

About the Book

Text Type: Fiction/Fantasy/Play Page Count: 24 Word Count: 1,369

Book Summary

In *The Castaway Pines*, Momma and Poppa Pine try to frustrate a logger because they think he wants to make them into presto logs. When they find out that he wants them for Christmas trees, they begin to think differently. *The Castaway Pines*, written as a stage play, introduces readers to a new genre.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling
- Understand and identify author's purpose
- Write complete sentences
- Identify and form plural nouns

Materials

Green text indicates resources available on the website

- Book—*The Castaway Pines* (copy for each student)
- Chalkboard or dry erase board
- Author's purpose, complete sentences worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *defenseless, distracted, dramatically, reverently*

Before Reading

Build Background

- Discuss different reasons trees are cut down. Ask students to explain the effects of cutting down trees, both good and bad.

Preview the Book

Introduce the Book

- Explain to students that one way to understand a book is to remember what happens so they can tell the story to someone else.
- Give students a copy of the book, and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: Retell

- Explain to students that stopping to retell what is happening while they read is a strategy that good readers use.

Think-aloud: *Whenever I read a story, I always pause after several pages to review in my mind who the main characters are, what the problem is, and what has happened so far. This helps me keep track of everything, and it also helps me make sure I understand what is happening. Good readers always do this when they read.*

- 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 words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 20. Have them find the word *defenseless* in the second sentence. Model how they can use two strategies to figure out the meaning of the word. Point out the *-less* suffix. Ask students to tell what the suffix means (without). Have them tell what the base word means (resist an attack). Tell them they can put the meanings of the words together to find out the meaning of the unfamiliar word. Explain that they also can use context clues to verify word meaning.
- Remind students that they can check whether a word makes sense by rereading the sentence.

Set the Purpose

- Have students read the book to find out what happens to the characters in the play and why so they can retell the story.

During Reading

Student Reading

- Guide the reading:** Have students read to the end of page 11. Remind them to stop after reading a few pages to retell in their mind what is happening in the story. If they finish before everyone else, they can go back and reread.
 - Model retelling the story.
Think-aloud: *I've read that there are three pine trees in the forest that a logger wants to cut down. Poppa Pine seems to be nervous about it. When he tries to tell Momma Pine that there is a problem, she thinks he is talking about root weevils. Poppa Pine finally explains that there are loggers in the area. Momma Pine wants to know if they are good loggers or bad loggers. In her mind, a good logger would use her for a Christmas tree, a rocking chair, or an end table. A bad logger would turn her into a presto log.*
 - Ask students what they think will happen next. Have them read the remainder of the story to find out. Remind them to think about what happens so they can tell the story to someone else.
-  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 could read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how stopping to retell in their mind what is happening in the story helps students remember the events and better understand what is happening.

Teach the Comprehension Skill: **Author's purpose**

- Discussion:** Have students tell what they think the author's purpose was for writing *The Castaway Pines*. Ask students to find words and phrases that give clues that the author wants them to be

Lesson Plan *(continued)*

The Castaway Pines

entertained, for example, page 5—*Tickles my boughs; Poppa Pine stretches, as well as a tree can stretch...*; and page 7—Momma Pine’s dialogue.

- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *inform or teach, entertain, persuade or convince*. Tell students that a writer usually has one of these three reasons for writing, but some writers have all three. Explain that the writer’s words provide clues that can help readers figure out the purpose.
- Show students a textbook or encyclopedia, and tell them that the author’s purpose for writing this type of book is to tell or teach something. To illustrate, point out a fact or other information in the book. Show students a fiction book and explain that books like this one are meant to entertain. Read a funny, scary, or mysterious line from the book, and explain that these words are clues that the author wants the reader to be entertained. Explain that other books that are generally written to entertain include mysteries, science fiction books, and so on. Show students an ad or editorial from a newspaper. Explain that this type of writing is meant to persuade or convince the reader to agree with the writer. Point out a convincing statement and explain that these words are clues that the author wants the reader to think the way he or she does.
- **Check for understanding:** Ask students to think of something they’ve read recently that taught them something (science book, biography, and so on). Ask students to think of something they’ve read that has been funny, scary, silly, mysterious, and so on (comics, fiction books). Ask students for an example of something they’ve read that was persuasive or convincing.
- **Independent practice:** Have students complete the [author’s purpose worksheet](#). Discuss their responses.
- **Extend the discussion:** Ask students if they think there was a deeper meaning the author wanted the reader to think about after reading the play. Have them explain what they think it is. Ask students if they can think of other fantasy stories that have an underlying purpose (*The Story of the Three Little Pigs*, any of *Aesop’s Fables*).

Build Skills

Grammar and Mechanics: **Complete sentences**

- Write the following on the board: *Tickles my boughs*. Ask students if they can tell what the words means. Explain that although they might get the idea that something is ticklish, they don’t know what, and they don’t know who or what is being tickled. Explain that the words do not form a complete thought.
- Direct students to page 5 in the book. Read Poppa Pine’s first three sentences. Ask students to tell what each sentence means in their own words. Explain that the reason they can understand what the sentences mean is because each tells a complete thought. In other words, each group of words gives enough information for the reader to figure out what it means. Ask students if, with the additional information, they can figure out what the phrase written on the board means. Explain that the context clues help them figure out the meaning. Ask students how the phrase could be written to express a complete thought (*I love snow because it tickles my boughs.*).
- Write the following on the board:
buzzing around
The logger carried an ax.
Momma and Poppa Pine
- Ask students to tell which of the above tells a complete thought. Ask them to make suggestions of words to add to the phrases to make complete thoughts.
- **Check for understanding:** Have students finish the [complete sentences worksheet](#).

Word Work: **Plural nouns with -s and -es**

- Review or explain that a *singular noun* names one person, place, or thing, and that a *plural noun* names more than one. Write the following nouns on the board and ask students to provide the plural form for each: *forest, tree, chair, log, seedling*.

Lesson Plan *(continued)*

The Castaway Pines

- Write the nouns *branch*, *branches*, *box*, and *boxes* on the board. Tell students that the plural of these nouns is formed by adding -es. Explain that words ending in *s*, *sh*, *ch*, *x*, and *z* are made plural by adding -es.
- **Check for understanding:** Write the nouns *porch*, *fox*, *bench*, and *dress* on the board. Have students write each word and its plural form and use each plural form in a sentence. Have students exchange with a partner to check 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 Connection

Have students select a fiction topic and write a short story (with a beginning, middle, and end) that entertains, persuades, or teaches something. Have students read their story to the group. Ask the group to determine the author's purpose.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide resources for students to research logging and its effects on the environment and the economy. Divide students into two groups, and have students debate the pros and cons.

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:

- pause during reading to retell in their mind what is happening; explain how stopping to retell the events helped them read the story
- understand and effectively identify the author's purpose in a story
- identify incomplete sentences in text and write complete sentences using correct capitalization and punctuation
- identify and form plural nouns using -s and -es

Comprehension Checks

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