

### About the Book

Text Type: Fiction/Folktale    Page Count: 22    Word Count: 897

#### Book Summary

In *Raven and the Flood*, a great storm covers the world in water. A wise sea captain builds a very large boat and gathers one male and one female of each animal. He loads the animals and his family onto the boat and sets sail. After the rains stop, he sends Raven and Dove to find land; each returns with proof of land and life beyond the boat.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Identify the setting of the story
- Identify initial consonant *fl*-blends
- Identify compound subjects
- Identify and use antonyms

#### Materials

Green text indicates resources available on the website

- Book—*Raven and the Flood* (copy for each student)
- Chalkboard or dry erase board
- Dictionary
- Story elements, initial consonant *fl*-blends, compound subjects, antonyms 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: *fertile* (adj.), *flooded* (v.), *respect* (n.), *survived* (v.), *visible* (v.), *wise* (adj.)

### Before Reading

#### Build Background

- Discuss what students know about floods. Ask students if they have ever experienced a flood or if they have ever seen pictures of a flood on television or in books or magazines.

#### Preview the Book

##### Introduce the Book

- 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. Ask students if they think this book is fiction or nonfiction.

## Lesson Plan *(continued)*

## Raven and the Flood

- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Summarize**

- Reinforce how stopping to summarize what is happening in a book while reading is a strategy that good readers use to make sense of text.
- **Think-aloud:** *To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them for a couple of moments. Since I haven't read the book yet, it's difficult to decide what's important and what isn't at this point, but as I read, I will think about what's important information and what isn't.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary


- Write the following vocabulary words on the board: *wise, visible, flooded, and survived*.
- Give groups of students a large piece of blank paper. Have them divide the paper into four sections. For each word, ask students to write or draw what they know about the word. Have groups discuss and create a definition for each word using their prior knowledge.
- Review that a dictionary contains a list of words and their definitions.
- Model to students how to use a dictionary to find a word's meaning. Invite a volunteer to read the definition for *visible* in the dictionary. Ask students to compare the definition with their prior knowledge of the word. Then have students follow along on page 6 as you read the sentence in which the word *visible* is found to confirm the meaning of the word. Repeat the exercise with remaining vocabulary words on the board.

### Set the Purpose

- Have students read the book to find out what happens to Raven after the flood, stopping after every few pages to summarize the story in their minds.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 10. Encourage them to look for what happens to Raven as he flies to look for land. If they finish before everyone else, they can go back and reread.
  - Model summarizing the story.  
**Think-aloud:** *I made sure to stop after the first three pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences and thought about them for a couple of moments. I thought about how it rained for eighty days and eighty nights, and how the world was flooding. I also thought about the wise sea captain who gathered one male and one female of each animal before he and his family lifted anchor.*
  - Encourage students to read the remainder of the story. Remind them to think about what happens to the characters and why so they can summarize, or review, the events in their minds.
-  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

- Discuss how stopping to review in their minds what is happening in the story helps them remember the events and better understand what is happening.

### Teach the Comprehension Skill: **Story elements: Identify setting**

- **Discussion:** Discuss the setting of the story. Remind students that the setting is the time and place where a story occurs (a long time ago, on the ocean). Ask students to tell how they know the setting of this story (the author's words and the illustrator's pictures give us clues).
- **Introduce and model:** Review or explain that in many stories, the setting changes throughout. As readers make their way through the book, the place where the characters are may change; the time of day, season, or year may change as well. Ask students to think about the changes that take place in this story's setting.
- Have students turn to page 9. Read through the page together, having students identify the words that depict setting (*for days, over the water, on the seventh day, a large mountain*). Explain that these words show where and when the story takes place. Ask if Raven stays over the water for the whole story (no). Discuss how the setting changes because he is looking for land.

 **Check for understanding:** Have students turn to page 10 and circle the words in the text that depict the next setting (*a cave, the side of the mountain, in the darkness*). Discuss how the setting that surrounds Raven is different from when the story began (daylight turned to darkness, he's no longer over the water but on a mountain). Point out the illustrations and how they support the text.

- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. If time allows, discuss their answers.
- **Extend the discussion:** Talk with students about what they think of the captain's decision to keep Raven's discovery a secret. Ask if they would keep the secret if they were Raven.

### Build Skills

#### Phonics: **Initial consonant fl-blends**

- Write the words *flood* and *flew* on the board and say them aloud with students.
- Have students say the /fl/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together represent the /fl/ sound at the beginning of the words *flood* and *flew*.
- Write the following words that begin with the initial consonant *fl*-blend, leaving off the blend: *float, flew, flight, flame, flute, flinch*. Say each word one at a time and have volunteers come to the board and add the *fl*-blend to the beginning of every word.
- **Check for understanding:** Have students work with a partner to reread the book. Ask students to circle all the words in the book that contain the initial consonant *fl*-blend (*flood, flowed, flooded, fly, flew*). Have students add up how many initial consonant *fl*-blends they were able to find and compare answers as a class.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-fl-blends worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Compound subjects**

- Direct students to the third sentence on page 3: *Thunder shook the ground*. Ask them to tell what the sentence is about (thunder). Explain that this is called the *subject* of the sentence. The *subject* tells *who* or *what* the sentence is about. Write the following sentence on the board: *Giant black storm clouds filled the sky*. Ask students what they think the subject is. Explain that the words *giant, black, and storm* are adjectives that tell what the subject, *clouds*, looks like. The verb *filled* tells what the clouds did.

- Tell students that some sentences have more than one subject. Explain that when a sentence has more than one subject it contains a *compound subject*. Direct students to the second sentence on page 6: *The captain and his crew stood on deck, amazed by all the water*. Ask students to tell the subjects of the sentence (*captain, crew*). Then ask them to tell what the subjects did (*stood on deck*). Explain that they can check their answers by using each subject separately in the sentence. Demonstrate by reading the sentence as follows: *The captain stood on deck. His crew stood on deck*. Tell students that you know both of these are subjects because they make sense with the verb.
- **Check for understanding:** Direct students to page 21 and ask them to find the sentence that has a compound subject.
- **Independent practice:** Introduce, explain, and have students complete the [compound subjects worksheet](#). If time allows, discuss their answers.

### Word Work: **Antonyms**

- Have students turn to page 3. Ask a volunteer to read the first sentence of page 3 to the class. Ask students when this story takes place (*a long time ago*). Write the word *long* on the board. Ask students to suggest a word that means the opposite of long (*short*). Review or explain that a word that means the opposite of another word is called an *antonym*. Discuss with students how the story might be different if the story had taken place only a short time ago.
- Ask students to turn to page 4. Read the following sentence aloud: *The ocean swelled, and large waves flooded the small towns near the coast*. Ask students to think of antonyms for the word large (*small, tiny, little*). Invite students to reread the sentence using the opposite meaning of large and think about whether the new sentence makes sense.
- **Check for understanding:** Write the following words on the board: *soft, survive, giant, smart, dry, low, tired, warm*. Read the words aloud as students follow along. Ask students to work with a partner to create antonyms for the words listed on the board. Allow time to discuss their answers as a class.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss 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**

### Science Connection

Provide print and online resources for students to research the world's many different types of animals (mammals, birds, reptiles, insects, and so on). Have them create a list of all the living things they were able to look up. Discuss how large the captain's boat would have to be in order to house two of every type of creature in the world.

### Social Studies Connection

Have students research devastating floods in various parts of the world. Have them create an oral presentation that tells about the effect of flooding on land, animals, plants, people, buildings, and so on.

**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.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently use the strategy of summarizing as they read to understand and remember events in text
- successfully understand how changes in setting affect the story in discussion and on a worksheet
- accurately identify initial consonant *fl*-blend in discussion and on a worksheet
- correctly identify compound subjects in discussion and on a worksheet
- successfully recognize and use antonyms in discussion and on a worksheet

**Comprehension Checks**

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