

About the Book

Text Type: Fiction/Fantasy Page Count: 18 Word Count: 414

Book Summary

Ratty Rats is a fictional tale about a group of rats that sneak onto a ship that is getting ready to sail. The rats eat the sailors' stored food, chew the ship's anchor rope, and eat through the ship's sails. The captain becomes very angry, but the crew refuses to give in to his solution.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Visualize to understand text
- Sequence events
- Identify open vowel y
- Identify and use adjectives
- Understand and use antonyms

Materials

Green text indicates resources available on the website

- Book—**Ratty Rats** (copy for each student)
- Chalkboard or dry erase board
- **Sequence events, open vowel y, adjectives, antonyms 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: **cargo bay** (n.), **evidence** (n.), **gangway** (n.), **hoist** (v.), **sails** (n.), **traps** (n.)

Enrichment: **anchor** (n.), **captain** (n.), **dock** (n.), **lifeboat** (n.), **mended** (v.), **sailors** (n.), **sea** (n.), **voyage** (n.)

Before Reading

Build Background

- Ask students whether or not they have ever seen a sailing ship. Have them share where they have seen one and what they know about sailing ships. If they do not know about sailing ships, have them look at the illustration on page 3 in the book as you explain about the sails and how ships move when the wind blows the sails. Explain that the story they are going to read is set on a ship that sailed several hundred years ago.

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 kind of book it is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Have students preview the rest of the book, looking at the illustrations.

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind.
- Read page 5 aloud to students. Model how to visualize.
Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of what I have just read. This helps me understand and enjoy the book. For example, when I read about the ratty rats going up the wooden gangway and down a rope into the cargo bay, I thought about the ships I have seen in pictures and movies about pirates. Pirates sailed in wooden sailing ships. I will continue reading and visualizing as I read the rest of the story.
- Invite students to share what they visualized when you read the page. Make a list on the board. Explain that the pictures in their mind might be different from the illustrations in the story. The illustrations in the story don't always show everything the words of the story tell about.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Reinforce new vocabulary by incorporating it into the discussion of the illustrations. For example, on page 5, say to students: *Do you see the ratty rats running up the gangway? I wonder if the rope they are sliding down leads to the cargo bay.* Encourage students to use the language you used in order to familiarize them with the book's vocabulary and prepare them for encountering it in the text.
- Remind students to reread a sentence that contains a difficult word to make sure the sentence makes sense.

Set the Purpose

- Have students read to find out what happens to the ratty rats. Tell students think about what they already know about sailing ships and use the pictures in their mind to help them remember and understand the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8 and then stop to think about what they visualized so far in the story. Encourage students who finish before others to reread the text.
- Ask students to tell what they saw in their mind as they read the pages. Note any differences between the illustrations in the story and the pictures in their mind.

- Model visualizing.
Think-aloud: When I read page 5, I visualized the rats sneaking and creeping onto the ship. In my mind, I saw them looking from side to side to see whether anyone was watching them. The picture in my mind and the words on the page made me think that the rats were worried about someone catching them. It helped me to understand that the rats weren't supposed to be on the ship.
- Have students read the remainder of the book. Remind them to use the words in the story and the strategy of visualizing to help them understand the story.
- ✍ 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

- Ask students which 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.
- Have students share the pictures they made in their mind while reading. Reinforce how visualizing and thinking about what they read keeps them actively involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Have students discuss what happened in the story. Ask them whether they agreed with the captain or the sailors. Discuss whether they would have left the ship, as the captain did, or stayed and made peace with the rats, as the sailors did.
- **Introduce and model:** Review or explain that one way an author helps a reader understand a book or story is to put things in a logical order. Explain that it is important to remember the order of things in a story to be able to retell or remember the events. Give this example: *If I said, "I baked the cookies in the oven. Then I got out the ingredients to make the cookies. I placed the cookies on the cookie sheet to bake them. Now, we can eat them." that wouldn't make sense to you, would it? The events need to be in order and make sense so others will understand them.* Ask a volunteer to say the steps for making cookies in the correct order.
- **Check for understanding:** Have students give an example from the story that shows how events need to happen in a certain order to make sense to the reader.
- **Independent practice:** Have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- ✍ Instruct students to use the inside back cover of their book to write about their favorite part of the story and tell why they liked it the best.

Build Skills

Phonics: **Open vowel y**

- Write the word *ratty* on the board and say it aloud with students.
- Run your finger under the letters in the word as students say the whole word aloud. Ask students which letter stands for the long /e/ sound in the word *ratty*.
- Circle the final y in the word *ratty*. Tell students that the letter y at the end of words often stands for the long /e/ sound as in the word *ratty*. Have students locate other words in the text that end with a final y and write them on a separate piece of paper. Ask them to read the list aloud to a partner and underline the final y if it stands for the long /e/ sound.

- **Check for understanding:** Write the following words that end with open vowel y on the board, leaving off the final y: *lucky, forty, every*. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [open vowel y worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: **Adjectives**

- Write the following sentence on the board: *The rats crept up the wooden gangway*. Ask students to tell the word that describes the gangway (*wooden*). Explain to them that *wooden* describes what the gangway is made of.
- Review or explain that a word that describes a noun is an *adjective*. Remind students that adjectives describe *people, places, and things*. Ask students to name the noun in the sentence (*gangway*).



- **Check for understanding:** Have students work in pairs, looking through the rest of the book and circling as many adjectives as possible. Have them write the adjectives in a list on a separate piece of paper. Invite students to share their list of words. Write the adjectives on the board, categorizing them according to whether they describe people, places, or things.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Antonyms**

- Write the word *noisy* on the board. Discuss the meaning of the word.
- Ask students to suggest a word that means the opposite (*quiet*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Write the following words on the board: *long, happy, rough*. Ask volunteers to share examples of antonyms for each word.
- **Check for understanding:** Ask students to turn to page 6 and find an antonym for the word *light* (*dark*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing and Art Connection

Read informational books about sailing and ships to students. Record the information you learn about ships and sailing, and together write an informative article about ships and sailing. Have student draw pictures to accompany the article.

Social Studies Connection

Display a large map of the world. Work with students to label the seas, oceans, and bays. Have students pretend they are going to take a long trip on a ship. Have them work in pairs to decide where they will start from, where they will sail to, what they will take with them, how long they will be gone, and what they might find when they get to their destination. Have them keep a journal of events that occurred along the way. They might note where they stopped and what the weather was like on the journey. Have students share their adventure with the class and use a map to trace the path of their journey.

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 visualizing to understand and remember events in text
- accurately sequence the events of the story during discussion and on a worksheet
- correctly identify open vowel *y* in words during discussion and on a worksheet
- correctly identify adjectives in text, during discussion, and on a worksheet
- accurately identify antonyms during discussion and on a worksheet

Comprehension Checks

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