely, I notice that all the creatures are looking up at a mouse that seems to be talking to them. With these clues, I can make a prediction about the story. I predict that the mouse talking to the other animals is the leader and will help the creatures make laws or rules. Perhaps the creatures need laws because there is a conflict.*
- Invite students to make their own predictions on the basis of the cover of the story. Encourage them to be as specific as possible in their predictions. Record these predictions on the board. Remind students that being correct in their predictions is not as important as learning to look for important clues in the text and in the pictures. Point out that students can always revise a prediction and that doing so will help them to stay engaged with the story.
- 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**

- Write the words *Problem* and *Solution* on the board. Remind students that in many stories, the character has a *problem*, or a difficulty that needs to be solved. The *solution* is how the character works through the problem and resolves it.
- Create a T-chart on the board, and label the left column *Problem* and the right column *Solutions*. Write the following sentence on the board under the *Problem* heading: *I forgot my homework at my house.*
- Model how to determine solutions to a problem.  
**Think-aloud:** *I know that when I have a problem, I have many choices about how I can handle it. In this example, my problem is that I forgot my homework at my house. What are some steps I can take to solve this problem? One way I could solve the problem would be to ask for permission to go home and get my homework. I could stay in during recess and redo my homework. Or, I could have a conversation with the teacher and explain that I will bring it the next day. These are all possible solutions I could use to solve the problem of not having my homework.*

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- Model filling in the chart on the board with information from the think-aloud. Reinforce that there are many ways to solve one problem.
- Write the following sentence on the board under the *Problem* heading: *I got lost on the way to the store.* Have students work in groups to discuss possible solutions to this problem. Invite volunteers to share their solutions, and record these under the *Solutions* heading.

### Introduce the Vocabulary


- Write the following content vocabulary words on the board: *argue*, *rules*, and *constitution*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into three sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and to create a definition using their own prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *rules* in the dictionary. Remind students to remove the suffix from a word and identify the root word before searching in the dictionary. Ask a volunteer to name the root word of *rules*. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *rules* in the glossary. Point out that the dictionary has multiple definitions for the word *rule*, depending on the usage. Have students compare the dictionary definition with the glossary definition, and ask them which dictionary definition is the most similar. Ask them to compare this definition with their prior knowledge of the word.
- Ask students to locate the word *rules* on page 6 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words. Have students compare and contrast the three sources: the dictionary, the glossary, and the text.

### Set the Purpose

- Have students read to make, revise, and confirm their predictions about Maddy the Mouse and the creatures of Independence Hall.

## During Reading

### Student Reading


-  Have students read pages 3 and 4. Invite students to identify the main problem the characters are having in the story. Have students underline one sentence that explains the problem (page 3: *None of the creatures in the hall were able to sleep*). Point out that information such as the crickets chirping all night and the pigeons singing early in the morning are details that help to further explain the problem.
- Introduce and explain the [problem-and-solution worksheet](#). Have students complete the *Problem* section of the worksheet. Remind students that any given problem may have multiple solutions. Ask students to brainstorm to generate a list of ideas about how the creatures could solve the problem of not being able to sleep. Discuss with students how creating possible solutions to the problem is also a way to create predictions, or guesses about what might happen in the story. Encourage students to base their possible solutions on clues they have gained from the text or the pictures. Have students share these insights and then record two solutions on the worksheet.
- Model making a prediction on the basis of the clues in the story.  
**Think-aloud:** *After reading the first two pages of the story, I will pause and make a prediction, or a guess about what might happen. I know the problem in the story that must be solved is that none of the creatures are able to sleep at night. As I look at the picture on page 4, I see a picture of Independence Hall. It looks like a big building. I know that all the creatures in the story, such as the spiders, the mice, the crickets, and so on, are all very small. On the basis of this*

## Lesson Plan *(continued)*

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*information, I will make a prediction for a possible solution. I predict that the creatures will find new parts of the building to live in where they will have space apart from one another so they don't keep each other up at night.*

- Have students read pages 5 through 8. Discuss with students the developments in the story with regard to the problem and solution. Say: *I predicted that the problem of the creatures not being able to sleep would be solved by the animals, moving to different parts of Independence Hall. After reading pages 5 through 8, I learned that Maddy the Mouse wants to solve the problem by creating a constitution like the one the humans have. I will have to wait and see if a constitution will solve the creatures' problem.*
- Point out to students that your prediction about the creatures moving to different parts of the building was not correct. Remind students, however, that the accuracy of a prediction is not as important as learning to look for clues in the text and in the pictures. Explain to students that you must revise your prediction. Say: *Now that I know the creatures are not moving to different parts of the building, I must revise my prediction. I learned that Maddy the Mouse wants the creatures to make a constitution, or a set of rules and laws. I also learned that Maddy called a meeting and that there were so many animals there they could barely move. On the basis of this information, I will revise my prediction. I predict that Maddy will explain and suggest a constitution to the creatures. I predict that it will not be an easy task for all of the creatures to agree upon the laws and rules.*
- Have students read pages 9 through 11. Ask a volunteer to identify a problem the creatures faced when starting to make a constitution (*there are too many creatures to talk about the rules*). Ask a different volunteer to explain how Maddy solved this problem (*she had each group pick five creatures to represent the group at the next day's meeting*).
- Discuss with students your prediction about Maddy and the constitution. Say: *I predicted that Maddy would suggest a constitution to the creatures. On the basis of what I read, I can confirm that my prediction about Maddy suggesting the constitution was correct. I also predicted that it would not be an easy task for the creatures to create the constitution. Maddy has divided the creatures into groups, so perhaps it will not be so difficult. I will have to keep reading to either revise or confirm this prediction.*
- Invite students to share their predictions about the creatures creating a constitution. Ask students if they need to revise a prediction or if they have been able to confirm any predictions. Have students share their findings.
- Have students read the remainder of the story. Remind them to revise or confirm their predictions as they read.

 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

- Model how to confirm a prediction.  
**Think-aloud:** *I predicted that Maddy would suggest creating a constitution as a way to solve the problem of the creatures not sleeping at night. I confirmed this prediction as I read. I also predicted that it would not be easy for Maddy to get all the creatures to agree on the rules and laws. As I read, I learned that some of the creatures argued but that Maddy was a very effective leader and reminded the creatures to work together.*
- **Independent practice:** Have students work with a partner to discuss and review their predictions throughout the story. Invite students to discuss if each prediction was confirmed or was revised. Have students discuss why using clues from the story is more important than an accurate prediction.


### Reflect on the Comprehension Skill

- Have students turn to page 15 and read the page aloud. Ask a volunteer to explain the solution to the creatures' main problem. Have students record this information in the *Solutions* box on the problem-and-solution worksheet.
- Invite students to consider other possible solutions to the creatures' problem now that they have completed the story. Invite them to share their responses.
- Enduring understanding: In this story, Maddy becomes the leader of the creatures, and they agree that they will bring all of their future problems to her. How might having a constitution help Maddy to solve the creatures' problems in the future?

### Build Skills


#### Phonological Awareness: Initial consonant /e/ sound

- Say the word *creature* aloud to students, emphasizing the medial long vowel /e/ sound. Have students say the word aloud and then say the long vowel /e/ sound.
- Say the word *meet* aloud to students, emphasizing the medial long vowel /e/ sound. Have students say the word and then say the long vowel /e/ sound.
- Read page 3 aloud to students. Have them raise their hand when they hear the long vowel /e/ sound in the middle of a word (*creatures, sleep*).
- Read page 6 aloud to students. Have them raise their hand when they hear the long vowel /e/ sound in the middle of a word (*began, meeting, sneaked, needed*).


 **Check for understanding:** Read the following words aloud to students: *greet, stop, check, cheek, week, rest, beast, keep*. Have them give a thumbs-up signal when they hear the long vowel /e/ sound in the middle of the word. Have them give a thumbs-down signal if they do not hear the long vowel /e/ sound.


#### Phonics: Vowel digraphs ee and ea

- Write the word *meet* on the board and point to the letters ee. Explain to students that the letters e and e together stand for the long /e/ sound they hear in the middle of the word *meet*.
- Explain that the letter combination ee is one of the letter combinations that stands for the long vowel /e/ sound. Explain to students that this combination of letters together is called a *vowel digraph*.
- Write the words *street* and *stick* on the board and say them aloud. Ask students which word contains the same vowel sound as in *meet*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words containing the vowel digraph ee. *Write each example on the board, and invite students to come to the board and circle the vowel digraph in each word.*

 Have students turn to page 6 and circle all of the words with the vowel digraph ee (*meeting, needed*). Write these words on the board and circle the vowel digraph ee.

- Explain to students that the vowel digraph ea also makes the long vowel /e/ sound. Write the word *read* on the board and circle the vowel digraph ea.
- Ask students to name other words containing the vowel digraph ea. Write each example on the board and invite students to come to the board and circle the vowel digraph in each word.


 Have students return to page 6. Ask them to underline all words with the vowel digraph ea (*sneaked*).

 **Check for understanding:** Have students reread pages 7 and 8 with partner. Ask students to circle the words with vowel digraphs ee and ea (*meeting, creature*). Have students share their findings with the class.




## Lesson Plan *(continued)*

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 **Independent practice:** Have students reread pages 9 through 16. Have them circle all the words that contain the vowel digraph *ee* or *ea* (*need, sleep, creatures, agreed, each, meeting, agree*).

### Grammar and Mechanics: **Prepositions**

- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens. Explain to students that *in* and *into* are examples of prepositions.
- Have students turn to page 3. Ask them to locate the first sentence. Read the sentence aloud and write it on the board: *None of the creatures in the hall were able to sleep.* Circle the word *in*. Have a volunteer explain how the preposition is used in this sentence (it explains *where* the creatures are located in relation to the hall).

 Invite students to circle every occurrence of the preposition *in* on page 4 (*The pigeons in the clock tower would start to sing early in the morning*).


- Have students to turn to page 6. Ask them to locate the second sentence, and write it on the board: *Maddy sneaked into the room and listened as they talked.* Have a volunteer come to the board and circle the preposition *into*. Ask students how the preposition is used in the sentence. Invite students to look for the preposition *to* on page 6.


 **Check for understanding:** Have students reread the story with a partner. Ask students to circle the prepositions *in* and *into*. Invite students to discuss how the prepositions are used in each sentence.

- **Independent practice:** Introduce, explain, and have students complete the [prepositions worksheet](#). If time allows, discuss their answers aloud.

### Word Work: **Suffix -ed**

- Write the word *reached* on the board. Ask students to identify the root word (*reach*) and write it next to *reached*. Have students use both 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 or its verb tense. An example of a suffix is *-ed*.
- Write the words *walk, turn, and touch* on the board. Have volunteers add the suffix *-ed* to each word (*walked, turned, touched*). Discuss how when the suffix *-ed* is added, it changes the verb tense of the word. The words now describe an action that happened in the past.

 Have students turn to page 6 and circle all of the words with the suffix *-ed* (*sneaked, listened, talked, needed, called*). Write these words on the board. Ask volunteers to identify the root of each word, and record this information on the board (*sneak, listen, talk, need, call*). Discuss with students how adding the suffix *-ed* changes the words to represent actions that happened in the past. Have students use each word in a sentence.

 **Check for understanding:** Have students work with a partner to reread the story and circle the words with the suffix *-ed*. Invite students to underline the root of each word.

- **Independent practice:** Introduce, explain, and have students complete the [suffix -ed worksheet](#). If time allows, discuss 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. Have students demonstrate how a reader makes, revises, and confirms predictions while reading.

## Extend the Reading

### Writing Connection

Guide students in a discussion about what makes an effective leader. Invite students to give examples of people they know who are effective leaders. List some of the qualities of effective leaders on the board. Give students an opportunity to think about effective leaders and to brainstorm to generate additional attributes. Have them consider both famous leaders, such as Martin Luther King Jr., and everyday leaders such as a parent or a teacher. Have them record their thoughts. Once students have completed the brainstorming process, invite them to write a short essay detailing the qualities and attributes of an effective leader.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on expository writing.

### Social Studies Connection

Invite students to brainstorm to generate ideas for a classroom constitution. Guide a discussion about how constitutions are created to help maintain peace and order. Divide the class into small groups. Invite each group to brainstorm to generate ideas for the classroom constitution. Have each group record their ideas and to choose one student to present this information to the class. Explain that each group's representative will have an opportunity to present their ideas and then the class will vote to determine which rules will be included. Following the vote, create an official classroom constitution and have students sign their names.

### 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 make, revise, and confirm predictions to comprehend the text
- correctly identify the problem and solution in the text and on a worksheet
- accurately discriminate long vowel /e/ sound during discussion
- correctly identify vowel digraphs ee and ea during discussion and in the text
- consistently identify and correctly use prepositions in the text and on a worksheet
- accurately identify and use suffix -ed during discussion, in the text, and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)