

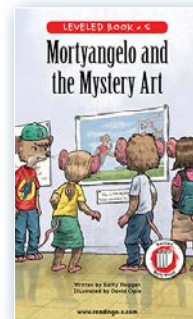
### Focus Question:

What did Morty learn about himself?

### Book Summary

Text Type: Fiction/Fantasy

In *Mortyangelo and the Mystery Art*, an unsigned piece of artwork hangs in the hallway of Morty's school, and no one will claim it. As students gather around to admire the masterpiece, Morty secretly worries about what his classmates will think of him if he claims his art and signs it. With a little help from his art teacher, Morty finally makes a decision about his mystery art. An engaging storyline and colorful illustrations will keep students engaged in this relatable topic. The book can also be used to teach students how to analyze characters as well as identify and use quotation marks.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Recognize and use quotation marks
- ☐ Identify and use compound words

#### Materials

- ☐ Book: *Mortyangelo and the Mystery Art* (copy for each student)
- ☐ Analyze character, quotation marks, compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

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

##### • Words to Know

**Story critical:** *chapel* (n.), *chiseled* (adj.), *engraved* (v.), *indignant* (adj.), *masterpiece* (n.), *renowned* (adj.)

**Enrichment:** *apprenticed* (v.), *circulated* (v.), *radiant* (adj.)

- **Academic vocabulary:** *assign* (v.), *drawing* (n.), *explain* (v.), *prove* (v.), *type* (n.), *usually* (adv.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Display images of the work of Michelangelo on the board. Have students work in small groups to discuss how the images are similar and how they are different. Write the name *Michelangelo* on the board and read it aloud to students. Explain that *Michelangelo* was a very famous Italian artist, sculptor, and poet who lived over five hundred years ago. Point out that he was an artist of many talents and that all the images displayed on the board were created by him.
- Provide each student with a large piece of paper and have students write *My Talents* in the center of the page. Have students create and illustrate an idea web that encompasses all of their many talents. Invite students to share their work with the class.

##### Introduce the Book

- Give students their copy of *Mortyangelo and the Mystery Art*. 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, 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: Retell

Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the book. Point out that when someone is retelling something, he or she explains the details of what happened in order. Explain that people retell as part of their daily lives, such as recounting to a parent what they did at school. Ask students to share other examples of when people might give a retelling. Model retelling by recounting what you did after students left school yesterday. Point out that the details of the retell

### Guiding the Reading (cont.)

must be given in correct order. Have students turn to a partner and practice retelling by explaining what they did after school the previous day.

### Introduce the Comprehension Skill:

#### Analyze character

- Review or explain that all stories are made up of story elements, including characters, setting, and plot. Remind students that *characters* are the people or animals in the story. Explain to students that *character traits* are details, such as appearance, emotions, and actions, that describe the characters in the story. Point out that readers can learn a lot about characters and their traits by paying close attention to the characters' words, thoughts, actions, and feelings.
- Have students look at the cover of the book with a partner and make predictions about the characters they see. Invite volunteers to share their predictions with the class.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about Morty and the mystery art. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Morty not think of himself as an artist?* (level 1) pages 5
- *Why does Morty want to hand in a sloppy drawing as his art assignment?* (level 1) page 6

- *How does Morty feel when his classmates think that Wilbur created the mystery art? Why does he feel this way?* (level 3) page 7
- *Who is Miceangelo, and why does Miss Micasso tell Morty about him?* (level 3) multiple pages
- *How are Morty and Miceangelo similar? How are they different?* (level 2) pages 10 and 11
- *How does learning about Miceangelo change how Morty feels about his artwork?* (level 3) multiple pages
- *In what ways has Morty changed by the end of the story?* (level 3) multiple page
- *What lesson does the author want you to learn from reading this story?* (level 3) multiple pages

### Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written in the text. Reread page 5 aloud as students follow along. Invite students to answer the following questions in small groups: *What does this illustration tell you about Morty and how he is feeling about his classmates discussing the mystery art? Why do you think the author included this illustration? What can you learn about Morty's character on the basis of this illustration?* Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

### Skill Review

- Model for students how to retell the events in the story using specific details from the text. Point out that a retell includes only the most important information and is given in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Discuss with students that the main character in this story is Morty. Write *Morty* on the board and circle it. Then draw a web extending out from the word. Have students work in pairs to discuss Morty's words, thoughts, actions, and feelings in the story.
- Model how to analyze character.  
*Think-aloud:* I know that the main character in this story is Morty. Morty is struggling with whether or not to sign his piece of artwork to show his classmates that he is a wonderful artist. As I read about Morty in the story, I consider his words, actions, thoughts, and feelings. For example, I know that Morty wants his classmates to see him as a great soccer player rather than an artist. On the basis of this information, I can tell that Morty cares a lot about what other people think about him. When analyzing a character, I also consider the character's impact on the story. For example, as I read, I ask myself: How would the story be different if Morty were not open to learning about Miceangelo? How would the story have

### Guiding the Reading (cont.)

*ended differently if Morty had not decided to sign the mystery art? When I consider the impact of a character's words, feelings, thoughts, and actions on the other characters, I develop a more well-rounded understanding of the main character.*

- Model how to complete the **analyze character worksheet**, using evidence from the text to analyze Morty.

### 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.

### Skill Review

#### Graphic Organizer: **Analyze character**

Review the analyze character worksheet that students completed. Have students share their responses with a partner. Invite partners to share their ideas with the class. Remind students that analyzing characters is one way to better understand and remember what they read in a story.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Morty learns that he can be both a terrific soccer player and an amazing artist and does not need to choose to be one or the other.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Quotation marks**

- Write the following sentence on the board: *"If I could draw like that," Ben was saying, "I'd put my name all over it!"* Read the sentence aloud and ask students who is speaking and what he is saying. Circle the quotation marks and explain that they are placed before and after the words spoken by the character. Point to the commas and explain that the first comma is placed inside the first set of quotation marks.
- Write the following sentence on the board: *Morty mumbled, "If I could play soccer like that, I wouldn't bother coming to school."* Have students explain

how this sentence differs from the first. Point out that the quotation marks are still around the speaker's words, but that the comma is now placed before the spoken words and the period at the end of the sentence is placed inside the quotation marks.

- **Check for understanding:** Choose several sentences from the story that include quotation marks and record them on the board without the quotation marks or correct punctuation. Invite volunteers to the board to add in the quotation marks and punctuation as needed.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

### Word Work: **Compound words**

- Write the word *classmates* on the board. Ask students which two words create the word *classmates* (*class* and *mates*). Explain that this word is called a *compound word* and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Have students work with a partner to create a list of common compound words. Invite students to share their lists and record their findings on the board.
- Have students reread page 6 and highlight the compound words (*hallway, paintbrushes, backpack, homework, afternoon*). Write the compound words on the board. Then invite volunteers to identify both words within each compound word and to provide a definition. Invite another volunteer to use the compound word in a complete sentence.
- **Check for understanding:** Ask students to locate all the compound words on pages 4 and 5. Have them list the compound words on a separate piece of paper and identify the two words that make each compound word. Invite students to work with a partner to share their findings. Then have them use each compound word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, have students share their responses.

### Connections

- See the back of the book for cross-curricular extension ideas.