

### About the Book

Text Type: Fiction/Adventure    Page Count: 22    Word Count: 1,100

### Book Summary

*Troika: Canine Superhero* recounts the adventures of a boy and his dog. Troika got his name after saving his master's life on three separate occasions. Despite losing a leg protecting his master from a grizzly bear, Troika becomes the lead dog in their dogsled team. He saves his owner repeatedly during dangerous Arctic adventures. Because of Troika's bravery, his master calls him a superhero.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions
- Sequence events in text
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Identify simple sentences
- Recognize and use compound words

#### Materials

Green text indicates resources available on the website

- Book—*Troika: Canine Superhero* (copy for each student)
- Chalkboard or dry erase board
- Map of Canada
- Sequence events, simple sentences, compound words 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](http://VocabularyA-Z.com).

- Content words:

Story critical: **amputate** (v.), **dogsleds** (n.), **hibernation** (n.), **Russian** (adj.), **superhero** (n.), **unpredictable** (adj.)

### Before Reading

#### Build Background

- Discuss what students already know about dogsled racing. Ask if anyone has any experience with dogsledding or knows anything about it. Ask whether students think leading a sled-dog team would be easy or difficult. Discuss what special equipment, clothing, and training might be required.

### Preview the Book

#### Introduce the Book

- Tell students that guessing what might happen in a book is a fun way to read that will help them understand a story.
- 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: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.  
*Think-aloud: Let's look at the front cover. I see a dog-sled team pulling a sled out of the water. On the back cover, I see a dog biting a grizzly bear. Since the title of the book is Troika: Canine Superhero, I think this might be a story about a very brave dog who is a hero because he saves his master's life. I'll have to read the book to find out.*
- Encourage students to make predictions about what they think they will read about the dog in the book.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- 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 sound 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 and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words. Model how to apply word-attack strategies.
- Direct students to page 11. Have them find the word *amputate*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentence before the one containing the unfamiliar word describes that the dog's leg was badly hurt. The sentence with the unfamiliar word explains that his father had to *amputate* it. The picture shows a dog with only three legs. Tell students that these clues make you think the word *amputate* means *to surgically remove*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the sentence.


#### Set the Purpose

- Tell students as they read the book to make predictions about what they think will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.

### During Reading

#### Student Reading

-  **Guide the reading:** Have students read to the end of page 12. Tell them to find information that tells why the dog is a superhero. Have them underline the words or phrases in the book that tell how the dog saved his master. If they finish before everyone else, they can go back and reread.
- When they have finished reading, ask students to tell what the dog did and how his master felt about it. (The dog saved his master from a grizzly bear attack. The boy thought his dog was the most special dog in the world.)

- Model making, revising, and confirming predictions.  
*Think-aloud: So far my prediction is right. I thought the story might be about a dog who saves his master's life, and it looks as though that's what it's about. From what I've read about Troika, he seems like a superhero to me. On page 11, it says that he was soon back to being the best dog in the litter, even though he had only three legs. I think that he'll have to stop sled-dog racing, though, because it would be hard for a dog to be the best runner with only three legs.*
  - Direct students to page 3 in the book. Read the sentence: *And I know for sure that I love my dog more than anyone has ever loved a dog before.* Ask students what this tells them about how the boy feels about his dog. Ask them if they think he will change his mind now that the dog only has three legs.
  - Encourage students to continue to make, revise, and confirm their predictions as they read the remainder of the story.
-  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 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

- Discuss how making predictions about what will happen in the story keeps students actively involved in the reading process and helps them understand and remember what they read.
- *Think-aloud: I predicted that the dog would have to stop sled-dog racing after he lost his leg, and I was interested in continuing to read the story to find out if my prediction was right. My prediction turned out to be wrong. Did anyone predict something different?*

### Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Talk with students about the specific sequence of events in the text. Say: *This book tells how Troika got his name because he saved his master's life three times.* Discuss the specific order in which these three events occurred (attacked the grizzly, pulled the sled out of the ice, confronted the moose).
  - **Introduce and model:** Review or explain that common sequencing words, such as *first*, *next*, *then*, *after that*, and *finally*, are used to show the order in which events occur. Ask a volunteer to list the three events using time order words (*first* the dog attacked the grizzly, *after that* he pulled the sled out of the ice, and *then* he confronted the moose).
  - Ask students to turn to page 22. Read through this page together, and have students identify the time order or sequencing words they see used in the text (*after that*). Explain how the sequencing words in the text show that the boy didn't know what to name his dog until after he had been saved three times.
-  **Check for understanding:** Have students work in pairs to identify the sequence of events during the grizzly bear attack. Instruct them to write the sequence, using time order words, on the inside back cover of their book. (First, the bear was attracted to the smell of the deer. Next, the hungry bear knocked the boy down. After that, the dog leapt on the bear's back. The bear twisted and roared. Then the dog was thrown by a swipe of the bear's paw. Finally, the angry bear ran off.) Allow time for students to share their work aloud.
- **Independent practice:** Have students practice identifying the sequence of events by completing the **sequence events worksheet**. Discuss their answers when they're finished.
  - **Extend the discussion:** Talk with students about what they think of Troika's name and its meaning. Ask if anyone has ever had a difficult time naming a pet. Ask if anyone has a pet that was named because of its actions or appearance.

### Build Skills

#### Phonics: Vowel digraphs *ee*, *ea*, and *ie*

- Write the word *asleep* on the board and point to the letters *ee*. Explain to students that the letters *e* and *e* together stand for the long /e/ vowel sound they hear in the middle of the word *asleep*.
- Explain that the *ee* letter combination is one of the letter combinations that stand for the long /e/ vowel sound. The other combinations are *ea* and *ie*. Explain to students that these combinations of letters together are called *vowel digraphs*.
- Write the words *beet* and *bet* on the board and say them aloud. Ask students which word contains the same vowel sound as in *asleep*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words with the long /e/ vowel sounds as in *asleep*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 16. Instruct them to find and circle the word *team*. Write the word *team* on the board. Point out the letter combination that stands for the vowel digraph sound and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *deeds*. Point out that the long /e/ vowel sound comes in the middle of this word. Next, run your fingers under the letters as you blend the three sounds in *team*: /t/ea/m/. Point out that even though there are four letters, only three sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *creature*, *three*, and *relief*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ vowel sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.
- **Check for understanding:** Have students go through the rest of the book and highlight words that contain the vowel digraphs *ee*, *ea*, or *ie*.

#### Grammar and Mechanics: Simple sentences

- Write the following on the board: *Knocked me down*. Ask students to tell what the words mean. Explain that although they might get the idea that something is being knocked down, they don't know what, and they don't know who or what is knocking it down. Explain that the words do not form a complete thought. Explain to students that a *simple sentence* is a sentence that has a subject and a verb, and it expresses a complete thought.
- Direct students to page 8 in the book. Read the page aloud as students follow along. 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 one 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 readers figure out the meaning. Ask students how the phrase might be written to express a complete thought. (*The hungry bear knocked me down.*)
- Write the following on the board:  
*roared and twisted*  
*the angry bear roared and twisted*  
*the angry bear*
- Ask students to tell which of the phrases tells a complete thought (*the angry bear roared and twisted*). Ask them to make suggestions of words to add to the other phrases to make them simple sentences.
- **Independent practice:** Introduce, explain, and have students complete the [simple sentences worksheet](#).

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

- Write the word *superhero* on the board. Ask students which two words were joined together in the word *superhero* (*super* and *hero*). Explain that this word is called a *compound word*. A compound word contains two words that join together to create one word with one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a *hero* that is *super* or extra special).
- Write the following sentence from page 5 on the board: *He would wait outside his doghouse all night*. Have students read the sentence and identify the compound words (*outside* and *doghouse*). Ask them which two words are joined together in the word *outside* (*out* and *side*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the bigger word. Repeat the activity with the word *doghouse*.
- **Check for understanding:** Have students read page 6 in their book. Have them identify and underline the compound word on the page (*dogsleds*). Ask students to circle the two words contained in the compound word. Have them use these words to discuss with a partner the meaning of the larger word. Then discuss the meaning of the word with students as a group.

### **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.

### **Extend the Reading**

#### Writing Connection

Have students add onto the story by making up a fourth incident in which Troika saves the boy's life. Talk about how much of the book is written in the past tense, and have students use the same verb tense when they write about their incident.

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

#### Science Connection

Provide print and Internet resources for students to research the climate in Canada above the Arctic Circle. Have them locate the Arctic Circle on a map. Then have them compare and contrast the climate in Canada to the climate where they live. Have them research topics such as average temperature (high, low, and median), seasonal hours of daylight, and inches of precipitation. Post student findings on a classroom chart.

#### 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:**

- make logical predictions based on available pictures and text; revise or confirm predictions as they preview and read the book
- accurately sequence events in text during discussion and on a worksheet
- accurately discriminate vowel digraphs *ee*, *ea*, and *ie*
- identify and form simple sentences during discussion and on a worksheet
- recognize compound words in the text and identify the two words that are joined to make the compound words

**Comprehension Checks**

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