



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 434

#### Book Summary

Ada and Rachel couldn't be more different. After becoming stepsisters, they just can't seem to stop arguing. While on vacation at the family cabin, Ada and Rachel find themselves in a precarious situation that forces them to set aside their differences, work together, and ultimately form a friendship.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, confirm predictions
- Identify cause-and-effect relationships
- Identify initial consonant *st-blends*
- Identify contractions
- Place words in alphabetical order

#### Materials

Green text indicates resources that are available on the website.

- Book—*Soggy Stepsisters* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Cause and effect, contractions, alphabetical order 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

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:  
 Story critical: **arguing** (v.), **cabin** (n.), **canoe** (n.), **paddle** (n.), **stepsister** (n.), **vacation** (n.)  
 Enrichment: **gust** (n.), **life jackets** (n.), **stepdad** (n.)

### Before Reading

#### Build Background

- Ask students to think of a time when they were having difficulty getting along with someone. Provide students with a sheet of paper to write or illustrate their experience. Ask students how it feels when it is difficult to get along with someone.

- Write the word *teamwork* on the board. Have students offer definitions of the word *teamwork*. Explain to students that sometimes people who don't get along must work together as a team. Invite students to share their experiences of working together as a team. Explain to students that they will be reading about two girls who do not get along, but find themselves in a situation where they have no other choice but to work together as a team.

### Book Walk

#### 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).
- Show students the title page. Discuss the information on the page (title of book, illustrator's name, and the names of the authors).

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

- Explain to students that effective readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction on the basis of clues from the story is more important than getting the prediction right, or confirming it. Remind students that they can always change, or revise, a prediction as they read.
- Model making predictions using information from the title and cover.  
*Think-aloud: When I first look at a book before I begin reading, I take a moment to consider the title and the cover illustration. As I read the title, Soggy Stepsisters, I am given a clue about what this book will be about. When I look at the illustration on the cover, I notice that the title is written in a font that looks as if it is dripping water. I also notice the two girls in the illustration and the way they are both crossing their arms and are turned away from each other. The expressions on their faces make them look angry. On the basis of these clues from the title and the cover illustration, I predict that these two girls are stepsisters who do not get along and somehow they are both going to end up very wet!*
- Invite students to make their own predictions on the basis of the clues provided from the title and cover illustration. 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 illustrations. 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: **Cause and effect**

- Discuss with students cause-and-effect relationships. Explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event.
- Write the following sentence on the board: *I rushed over to my friend's house.* Model identifying a cause-and-effect relationship.
- *Think-aloud: I know there are reasons, or causes, for events to happen. When I rush over to my friend's house, it might be because she has a surprise for me. A cause for rushing over might be because my friend told me she has a surprise for me. However, I could also be rushing over to her house because she needs help with something. There can be more than one cause for an effect.*
- Invite students to explain other possible causes for rushing over to a friend's house (*running late, you forgot something at his or her house, and so on*).
- Write the headings *Cause* and *Effect* in two columns on the board. Ask students to retell the causes and effects of rushing over to a friend's house. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship often leads to other cause-and-effect relationships.
- Explain to students that they will be identifying the causes and effects of events while reading the book.

### Introduce the Vocabulary

- Write the following content vocabulary words on the board: *arguing*, *canoe*, and *stepsister*.
- 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 three pieces of blank paper. Have students label each page with a content vocabulary word. Invite them to draw and write what they know about each word and create a definition using their prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *arguing* in the dictionary. Remind students to identify the root word (*argue*) and to look up the root word in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have them locate the word *arguing* in the glossary. Have students compare the dictionary definition with the glossary definition. Ask them to compare these definitions to the definition they created on the basis of their prior knowledge.
- Ask students to locate the word *arguing* on page 6 and to read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to learn more about whether Ada and Rachel will learn to get along. Remind them to pause now and then to make, revise, and confirm their predictions.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to consider the predictions they made. Encourage students who finish before others to reread the text.
- Model making and revising predictions.  
**Think-aloud:** *Before I started reading, I looked at the title and the cover illustrations for clues about what this book might be about. I predicted that the two girls on the cover are stepsisters who do not get along and that they will somehow get very wet. After reading pages 3 through 6, I learned that my predictions that these two girls, Ada and Rachel, are stepsisters and that they do not get along are correct. When a prediction that I make is correct, I can say that I have confirmed my prediction. Now that I have read several pages of the book, I will pause to make another prediction on the basis of the text and the illustrations. I will remember that it is not important whether my prediction is correct, only that I use clues from the text and illustrations to support it. I know that the girls are on a vacation at a cabin, so I predict that one of the girls will push the other into a lake. I am basing this prediction on the fact that they do not like each other, they are out in the woods, and that the title implies that they will get wet.*
- Invite students to confirm or revise their previous predictions. Then, have students offer predictions about what will happen next. Be sure that they can support their predictions with clues from the text and illustrations. Record these predictions on the board.
- Have students reread page 3 to identify the cause-and-effect relationship between Ada and Rachel's parents' getting married and the girls' fighting. Give each student a copy of the [cause-and-effect worksheet](#). In the column labeled *Cause*, have students record the following: *Ada and Rachel's parents get married*. Ask students to identify the effect of the parents' getting married: *the girls can't stop fighting*. Have them record this information on the worksheet.
- **Check for understanding:** Have students read to the end of page 9. Have students work with a partner to pause and confirm or revise their previous prediction. Be sure students can identify clues from the text and the illustrations to support their predictions.

- Have students reread page 6. Have them record the following information in the *Cause* column of the cause-and-effect worksheet: *Rachel's dad told the girls they could do whatever they wanted if they got through the morning without fighting.* Ask students to identify the effect of Rachel's dad saying this: *the girls decide to go out on the canoe.* Have students record this information in the *Effect* column of the worksheet.
- Have students read the remainder of the book. Remind them to pause as they read to make, revise, and confirm predictions.



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

- Ask students whether their predictions about the book were confirmed. Have students explain how pausing to make, revise, and confirm predictions helped them to enjoy and understand the text.
- **Think-aloud:** *Some of my predictions were correct, and some were not. As I read, I remind myself that it is not important whether I am right or not, only that I used clues from the text and the illustrations. My prediction that the girls would get wet was confirmed. However, my prediction that one of the girls would push the other into the lake was incorrect. I learned that the girls ended up out in a canoe on the lake when a storm came in and that they both fell in the water and had to swim to shore. Even though my prediction was incorrect, pausing to make these predictions helped me to better understand what I was reading.*
- **Independent practice:** Have students write on a piece of paper one prediction that was accurate and one prediction that they had to revise as they read. If time allows, discuss their responses.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss cause-and-effect relationships as they are presented in the book. Remind students that a cause is an event that makes something happen and the effect is what happens as a result of the event. Have students reread page 11. Invite them to identify the cause-and-effect relationship between the storm beginning, Ada standing up, and the canoe tipping over. (A storm approached, causing Ada to feel scared. Because Ada was scared, she stood up in the boat and waved her hands. The effect of her standing in the boat was that the canoe tipped and the girls both went in the water.) Have students record this information on the cause-and-effect worksheet.
- **Independent practice:** Have students work with a partner to identify the cause-and-effect relationship between the girls no longer fighting and their adventure on the boat. Invite them to record this information on the worksheet. Have students share their responses with the class.
- **Enduring understanding:** In this book, you learned about how Ada and Rachel had to work together as a team. What qualities are necessary to work together as a team?

### Build Skills

#### Phonics: Initial consonant *st*-blends

- Write the word *stepdad* on the board and say the word aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /st/ sound at the beginning of the word *stepdad*.
- Have students practice writing the consonant *st*-blend on a separate sheet of paper while saying the /st/ sound.

- Write the following words that begin with the consonant *st*-blend on the board, leaving off the initial blend: *stand, stamp, stuck, stop, stink, steal*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *st*-blend and read the word aloud.



**Check for understanding:** Invite students to work with a partner to reread pages 6 and 7. Have students circle the words with the initial consonant *st*-blend (*stop, stepdad*).

### Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 4 of the text: *We're going outside*. Circle the contraction *we're*. Explain that sometimes in written and spoken language, we combine two words to make a contraction. When these two words are joined, some of the letters are taken out and replaced with an apostrophe. In this example, *we're* comes from *we are* and the *a* is taken out. An apostrophe takes the place of the *a* and helps the reader to see that this word is a contraction.
- Ask students to name other contractions and list them on the board.
- Have students turn to page 5 and locate the following sentence: *I think I'll be bored to death long before that*. Ask a volunteer to identify the contraction (*I'll*). Ask what two words the contraction *I'll* is made up of (*I will*). Discuss which letters were removed to make the contraction and the location of the apostrophe.



**Check for understanding:** Have students reread page 10 and circle all of the contractions. In the margins of the page, have them record what two words make up the contraction. Have students share their responses with the class.

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

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which letter comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *cabin* and *vacation*. Have a volunteer explain which word would appear first in alphabetical order (*cabin*) and why (*because c comes before v in the alphabet*). Circle the *c* and *v* in the alphabet and compare their locations in the alphabet. Erase the circles when the discussion is complete.
- Write the words *swim* and *paddle* on the board. Have a volunteer explain which word would appear first in alphabetical order (*paddle*) and why (*because p comes before s in the alphabet*). Circle the *s* and *p* on the board and compare their location in the alphabet. Erase the circles when the discussion is complete.
- Write the words *cabin* and *clouds* on the board. Point out that when two words begin with the same letter, it is necessary to look at the second letter of each word to determine which word comes first in alphabetical order. Have a volunteer explain which word would appear first in alphabetical order (*cabin*) and why (*because a comes before l in the alphabet*). Circle the *a* and *l* and compare their location in the alphabet. Erase the circles when the discussion is complete.
- **Check for understanding:** Write the following words on the board: *boat, paddle, pretend, cabin, help, hot*. Have students write the words in alphabetical order on a separate sheet of paper. Discuss students' responses.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Invite 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 them identify cause-and-effect relationships in the text to someone at home.

### Extend the Reading

#### Realistic Fiction Writing Connection

Have students consider another situation in which the characters Ada and Rachel could have found themselves that would force them to work together as a team. Give students an opportunity to brainstorm ideas as a group and then create an individual rough draft. Have students peer edit their work and create a final copy. If time allows, have students share their writing with the class.

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

#### Social Studies Connection

Invite the school counselor to speak with the class about team building and conflict resolution. Discuss with students the importance of collaboration and how they might handle a situation in which they are in a conflict with someone. Have students provide examples of experiences of conflict and how they were able to resolve the problem.

#### 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 strategy of making, revising, and confirming predictions to understand text during discussion;
- accurately identify causes and effects during discussion and on a worksheet;
- accurately identify initial consonant *st*-blends during discussion and in the text;
- correctly understand and use contractions during discussion and on a worksheet;
- consistently and correctly place words in alphabetical order during discussion and on a worksheet.

#### Comprehension Checks

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