

### About the Book

Text Type: Fiction/Fantasy    Page Count: 16    Word Count: 391

#### Book Summary

*The Ship of Shapes* combines shapes and a silly story to teach students the benefits of cooperation, accepting others, and being active. In this fantasy, a village elder lives on Shape Island with many different kinds of shapes. When she notices the shapes have become lazy and don't interact with each other, she finds a way to motivate them all to work together. This book uses colorful pictures to add to a humorous story and offers opportunities for the emergent readers to learn about cause and effect, alliteration, and pronouns.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand text
- Determine cause and effect
- Alliteration
- Identify consonant *sh* digraph
- Identify and use pronouns
- Define and use the high-frequency word *they*

#### Materials

Green text indicates resources are available on the website.

- Book—*The Ship of Shapes* (copy for each student)
- Chalkboard or dry-erase board
- Blank sheets of paper
- Papers with pre-printed shapes
- Cause and effect, consonant *sh* digraph, pronouns 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

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

- High-frequency words: *said*, *they*, *with*
- Content words:
  - Story critical: ***confused*** (adj.), ***elder*** (n.), ***erupt*** (v.), ***island*** (n.), ***plan*** (n.), ***shipshape*** (adj.)
  - Enrichment: *cheered* (v.), *decagon* (n.), *exclaimed* (v.)

### Before Reading

#### Build Background

- Pass out a blank sheet of paper to each student. Have them draw as many different shapes as they know on the paper. Invite volunteers to come to the board and draw one shape. Have the class call out the name of the shape, and label the picture on the board.

## Lesson Plan *(continued)*

## The Ship of Shapes

- Have students draw faces, arms, and legs on the shapes on their separate sheet of paper. Ask students to share with a partner what might happen if these shapes could talk and walk. Explain that in this story, the shapes are alive and have an adventure.

### Book Walk

#### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *The Ship of Shapes*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers ask themselves questions before and during reading, and then look for answers as they read. Point out that asking questions and seeking answers helps readers better understand and enjoy the story.
- Model asking questions.  
**Think-aloud:** *On the cover of this story, a bunch of shapes are working on building ships. The picture makes me think of some questions I hope the story will answer. Why are the shapes building ships? What do they need them for? And why do they have three, instead of just one? I will look for answers to these questions as I read.*
- Draw a line down the middle of the board, and label the top left *questions* and the top right *answers*. Record your questions in the left column on the board.
- Show students the title page and ask them what they see in the picture. Ask students what questions they might ask about the picture. Have students share their questions with a partner. Invite volunteers to share, and record their questions on the board in the *questions* column.
- 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**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Explain that a *cause* is an event that makes something else happen, and an *effect* is the result of that event.
- Draw a T-chart on the board with two columns. Label the left side *Cause* and the right side *Effect*. Write the following sentence under the *Cause* heading: *I don't eat breakfast in the morning.* Draw a picture to accompany the sentence.
- Model how to determine cause and effect.  
**Think-aloud:** *If I don't eat breakfast in the morning, what will happen, or what will be the effect? I will be extra hungry before I eat again. I may not be able to concentrate in school. I may eat a big lunch, or I may want to eat some of my friend's lunch as well as mine. All of these are possible effects of my not eating breakfast.*
- Write down the effects in the *Effect* column. Use pictures along with your sentences. Point out that one cause may have multiple effects.
- Erase the sentences and images from the T-chart. Write a new sentence in the *Cause* column: *I win a contest.* Have students work in groups to decide on at least one effect that follows from that cause. Invite volunteers to share, and record the information in the T-chart, using sentences and pictures.

#### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *An elder is a person who is older than most of those around her. Who is the elder in this picture? Point to the word elder on this page; it begins with the short vowel /e/ sound.*

- Remind students to use the rest of the sentence and the letters with which a word begins to figure out a difficult word. For example, point to the word *erupt* on page 5 and say: *I am going to check the beginning of the word and use the rest of the sentence to help decode this word. When I look at the first part of the word, it starts with short vowel /e/ sound. The rest of the sentence shows me that something—the word it—will do this word, and then their pants will be on fire. I reread the sentence before this one and realize that the word it stands for the Big Scary Fire Mountain. So the mountain will do this, and then their pants will be on fire. What can a mountain do that sets people’s pants on fire? If it is a volcano, it can erupt, and lava and fire flow out. The word erupt starts with the short vowel /e/ sound. The rest of the sentence makes sense with this word. The word must be erupt.*

### Set the Purpose

- Have students continue to ask questions as they read. Remind them to think about the effects of different actions as the shapes work on building a ship.


## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*One*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model asking and answering questions.  
**Think-aloud:** *Now that I have read some of the story, I have already learned the answer to one of my questions. I know the shapes are building ships because Elder Decagon told them the Big Scary Fire Mountain is going to erupt and set their pants on fire. I still have not learned why they are building three ships, so I will keep looking for an answer as I read. Now that I know more of the story, though, I have more questions. Will the shapes learn to work together? Will they find out if the mountain is really going to explode?*
- Write the answer to your earlier question on the board in the *answers* column. Record your new questions on the board in the *questions* column.
- Review the questions students created during the pre-reading discussion. Ask students to point to questions the story has already answered. Invite volunteers to read the question aloud and describe the answer they found in the story. Record the answer in the *answers* column on the board.
- Have students take out a separate sheet of paper and draw a line down the middle of it. Have them write the word *questions* at the top of the left column and the word *answers* at the top of the right column. Encourage students to record their questions and answers as they read, just as you did on the board. They may use sentences, phrases, and pictures to record their information.
- Return to the cause-and-effect T-chart on the board. Erase the previous information, and write the following sentence under the *Cause* heading: *The Elder Decagon told the shapes that the Scary Fire Mountain would soon erupt.* Have students discuss with a partner the effect of this cause. Remind students there can be more than one effect, but they must be directly related to the cause.
- Invite volunteers to share the effect for this cause as found in the story. Record all accurate effects in the right column of the T-chart.
- **Check for understanding:** Have students read to the end of page 11. Remind them to record their questions on the separate sheet of paper and keep seeking answers as they read.

## Lesson Plan *(continued)*

## The Ship of Shapes

- Write the following effect under the *Effect* column of the T-chart: *The shapes worked together to build one big ship.* Have students work in groups to discuss what caused this effect, as found in the story; in other words, what event happened first that made this effect occur.
  - Invite groups to share their ideas about the cause for this effect. Record any reasonable causes that are directly linked to the effect in the T-chart, under the *Cause* column.
  - Have students read the remainder of the book. Have them read over the questions they recorded and answer them in the *answers* column on their separate sheet of paper.
-  Have students make a 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

- **Think-aloud:** *By the end of the story, I learned the answers to all my questions. I discovered they were building three ships because none of the shapes wanted to work together to make one. I also found out the shapes eventually did learn to work together and made one big ship out of all their parts, thanks to Elder Decagon. I even learned the shapes did not find out the mountain was not going to erupt, but they never asked Elder Decagon about it. Instead, they explored the seas in their shipshape ship. By asking these and other questions and looking for the answers, I understood and enjoyed the story. I wanted to read more to find out the answers to my questions. Did the story answer all of your questions?*
- Ask students to share with a partner the questions and answers they recorded on a separate sheet of paper. Have them discuss any remaining unanswered questions and whether their questions were answered in the story. Invite volunteers to share their questions and answers with the class.
- Discuss as a class what to do with questions that are not answered in the story. Point out that in nonfiction books, you can research the answers in other sources. In fiction books, though, that sometimes is not possible. In those cases, the reader imagines their own answers that fit with the characters and story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the cause-and-effect T-chart. Have students discuss with a partner a new cause or a new effect they remember from the story. Invite volunteers to share and to specify whether it is a cause or an effect. Record the sentence and accompanying picture in the appropriate column on the T-chart. Determine as a class the corresponding effect or cause.
- **Independent practice:** Introduce, explain, and have students complete the [cause-and-effect worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** Now that you have read about the shapes coming together to create their ship, why do you think it is important to be able to work with all kinds of different people? In what situation would you have to work with someone who is not like you?

### Build Skills

#### Phonological Awareness: **Alliteration**

- Write the following phrase on the board: *shipshape ship*. Read the phrase aloud and then have students read it with you. Have students discuss with a partner what they notice about the sounds in the phrase.
- Explain to students that the phrase has a rhythmic sound because all of the words start with the same letters. Explain that when all or most of the words in a sentence begin with the same sound, we call it *alliteration*. Point out that writers use alliteration to create rhythmic effect.

Lesson Plan *(continued)*

# The Ship of Shapes

- Write several alliterative sentences (or tongue twisters) on the board. Read each one slowly and have students identify to a partner the sound that creates the alliteration in each example. Have the class read the sentences again, at a faster pace. Continue rereading them, faster and faster, until the class can no longer keep their words straight.
- Write new sentences on the board, some alliterative, some not. Have students point at the sentences that use alliteration. Invite volunteers to come to the board and erase the sentences that do not use alliteration.
- **Check for understanding:** Have students work in groups to create phrases or sentences that use alliteration. Remind them that most or all of the words must start with the same sound. Have groups share their sentence or phrase. If the phrase is not alliterative, work as a class to change words until the phrase does use alliteration.

## Phonics: Consonant *sh* digraph

- Write the word *shape* on the board and say it aloud with students.
- Have students say the /sh/ 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 represents the /sh/ sound in the word *shape*.
- Explain to students that when the letters *s* and *h* are joined together they make the /sh/ sound. Point out this is similar to a shushing noise. Have students put their fingers to their lips and shush their neighbor. Then have them trace the letters *sh* in the air.
- Have students practice writing the letters *sh* on a separate piece of paper while saying the /sh/ sound.
- **Check for understanding:** Have students whisper the /sh/ sound aloud until they think of a word that begins with that sound. Invite volunteers to share a word that begins with the consonant digraph *sh* and write each word on the board. Say the words, one at a time, and have volunteers come to the board and circle the letters that create the consonant digraph /sh/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [consonant \*sh\* digraph worksheet](#). If time allows, discuss their answers.

## Grammar and Mechanics: Pronouns

- Write the following sentence on the board: *The Elder Decagon sails on a ship*. Read the sentence aloud with students. Next write the following sentence on the board: *She sails on a ship*. Read the sentence aloud with students. Have students discuss with a partner how the new sentence is different from the first (the word *she* replaces the words *the Elder Decagon*).
- Ask students if the sentence still means the same thing. Point out that since the Elder Decagon is a girl we can call her by the word *she*, instead of using her name over and over.
- Explain to students the word *she* is a pronoun. A *pronoun* is a word that can be used *in place of a noun*. Write the words *he, she, they, you, I, we, and it* on the board. Point out that these are some common pronouns we use.
- Have students turn to page 7 and read the last sentence on the page. Write the sentence on the board. Have students identify the nouns in the sentence (*shapes* and *idea*) by having them point to the words in the sentence. Ask students to look at the list of pronouns and choose a pronoun that could replace the word *shapes* so the sentence still makes sense (*they*). Erase the words *the shapes* and replace them with the word *they*. Have students read the sentence aloud with you, and ask them to give a thumbs-up signal if the sentence makes sense.
- Have students turn to page 11 and read the first sentence on the page. Have them discuss with a partner what pronoun could replace the words *Elder Decagon* (*she*).
- Have students turn to page 10 and read the last sentence on the page. Write the sentence on the board. Ask students to look at the word *they* in the sentence. Ask students to share with a partner what the pronoun *they* is referring to (*the shapes*). Rewrite the sentence, but replace the word *they* with the words *the shapes*. Have students read the sentence aloud with you, and ask them to give a thumbs-up signal if the sentence makes sense.





**Check for understanding:** Have students work in groups to find and circle all of the pronouns on pages 3 through 8. Have the groups decide on the noun each pronoun refers to and write that noun in the margins of the book. Call on the groups to share the pronouns they found on each page, and ensure all pronouns are located.

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

### Word Work: High-frequency word *they*

- Call a group of students to the front of the class and line them up in a row. Ask the students to name each individual as you point to him or her. Then pull the students into a group. Point out that when we are referring to more than one person, it is easier to say *they* than to name each one every time.
- Say a couple of sentences, first using all of the students' names and then using the pronoun *they*. Have the rest of the class identify the sentences that sound better.
- Write the word *they* on the board and read the word aloud. Have students read the word with you. Explain to students this is a word they will often see in books they read and they should be familiar with it on sight.
- Explain to students the word *they* means *more than one person or thing*. Remind students the word *they* is a pronoun, because it takes the place of a noun.
- Have students look through their story with a partner and count the number of times the word *they* is used.
- **Check for understanding:** Have students work with a partner to create five oral sentences that use the word *they*. For each sentence, ask the students to identify who is referred to by the word *they*.

## Build Fluency

### Independent Reading

- Allow 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 trace cause and effect with someone at home.

## Extend the Reading

### Fantasy Writing and Art Connection

Remind students that in their story, shapes were alive and living on an island. Ask students to imagine what it would be like if other objects were alive, for instance, cars or toys or houses. Have them work in a group to choose an inanimate object to bring to life and work together to create a story that involves such characters. Then have each student write their own paragraph describing that story and draw an accompanying illustration.

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

### Math Connection

Pass out papers with pre-printed shapes that can be cut out. Include all the shapes from the book and a few other polygons, such as the pentagon or the hexagon. Have students cut out and color the shapes. Ask students to sort the shapes into groups that have straight sides and groups that do not. Ask students to count the sides of the shapes that do have straight sides. Have students draw a line down the middle of a piece of construction paper and tape or glue the shapes on the paper: the straight-sided shapes on one half and the rounded shapes on the other. Guide students in labeling each shape with its name, and hang the finished posters on a wall in the classroom.

### 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 ask and answer questions to understand text
- accurately determine cause and effect during discussion and on a worksheet
- consistently discriminate alliteration during discussion
- properly identify and write the letter symbols that represents the consonant digraph /sh/ sound during discussion and on a worksheet
- correctly use pronouns during discussion and on a worksheet
- accurately define and use the high-frequency word *they* during discussion

### Comprehension Checks

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