



About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 468

Book Summary

It looks like rain at Anna's school picnic. But with Oma's magic coat, Anna can change the weather, and she commands the clouds to go away. Under sunny skies, everyone has fun except Anna. How can she enjoy a picnic while wearing a coat that is too heavy and too hot?

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Connect to prior knowledge to understand a fiction story
- Analyze characters in text
- Identify *r*-controlled vowel *ur*
- Identify and use adjectives
- Identify and use similes

Materials

Green text indicates resources available on the website

- Book—*Anna and the Magic Coat* (copy for each student)
- Chalkboard and dry erase board
- Dictionaries
- Index cards
- **Analyze character, adjectives, similes 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**.

- **Content words:**

Story critical: **breeze** (n.), **cupcakes** (n.), **magic** (adj.), **picnics** (n.), **swirled** (v.), **weather** (n.)

Enrichment: *murmured* (v.), *Oma* (n.), *Opa* (n.)

Before Reading

Build Background

- Have students brainstorm words associated with picnics, especially school picnics. Create a word web for the topic of picnics and record their words on the web. Encourage students to include words about food, games, places, and weather.
- Ask students if they have read any other stories in which a character discovers a magical object. Ask questions such as the following: *What did that object do? How did the character use it? Did the object result in good or bad things for the character?*
- Given what students brainstormed concerning school picnics, ask them how they think Anna might use the magic coat. Ask: *What might the magic coat do?*

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).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to make personal and literary connections to the text, based on the cover information. Remind students of the stories they mentioned during the Build Background section.
Think-aloud: The title of this book makes me think of a book I read about a boy who found a magic ring. He made wishes that made him happy at first, but then the ring and the wishes he made got him into trouble. I wonder if Anna will have trouble with her magic coat? (Tailor comments to your own situation.)
- Ask students to share what the illustrations and/or title make them think of.
- *Think-aloud: Good readers make connections to what they read. If you can think of a time when something happened to you that is like what happened to the character in a story, it can help you understand how that character might be feeling. When you think of events that are similar, you can better understand what's happening in 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: **Analyze character**

- Remind students that all stories have characters, setting, and plot. Remind them that they can learn about characters by what they say, what they do, what they think, and what others say about them.
- *Think-aloud: When I read a story, I try to think of times when I felt like the character in the book. This helps me better understand how that character might be feeling. Characters can have lots of different feelings in stories, just as real people do. As things happen in the story, the characters react in different ways and have different feelings.*
- **Check for understanding:** Have students read the first paragraph of the story. Ask them if they have ever looked forward to something but were afraid it might be ruined by something uncontrollable, like the weather. Ask students to describe how they felt. Ask them to describe how Anna might be feeling at this point in the story. Have them think of words to describe her feelings, such as *worried*, *anxious*, *concerned*, or *unhappy*.
- Introduce and explain the [analyze character worksheet](#). Have students record Anna's feelings in the first column.

Introduce the Vocabulary


- Model strategies that students can use to work out words they don't know. For example, they can use what they know about letters and sounds, base words, prefixes, and suffixes. They can also use the context to work out the meanings of unfamiliar words.
- Have students find the word *cupcakes* on page 4. Ask how they might read this word if they don't already know it. Suggest that they might recognize that the word is made up of two smaller words that they know, *cup* and *cakes*.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it appears. Have them look for other clues in the sentences before and after the sentence containing the unfamiliar word in order to find or confirm the meaning of the word. Have a volunteer read the sentences aloud, and ask others to confirm whether it makes sense and whether they know the meaning of the word.
- Repeat the activity with other vocabulary words as time allows.

Set the Purpose

- Have students read the book to learn about the personality of the main character, Anna. Encourage them to pause when they think that Anna is feeling a new way and think about how they might feel if they were in the same situation. Explain that as Anna's feelings change, they should record them on the analyze character worksheet.

During Reading

Student Reading

- **Guide the reading:** Ask students to read to the end of page 8. If they finish before the others, have them go back and reread the pages.
 - When students have read through page 8, lead a discussion about Anna's feelings. Have students share about a time when they might have felt the same way as Anna. Encourage them to think of a variety of emotions. (For example: *She was excited. She was impatient to get to the picnic. She was happy.*)
 - **Think-aloud:** *It looks as if Anna has found a solution to her problem with the weather. I know that when I find solutions to problems, especially problems that I didn't think I could solve, I am very happy and excited. I'll write happy and excited on my worksheet.*
 - **Check for understanding:** Ask students how Anna's feelings have changed from what they were on page 4. Discuss why she feels differently.
 - Have students read the remainder of the book. Remind them to note Anna's feelings and making connections to their own experiences as they read.
 - As students read, monitor their reading and intervene to help students work out difficult words.
-  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

- Discuss with students how making connections to personal experiences helps readers understand a character's actions and motives. Ask how having read other stories in the same genre helps them better understand the story.
- **Think-aloud:** *As I read the story, I put myself in Anna's position. Sometimes I found myself forgetting I was reading the story because I felt as though I was having the same experiences and feelings as Anna. This kept me involved in the story and helped me to understand it better.*
- **Check for understanding:** Have students share examples of how they connected to their own experience or the experiences of characters in other books they have read to understand the information in the story.

Reflect on the Comprehension Skill

- **Discussion:** Ask volunteers to retell the story. Have them refer to their worksheet and any words they recorded about how Anna felt during different parts of the story. Encourage them to make the connection that characters' feelings often affect what happens in the story. (For example: *Anna feels upset and frustrated with her magic coat, so she takes it off.*)
- **Check for understanding:** Ask students if they can think of other words to describe Anna's feelings. Have them add the words to the analyze characters worksheet.
- **Independent practice:** Have students complete the analyze character worksheet, describing how she felt on page 12 and at the end of the story.

Lesson Plan *(continued)*

Anna and the Magic Coat

- **Enduring understanding:** In this story, you read about a character who had a problem and tried to find a solution. This solution led to other problems. How do you deal with problems that arise in your life? How do you feel as you go about finding a workable solution?

Build Skills

Phonics: **R-controlled vowel ur**

- Write the word *murmured* on the board and say it aloud with students. Explain that the sound they hear at the beginning of the word is one of the sounds made when the letters *u* and *r* are combined. Explain that the *ur* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short. They are tricky because they are sometimes difficult to hear.
- Have students say the /ur/ sound aloud. Write the word *turn* on the board. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board that contains the /ur/ sound, such as *fur*, and ask students to identify which letters represent the /ur/ sound. Have students look on page 12 and highlight or circle the word that contains the /ur/ sound (*hurt*). Write the word on the board.
- **Check for understanding:** Say the following words one at a time: *burn*, *large*, *rare*, *turn*, *blurt*. Have students give the thumbs-up signal for each word with the *r-controlled* /ur/ sound as in the word *spurt*.

Grammar and Mechanics: **Adjectives**

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one*, *how many*, or *what kind*. Point out that this book is rich in descriptive language, and adjectives are plentiful.
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence.
A little rain makes all things better.
Anna set her cupcakes on the picnic table.
Black clouds piled up, and fat raindrops fell.
- Have individual students come to the board and circle the adjective(s) in each sentence (*little*, *all*, *better*, *the*, *picnic*, *black*, *fat*). Then have them underline the noun that each adjective describes (*rain*, *things*, *table*, *clouds*, and *raindrops*). Discuss how the first sentence contains two different adjectives that describe one noun (*all* and *better* both describe *things*).
- Explain that an adjective doesn't always precede the noun or pronoun it modifies, as seen in the first sentence.
- Point to the circled adjectives in the first sentence (*little*, *all*, and *better*). Ask students to determine whether the adjectives are telling which one, how many, or what kind (*all* describes how many; *little* and *better* describe what kind). Repeat the exercise with the other two sentences.
- ✍ Have students use the inside back cover of their book to write *adjective* along with the definition of the term (*a word describing a noun or pronoun that tells which one, how many, or what kind*) to help them remember the terminology.
- ✍ **Check for understanding:** Have students work in pairs to reread page 12. Have them circle all of the adjectives they find. Discuss the results as a group, identifying the noun that each adjective describes and whether the adjective tells which one, how many, or what kind.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). Discuss their answers as a group once everyone has finished.

Word Work: Similes

- Write the word *simile* on the board. Review or explain that a *simile* is a figure of speech comparing one thing to another by using the word *like* or *as*. Ask students to turn to page 6 to find an example of a simile. Ask a volunteer to read the sentence that contains the simile using *as* to compare two things. (*"It's the long coat, gray as a cloud, that hangs by the door," Oma said.*) Ask what the long coat is being compared to (a gray cloud). Write the example *gray as a cloud* on the board under the word *simile*.
- **Check for understanding:** Challenge students to find another example of a simile in the book and underline it (page 6: *quick as lightning*). Ask whether they think this is a good simile to describe how Anna moved. Add this example to the first example on the board.
- **Independent practice:** Introduce, explain, and have students complete the [similes worksheet](#). If time allows, discuss their answers.

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 practice making connections to personal experience with someone at home and then sharing their thoughts.

Extend the Reading
Fantasy Writing Connection

Have students write a descriptive story using strong adjectives and examples of figurative language. Help them choose a familiar topic for their description, such as a pet, the weather, or a garden. Encourage them to illustrate their writing.

Science Connection

Provide print and online resources for students to research weather. Have them find out what elements make weather change, for instance, from sunny to rainy or from windy to calm. Provide time for students to discuss the results of their research.

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 reading strategy of connecting to prior knowledge to better understand the story
- accurately analyze a character's feelings throughout a story as the story events change during discussion and on a worksheet
- correctly locate and read words with *r*-controlled vowel *ur* during discussion and on a worksheet
- accurately recognize adjectives used in the text, during discussion, and on a worksheet
- correctly recognize examples of similes in the text, during discussion, and on a worksheet

Comprehension Checks

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