

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 205

### Book Summary

We love our families, but they can drive us crazy. In *Brother Messy, Brother Neat*, two brothers are as different as they can be. One likes everything neat and tidy, and the other prefers creative messes. What happens when they are forced to share a room? Your students will want to find out, and you will want to use this opportunity to teach them about problem and solution in a story.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions


#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Determine problem and solution
- Blend phonemes
- Identify initial consonant *pr*-blend
- Recognize and use verbs
- Identify and choose antonyms

#### Materials

Green text indicates resources are available on the website.

- Book—*Brother Messy, Brother Neat* (copy for each student)
- Chalkboard or dry-erase board
- Manipulatives, such as dice or blocks
- Rubber band
- Index cards
- Problem and solution, verbs, antonyms 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: *could*, *he*, *was*
- Content words:

Story critical: *messy* (adj.), *neat* (adj.), *organize* (v.), *promised* (v.), *rules* (n.), *slob* (n.)

### Before Reading

#### Build Background

- Have students draw a picture of their bedroom. Have students describe their room to a partner, and have the pair decide whether each person is neat or messy.

## Lesson Plan *(continued)*

## Brother Messy, Brother Neat

- Ask students to raise their hand if they consider themselves messy. Ask students to raise their hand if they consider themselves neat. Invite two volunteers to explain to the class what the words *neat* and *messy* mean.
- Place a pile of manipulatives, such as dice or blocks, on a desk at the front of the class. Invite a volunteer to come to the front of the class and arrange the manipulatives so that they are messy. Then, invite a volunteer to come up and arrange them in a neat pile.

### 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 *Brother Messy, Brother Neat*. (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: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Explain that readers make predictions on the basis of clues from the story and their own knowledge. Point out that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model making predictions using information from the cover.  
*Think-aloud: The title of this story is Brother Messy, Brother Neat, and on the cover I see a picture of two boys. They are standing in a room with a line running down the middle. One side of the room is a wreck, but the other side is clean and organized. Using the clues from the cover, and the information I already know about what the words messy and neat mean, I can make a prediction. I predict these two boys are brothers, and one will be a neat boy and the other will be a messy boy. I predict the neat brother will get angry with the messy brother.*
- Ask students to use the cover and title page to make a prediction about the book. Have students write their predictions on a separate sheet of paper. Invite volunteers to share their predictions with the class, and record them on the board.
- Remind students that predictions can be revised, or changed. Ask students to think about whether they want to revise their predictions as they read new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Problem and solution**

- Review with students that fictional stories contain certain elements, such as characters, setting, and problem and solution. Write the words *problem* and *solution* on the board. Explain that in most stories, a character is faced with a problem that needs to be solved. A *problem* is something difficult to deal with or hard to understand, and a *solution* is how the problem is fixed.
- Model how to identify the problem and solution of a familiar story.  
*Think-aloud: In the story The Frog Prince, the frog is actually a prince who has been transformed into a frog by a witch's spell. This is a problem for the frog prince—it is something difficult to deal with—because he doesn't want to be a frog. The solution to his problem is being kissed by a princess, because that will turn him back into a human, so his problem will be fixed.*
- Record the problem under the word *problem* written on the board and the solution under the word *solution*.
- Have students discuss with a partner a different story, one they read earlier. Have them determine the problem of that story. Invite volunteers to share their stories and problems. Discuss as a class the solution the story presented for those problems.
- Record the problems and solutions on the board under the appropriate word.

## 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: *Pablo is a messy boy. How can you tell he is messy? That's right, his room is dirty and things are not put away.*
- Remind students to look at the picture and use the rest of the sentence to figure out a difficult word. For example, point to the word *organize* on page 4 and say: *I am going to check the picture and use the rest of the sentence to think about what would make sense to figure out this word. The picture shows a boy, Nico, putting books away. Nico is the neat brother. The sentence tells me that Nico likes to do something. What is something a neat person likes to do? A neat person likes to clean, but the word clean starts with the /cl/ sound, and this word starts with the /or/ sound. I will think of some other words that have a similar meaning to clean: tidy, organize, and straighten. The word organize starts with the /or/ sound. The sentence makes sense with this word. The word must be organize.*

## Set the Purpose

- Have students use their prior knowledge and clues from the book to make predictions as they read. Encourage them to predict possible solutions to the problem of the story.

## 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 (*Pablo*). 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 the page. 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 making, revising, and confirming predictions.  
**Think-aloud:** *Earlier, I predicted the two boys would be brothers, and one would be messy and one would be neat. Now that I have read some of the book, I know my prediction is right, or confirmed. Nico is neat and Pablo is messy. I also predicted the neat brother would get angry at the messy brother. I have more information, though; I know the boys each have their own room, but are forced to share a room because they have a new baby sister. I want to revise my prediction. I still predict that Nico, the neat brother, will become angry with Pablo, the messy brother, but I also predict that Pablo will become angry with Nico.*
- Revise your prediction on the board. Give students a few minutes to look over their predictions, and revise them as necessary. Invite volunteers to come up and revise predictions written on the board.
- Ask students to review their earlier predictions, and the predictions on the board, to see if any of these predictions were confirmed. Write the letter C next to the confirmed predictions, and instruct students to do the same to any confirmed predictions on their own sheet of paper.
- Instruct students to think about new predictions they have for the story, and allow them a few minutes to record these on their separate sheet of paper. Invite volunteers to share their new predictions, and record these on the board.
- Review the problems and solutions from other stories written on the board. Erase them. Have students discuss with a partner the problem in this story.  
**Think-aloud:** *A problem is a difficulty the characters face. In this story, Pablo and Nico have to share a room, even though one is messy and the other is neat. They don't want to share a room, because they are so different. This is a difficulty. The problem in this story, then, is Pablo and Nico have to share a room with each other and neither one wants to.*

## Lesson Plan *(continued)*

## Brother Messy, Brother Neat

- Record the problem on the board, under the word *problem*. Have students share with a partner their prediction for how the boys will solve the problem.
- **Check for understanding:** Have students read to the end of page 12. Encourage them to continue making and revising predictions as they read.
- Discuss with the class some of the ways Pablo and Nico have tried to solve their problem. Point out we can try multiple solutions for a problem. Some ways will work, and some will not. Ask students to discuss with a partner how they would solve the problem Pablo and Nico have. Invite volunteers to share their ideas with the class, and record these possible solutions on the board under the word *solution*.
- Have students read the remainder of the book. Remind them to look for confirmed predictions and the solution to the problem of Nico and Pablo sharing a room.



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 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

- Have students share their page of predictions with a partner, and discuss the predictions they made, the revisions they made, and talk about all confirmed predictions. Remind students that making predictions is more important than having a prediction confirmed.
- **Think-aloud:** *Now that I have finished reading the story, I can see my prediction is confirmed: both Nico and Pablo did get angry at each other. They also figured out a way to work together and stop being mad. I was very interested to read to the end of the story, because I wanted to know if my prediction was confirmed or needed revising. Making predictions helped me to know the characters, understand the problem and solution, and kept me interested in reading.*
- Have students write the letter C beside any confirmed predictions on their separate sheet of paper, and have them circle all the predictions they revised.
- Ask students to explain how making, revising, and confirming predictions helped them to understand and remember the information in the book. Reinforce that making predictions about what they are reading helps readers understand the story and have a purpose for reading.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss with the class the solution that finally worked for Pablo and Nico. Have students share with a partner how the book's solution compares with the solution they predicted. Point out there are multiple ways to solve problems, and when some attempted solutions don't work, that doesn't mean giving up, but trying a new solution.
- **Independent practice:** Introduce, explain, and have students complete the [problem-and-solution worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, Pablo and Nico learn to live together, even though they both are very different. What type of person would it be hard for you to work with? What are some steps you can take to work with a person who is different from you?

### Build Skills

#### Phonological Awareness: **Blend phonemes**

- Remind students that words are made of separate sounds, or phonemes. Say a word from the story (*messy*) by slowly stretching out the sound. Review with students that we create the word by blending all the sounds together. Say the word *messy*.

Lesson Plan (*continued*)

# Brother Messy, Brother Neat

- Use a rubber band to show students how you can blend sounds into words. Stretch out the rubber band while you stretch out and exaggerate the phonemes in the word *messy*, then release the rubber band as you say the word *messy*.
- Say the word *slob* by segmenting the phonemes as /s/ /l/ /o/ /b/. Ask students to listen to the sounds and blend them into a word. Have students call out the word (*slob*). Repeat with the words *baby*, *neat*, *organize*, *rules*, and *room*.
- **Check for understanding:** Have students work with partners to print the following words from the book on index cards: *draw*, *clean*, *fun*, *closet*, *floor*, and *paint*. Have partners take turns being a segmenter and a blender. The segmenter takes the cards, chooses a word and stretches the word out into phonemes, and the blender has to listen and say the blended word.

## Phonics: Initial consonant *pr*-blend

- Write the word *promise* on the board and say it aloud with students.
- Have students say the /pr/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represents the /pr/ sound in the word *promise*.
- Write the words *prom* and *pom* on the board. Have students say the words aloud with you. Ask students to share with a partner how the two words sound different. Point out that adding the letter *r* softens the initial /p/ sound.
- Have students practice writing the letter combination *pr* on a separate piece of paper while saying the /pr/ sound.
- **Check for understanding:** Write the following words that begin with the /pr/ sound on the board: *price*, *pray*, *prop*, *prune*, and *proof*. Say each word, one at a time, and have volunteers come to the board and circle the initial consonant *pr*-blend in each word. Have other students trace the letters *pr* in the air.

## Grammar and Mechanics: Verbs

- Review or explain to students that *verbs* are words that name *actions*. Have each student think of at least one verb. Call on random students and have them name their verb, and then have the class act out the verb (if appropriate).
- Have students read page 6 aloud with you. Ask them to identify the verb that Nico says (*sharing*).
- Write several sentences from the book on the board; use examples that feature easy to identify verbs. Invite volunteers to come to the board and circle the verb in each sentence. Have the class say the verbs aloud.
- Point out that the word *said* is also a verb. It names the action of speaking words. Have students look through the book and point at examples of the verb *said*.



- **Check for understanding:** Have students locate and circle all the verbs in the book. Invite volunteers to share one verb they found in the book. Have the other students give a thumbs-up signal if they agree the word is a verb. Record these verbs on the board.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

## Word Work: Antonyms

- Have students turn to pages 3 and 4. Have students point to the word that describes Pablo (*messy*). Have students point to the word that describes Nico (*neat*). Ask students to share with a partner the difference between Pablo and Nico. Invite volunteers to share their ideas with the class.
- Point out that the words *messy* and *neat* have opposite meanings, just like Pablo and Nico have opposite personalities. Explain that two words with opposite meanings are called *antonyms*.
- Have students read page 7 aloud with you. Ask students to point at the word *clean*. Have students think of an antonym for the word *clean* and whisper it to the front of the class (*dirty*). Write the antonym pair on the board.

## Lesson Plan *(continued)*

## Brother Messy, Brother Neat

- **Check for understanding:** Write the following words on the board: *cold, big, love, empty,* and *outside*. Have students work with a partner to identify antonyms for each word. Have them use the original words and the antonyms in separate oral sentences.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their responses.

### 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 describe the problem and solution to someone at home.

### Extend the Reading

#### Realistic Fiction Writing and Art Connection

Have students imagine that they had to share a room with someone who was their complete opposite. What would happen? Ask them to write a story describing this scenario, and then have them draw one picture to illustrate their writing.

Visit [WritingA-Z.com](#) for a lesson and leveled materials on realistic fiction writing.

#### Science Connection

Point out that in this story, both boys appear to have an interest in astronomy, or the study of space. They have posters about space, hanging planets, alien toys, and drawings about space. Bring in books about the solar system. Draw a KWL chart on the board. Have students discuss everything they already know about the solar system and record it in the *K* column on the chart. Have students share what they want to know about the solar system and record it in the *W* column on the chart. Break students into groups, and have each group study one or more of the solar system books. As a class, discuss what they learned and record it in the *L* column on the chart. Have student groups create a model of the planets using your preferred media, such as clay, construction paper, or three-dimensional art objects. Invite volunteers to share their model with the class.

#### 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 make, revise, and confirm predictions to understand text
- accurately determine the problem and solution of a story during discussion and on a worksheet
- properly blend phonemes during discussion
- accurately identify and write the letter symbols that represent the *pr*-blend during discussion
- correctly use verbs during discussion and on a worksheet
- consistently identify and choose appropriate antonyms during discussion and on a worksheet

**Comprehension Checks**

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