

## Focus Question:

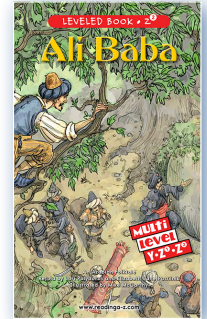
*Do the intentions of Ali Baba make his actions acceptable as opposed to those of the robbers? Why or why not?*

## Book Summary

Text Type: Fiction/Folktale

Ali Baba's quaint life as a woodcutter will never be the same after he discovers a secret stash of treasure hidden away by a band of robbers. Although he and his wife attempt to keep the treasure a secret, Ali's brother learns of the riches, and soon great troubles unfold. *Ali Baba* is an Arabian folktale that provides students with opportunities to analyze characters' choices and actions and their inevitable consequences. The book can also be used to teach students how to summarize and use adverbs.

The book and lesson are also available for levels Y and Z1.



## Lesson Essentials

### Instructional Focus

- ☐ Summarize to understand text
- ☐ Analyze characters
- ☐ Describe information provided by illustrations
- ☐ Recognize and use adverbs
- ☐ Identify and use content vocabulary

### Materials

- ☐ Book: *Ali Baba* (copy for each student)
- ☐ Analyze characters, adverbs, content vocabulary 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:** *accomplish* (n.), *destitute* (adj.), *flabbergasted* (adj.), *prosperous* (adj.), *surreptitiously* (adv.), *unscrupulous* (adj.)

**Enrichment:** *abode* (n.), *acquiesced* (v.), *anecdotes* (n.), *apprehensive* (adj.), *callous* (adj.), *candor* (n.), *cognizant* (adj.), *condolences* (n.), *euphoric* (adj.), *expeditiously* (adv.), *incensed* (adj.), *pretense* (n.), *querulous* (adj.), *spurious* (adj.), *suet* (n.)

- **Academic vocabulary:** *discuss* (v.), *entire* (adj.), *focus* (v.), *meanwhile* (adv.), *opportunity* (n.), *reveal* (v.)

## Guiding the Reading

### Before Reading

#### Build Background

Write the word *Arabian* on the board and read it aloud to students. Discuss with students that the word *Arabian* refers to a part of the world known as the Arabian Peninsula. Display a map of the word and locate the Arabian Peninsula. Explain that this area consists of the countries Yemen, Qatar, Bahrain, Kuwait, Saudi Arabia, and the United Arab Emirates, as well as parts of southern Iraq and Jordan. Display various images from this part of the world. Invite students to share what they know about the Arabian Peninsula and the cultures found in this area. Explain that they will be reading a traditional Arabian folktale, or a story that has been told again and again over time. Point out to students that cultures throughout the world pass along their beliefs and values through such stories.

#### Introduce the Book

- Give students their copy of *Ali Baba*. 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, authors' names, illustrator's name).

#### Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read it helps them identify the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what

## Guiding the Reading (cont.)

information is omitted. Remind students that a summary includes only the most important details.

### Introduce the Comprehension Skill:

#### Analyze character

- Explain to students that fictional stories have several elements that help guide the narrative. Point out that the *characters* of the story are one such element and that the characters include the people, animals, or creatures represented in the story. Explain that readers learn about the characters by examining their words, thoughts, actions, reactions, and effects on others. Discuss how these details give insight into a character's personality, relationships, motivations, and the way she or he responds to conflict.
- Read the first paragraph of chapter 2 aloud to students as they follow along. Point out that, on the basis of this information, readers can conclude that Ali is aware that the robbers would harm him if they knew that he had seen their secret riches. Discuss how, on the basis of this information, readers know that Ali is a cautious and curious man.

### 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 pages 23 and 24. 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 Ali Baba. 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.

- *What can you tell about Ali's character on the basis of his response to witnessing the thieves and their hidden treasure?* (level 2) pages 4–7

- *Why does Ali want to keep the treasure hidden from Cassim and Vashti?* (level 2) pages 9 and 10
- *Why does Ali believe that Cassim intentionally caused Ali to doubt Fatima?* (level 1) page 13
- *What is the effect of the thieves realizing that Cassim has an accomplice?* (level 2) multiple pages
- *How does Morgiana solve the problem of the thieves making their way into Cassim's home?* (level 2) pages 19 and 20
- *How might the story have ended differently had it not been for Morgiana's wisdom?* (level 3) multiple pages
- *How are Ali and Morgiana similar? How are they different?* (level 3) multiple pages

### Text Features: Illustrations

Explain that illustrations provide readers with detailed images of the characters and setting of the story. Point out that they also give additional information about the plot. Have students work with a partner to review the illustration on page 11. Ask students: *What information is shown in this illustration that is not written in the story? How does this illustration help you analyze and understand the characters?* Have students review other illustrations in the book and discuss in groups how they aid the reader in analyzing the characters and understanding the story.

### Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story and identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they are reading, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model analyzing character.  
*Think-aloud: As I read the story, I pause often to examine each character's words, thoughts, actions, and effects on others. These details help me understand more about the character and the character's relationship with others. For example, I can learn a lot about Cassim on the basis of how he responds to the news about the treasure. Cassim yells at Ali, and yet he demands that Ali take him to the treasure. Even though Cassim is already wealthy, he rolls around in the riches and fills his bags with loot. On the basis of this information, I can tell that Cassim is a cruel and greedy man who is concerned only about himself and his life. As I continue reading, I will pause to consider the thoughts and actions of each character.*

## Guiding the Reading (cont.)

- Model how to complete the **analyze character worksheet**. Have students identify Morgiana's actions, emotions, and reactions throughout the story.

## 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 work in groups. Review students' findings as a class.

## 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, but sample responses may include the following: *Ali's actions are not acceptable despite his intentions because it is never acceptable to steal.*)

## Comprehension Checks

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

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics: **Adverbs**

- Explain to students that they will be playing a version of charades. Point out that one student will pick a card out of a bag and on that card will be written a word that describes how the student is to walk. For example, a student may pull a card that reads *painfully*, and the student will have to demonstrate this without talking while other students guess the word. Each time a student pulls a word from the bag, he or she will enact the word through walking. Repeat the process for several rounds.
- Ask students what all the words in the charades have in common (end in suffix *-ly*). Point out that all of these words are *adverbs*, or words that modify verbs.
- Write the following sentence on the board: *Cassim waved dismissively at Ali as the boulder slid back into place.* Ask students to identify the verb, or action word, in the sentence (*waved*). Invite a volunteer to locate the word that modifies the verb (*dismissively*).

- Record the adverbs from the charades on the board. Have students work in small groups to create and record sentences using each adverb. Have students circle the adverb in each sentence and underline the word it modifies.
- **Check for understanding:** Have students turn to page 15 in the book. Have students work independently to circle all the adverbs on the page and underline the word that each adverb modifies. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **adverbs worksheet**. If time allows, discuss their answers.

## Word Work: **Content vocabulary**

- Explain to students that many of the words they read in *Ali Baba* will help them better understand the plot and the characters. Have students turn to page 12 and locate the word *expeditiously*. Point out that the word is in boldface print because authors feel that it is important for readers to understand the meaning of the word *expeditiously*. Have students turn to a partner and locate the part of the text that helps define the word *expeditiously*. Point out that oftentimes an author will either provide a direct definition of a boldface word or will give clues as to its meaning.
- **Check for understanding:** Write the following words on the board: *apprehensive, pretense, spurious, anecdotes*. Invite students to work in small groups and provide each group a piece of chart paper. Have them fold the chart paper into four sections and label each section with one of the content vocabulary words on the board. Have students draw or write a definition for each word on the basis of the word's context and glossary definition and then share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

## Connections

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