

About the Book

Text Type: Fiction/Science Fiction Page Count: 14 Word Count: 1,885

Book Summary

Mirroring Miranda is a science fiction text about a 12-year-old girl who aspires to become a great writer in the science fiction genre. When she discovers she can communicate with a boy through her mirror, Miranda takes notes on her experiences. These experiences become the award-winning book Miranda dreamed of writing. The text includes scientific terms that support core curriculum studies for this age group and details of science fiction elements.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand a science fiction text
- Identify elements of the science fiction genre
- Identify and use hyphenated compound adjectives
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*Mirroring Miranda* (copy for each student)
- Chalkboard or dry erase board
- Elements of science fiction, summarize, hyphenated compound adjectives, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting 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: *cautionary* (adj.), *enraptured* (adj.), *fantasy* (adj.), *random* (adj.), *reluctantly* (adv.), *science fiction* (adj.)

Enrichment: *allegory* (n.), *condensation* (n.), *evaporated* (v.), *intersecting* (v.), *submission* (n.)

Before Reading

Build Background

- Write the words *Science Fiction* on the board. Divide students into groups. Have them discuss what they already know about the genre of science fiction. Invite the groups to explain their prior knowledge about this topic. Write their responses on the board under the heading *Science Fiction*.
- Explain that the genre of science fiction allows readers to explore the question: what if things that are impossible now become possible in the future?

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to use information from the covers to offer ideas as to the content of the book.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of the information in the book. Ask students whether this table of contents provides any clues as to what they will read about. (Accept all answers that students can justify.)
- Point out the chapter titled "Epilogue." Invite students to explain the meaning of an epilogue (a section at the end of a written work).

Introduce the Reading Strategy: **Summarize**

- Explain that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Read chapter 1 aloud to students and model summarizing.
Think-aloud: *To summarize, I need to decide which information is important from what I've read. Then, in my mind, I organize the information into a few words or sentences. For example, on page 4, I learned that the character Miranda James wants to write a science fiction story. I will underline this information. On page 5, I read that Miranda wants to write not only a science fiction story, but an award-winning story. I also read that Miranda has a list of science fiction authors she wants to read. I will underline this information. What information might be important to remember on pages 6 and 7? (She has written several science fiction stories; her stories have been rejected.) When I look at this important information, a summary of these two pages might be: Although her science fiction stories have not yet been published, Miranda wants to write a bestseller. She reads stories by other science fiction writers to learn more about this type of writing.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Elements of science fiction**

- Explain that this book contains elements of science fiction. Create a chart on the board with the headings *Advanced Technology*, *Scientific Ideas*, *Unusual Setting/Fantasy*. Give students the [elements-of-science-fiction worksheet](#). Review each of the elements on the chart with students. Explain that these are some of the elements that often appear in science fiction stories.
- Ask students to imagine the scenario where people live on Mars and can travel back and forth between that planet and Earth.
- **Think-aloud:** *To the best of my knowledge, I know that people currently do not and cannot live on Mars. Why do you think this planet cannot currently sustain life as we know it on Earth? (It lacks an atmosphere.) Although humans have traveled into space, they have yet to be able to travel through space that far and back. Do you know of anything that has traveled that far? (space probes and rovers) However, some people believe that traveling to and living on Mars might someday be a reality. What previous events have happened that might lead someone to believe this? (Humans currently work and live in space, they have been to the Moon and back, and so on.) Based on this information, I will write living on Mars and traveling through outer space under the heading Scientific Ideas on the chart. Where else on the chart might this information belong? (Advanced Technology)*
- Divide students into groups. Ask them to identify elements of science fiction within familiar stories. Record their ideas under the appropriate heading(s) on the class chart.

Introduce the Vocabulary

- Write the following vocabulary words on the board: *cautionary*, *fantasy*, and *science fiction*.
- Explain that these words can be found in the text and that knowing what they mean will help students better understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a blank piece of paper and have them write or draw what they know about the word and create a definition using prior knowledge.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *cautionary* in the glossary. Invite a volunteer to read the definition for *cautionary*.
- Have students turn to page 9 in the book and read the sentence in which the word *cautionary* is found. Have students confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Have students read the book to find out more about the elements of science fiction, stopping after every few pages to summarize information. Encourage them to underline or record on a separate piece of paper the important information in each chapter.

During Reading

Student Reading

- **Guide the reading:** Point out the phrase *fourth dimension* on page 8. Invite students to explain what they think this phrase means. Explain that the fourth dimension is considered in science to be time itself. Ask them to imagine that 20 years from now they want to visit this classroom at this moment in time. In order to get from one time period to another they would travel along the fourth dimension, or along time.
- Have students review the elements on their worksheet. Ask them to explain under which element the fourth dimension might best belong (*Scientific Ideas*). Have them write *fourth dimension* under this heading on their worksheet.
- Have students read to the end of page 10, underlining important information as they read. Remind them to look for elements of science fiction as they read. When students are ready, discuss important information they underlined about the chapter as they read.
- Model summarizing the important information in chapter 2.
Think-aloud: *I made sure to stop after each chapter to summarize the information I'd read so far. I read that Miranda was in her room reading science fiction books. Miranda's brother, Harris, told her that the stories she read and wrote are ridiculous. Miranda shared the details of her story about a giant zucchini to prove a point to her brother. Harris also said that science fiction writing was just for boys. This made Miranda so upset that she went to the library to read. First, I decided what information affects the meaning or outcome of the chapter that would be important to remember. Miranda and Harris had a conflict over the value of reading and writing science fiction stories. How does this conflict affect the outcome and meaning of the chapter? (Miranda became upset, causing her to both defend her stories and read more science fiction stories written by female authors.) I will underline this information in the text. Why is the knowledge that Miranda is in her room or the events in her zucchini story not considered important information? (They are details to make the story more interesting; they don't affect the meaning or outcome of the chapter.) Based on this information, what might a summary in your own words be for this chapter? (Miranda's brother, Harris, likes to tease her about her science fiction stories. The comments upset Miranda, causing her to read even more sci-fi stories by female authors.)*
- Review some of the unusual objects that are characteristic of the science fiction stories Miranda reads (androids, ray guns). Invite students to identify the element of science fiction to which these objects belong (*Advanced Technology*). Have them write *androids* and *ray guns* under this heading on their worksheet.

- **Check for understanding:** Have students read to page 16. Invite them to share the important information in the chapter. Ask students to write a brief summary of the chapter on a separate piece of paper. Have them share what they wrote.
- Have students read the remainder of the book. Remind them to underline important details as they read so they can summarize the information in each chapter.

 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 the 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

- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about the events of the story because I summarized the information in my own words as I read the book.*
- **Check for understanding:** Ask students to explain how the strategy of summarizing helped them understand the book.
- **Independent practice:** Introduce, explain, and have students complete the [summarize worksheet](#). If time allows, invite students to read their completed summaries aloud.

Reflect on the Comprehension Skill

- **Discussion:** Review the events of chapter 4 with students. Ask students to explain which event might be considered characteristic of science fiction (the appearance of Zelazny Roger in Miranda's mirror). Discuss under which element of science fiction this event might best belong (*Unusual Setting / Fantasy*). Have them write *Zelazny appears in the mirror* under this heading on their worksheet.
- Invite students to explain how they think the face in the mirror was able to appear (it was from another world; she was dreaming; and so on).
- **Check for understanding:** Have students use the information in chapter 5 to identify an event characteristic of science fiction (James Miranda communicating with Miranda through the mirror). Point out that Miranda and James were communicating between different worlds. Based on this information, ask students to identify which element this event is most characteristic of (*Unusual Setting/Fantasy*). Have students record this information on their worksheet.
- **Enduring understanding:** *The lesson of science fiction stories is often that the future is a consequence of present-day actions. Now that you know this information, why is it important to understand and reflect on the actions of people in our world, both past and present?*

Build Skills

Grammar and Mechanics: Hyphenated compound adjectives

- Write the following sentence on the board: *Miranda wanted to write a book that will earn a prestigious award.* Have volunteers come to the board and circle the adjective in the sentence (*prestigious*). Then have them underline the noun that the adjective describes (*award*).
- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one, how many, or what kind*.
- Write the following sentence on the board: *Miranda James looked long and hard at the 12-year-old girl in the mirror.* Underline the word *girl*. Have a volunteer come to the board and circle the word that describes the girl (*12-year-old*).

Lesson Plan *(continued)*

Mirroring Miranda

- Explain that this word is an example of a *hyphenated compound adjective*. Point out that not all compound adjectives are hyphenated. However, each part of a compound adjective alone does not describe the noun. For example, it doesn't make sense to describe the girl as a *12 girl* or a *year girl*. The meaning associated with the girl would change if the girl were described as an *old girl*. However, together the words *12*, *year*, and *old* create a compound adjective that correctly describes the girl.
- Write the following sentence on the board: *Her award-winning story would no doubt be turned into a movie.* Circle the word *story*. Have a volunteer come to the board and underline the word that describes the story (*award-winning*). Invite students to read the sentence again, substituting the phrase *award-winning story* with *award story* and *winning story*. Have them explain whether each one makes sense and how the meaning of the sentence is changed.



Check for understanding: Have students identify and circle the remaining hyphenated compound adjectives in the book. Have them underline the nouns these adjectives describe.

- **Independent practice:** Introduce, explain, and have students complete the [hyphenated-compound-adjectives worksheet](#). If time allows, discuss their responses.

Word Work: **Homophones**

- Have students turn to page 10. Read the following sentence aloud: *Still, Harris was right about getting exercise, so she reluctantly put aside her writing and rode her bike to the library.* Circle the word *right*. Ask students to explain what the word means (to be correct).
- Have students turn to page 12. Read the following sentence aloud: *Because if he had a life, he'd not only have fun, he'd have something real to write about.* Circle the word *write*. Ask students to explain what the word means (to put letters, words, or numbers on a surface, such as paper).
- Ask students to identify which words in the sentences sound the same but are spelled differently and have different meanings (*right*, *write*). Write these words on the board. Explain that words that sound the same but are spelled differently and have different meanings are called *homophones*. Repeat the process for *to* (page 5) and *too* (page 21), and *knight* (page 11) and *night* (page 18).
- Invite students to share other homophone pairs they may know. Write these pairs on the board.
- **Check for understanding:** Write the homophones *right*, *write*, *to*, *too*, *knight*, and *night* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently or with a partner. Encourage repeated timed readings of a specific section in the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students identify the elements of science fiction as they read the book to someone at home.

Extend the Reading

Writing and Art Connection

Write an alternate epilogue for *Mirroring Miranda* in which Miranda and James have another conversation. In the new epilogue, reveal more about unresolved events in the story (for example, explain whether James became a best-selling author, how James was able to contact Miranda and whether Miranda learned how to do this, why James contacted Miranda, details within Miranda's book, and so on).

Math Connection

Have students turn to page 24 in their book. Read the "Logic Quiz" to students. Have them complete the quiz on a separate piece of paper. When students have finished, discuss their answers.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately summarize information in each chapter of the book by underlining important details in the text during discussion and on a worksheet
- consistently identify and discuss the elements of science fiction during discussion and on a worksheet
- accurately identify and understand the use of hyphenated compound adjectives in the text and on a worksheet
- accurately identify and understand the use of homophones during discussion and on a worksheet

Comprehension Checks

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