



About the Book

Text Type: Fiction/Folktale Page Count: 22 Word Count: 864

Book Summary

The Mystery Wind tells the story of a little African girl named Taba. One day, a mysterious wind comes to grant Taba a wish. Taba uses this wish to help improve the lives of the people in her village. Her unselfishness inspires the mystery wind to continue to grant her more wishes. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Visualize to understand text
- Analyze a problem and solution
- Identify vowel digraphs ee and ea
- Understand use of quotation marks
- Recognize and form compound words

Materials

Green text indicates resources available on the website

- Book—*The Mystery Wind* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, vowel digraphs ee and ea, 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.

- Content words:
 Story critical: *charity* (n.), *delighted* (v.), *pondered* (v.), *presence* (n.), *reflecting* (v.), *tending* (v.)
 Enrichment: *deeds* (n.)

Before Reading

Build Background

- Make connections to other stories that students may have read about making wishes, such as *The Magic Fish*. Ask students if they make wishes. Ask if anyone has ever made a wish that came true.
- Have students close their eyes and visualize, or picture in their minds, a poor, rundown village. Ask them to share what they see.

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.
- Invite students to preview the rest of the book by looking at the illustrations and chapter titles.
- Discuss what the illustrations tell about the book. Ask students what they think *The Mystery Wind* is about based on what they see in the pictures.

Introduce the Reading Strategy: **Visualize**

- Explain and model visualizing.
Think-aloud: Whenever I read a story, I always pause after several pages to imagine a picture in my mind of what the author is describing. This helps me keep track of everything, and it also helps me make sure I understand what is happening in the story. I know that good readers always do this when they read, so I am going to try to visualize as I read this story.
- As students read, encourage them to 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 a word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words. Model how to apply word-attack strategies.
- Have students turn to page 5 in their book. Point out the word *tending*. Ask students to look at the letters at the beginning and ending of the word. Have students look at the picture on the page and tell you the word. Repeat with other vocabulary words if necessary.
- Remind students that they should check whether words make sense by rereading the sentence.


Set the Purpose

- Have students read the book to find out about the mystery wind and Taba's wishes. Remind students to stop and visualize as they read to help them remember and understand what they're reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 10. Ask students if they stopped to visualize, or paint a mental picture of, any of the images the author described in the book.
- **Think-aloud:** *When I read about Taba tending the goats high on a hillside, I paused to picture in my mind how that would look. I envisioned a big blue sky, green luscious grass swaying in the breeze, white goats hiking up the hillside to eat, and Taba watching carefully.*
- Have students share pictures that they visualized in their minds while reading.

 Have students make a small 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 can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share other questions they had while they were reading. Ask how using the strategy of visualization helped them understand and remember what they read.

- **Think-aloud:** *When I read about the village finally having a successful crop, I paused for a moment to visualize the scene. I pictured in my mind the bright yellow corn, plump red strawberries, big orange carrots, and red peppers. This helped me to understand what I had read and remember that part of the story.*

Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Have students identify Taba's problem. (Her village was very poor, and the people were struggling to survive.) Ask students how the story ended. (The mystery wind granted her wishes to make the village prosperous.)
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Tell students that, in the beginning of this story, the writer poses a problem for Taba. The rest of the story shows the different events that lead to solving the problem. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved (such as not having enough to eat). A *solution* is an act or process that solves the problem (such as growing a successful crop).
- Explain to students that after the problem is revealed in the story, there is usually a series of events that takes place before the solution occurs. These events all lead up to the solution of the problem.
-  **Check for understanding:** Ask students to underline the sentences that identify the problem. (*The people of Togo were very poor. They struggled to put food on their tables, and so on.*) Ask students to circle the words that describe the final solution to the problem. (*Fruits and vegetables filled everyone's baskets, and everyone's stomach was full. Smiles returned to the villagers' faces.*)
- **Independent practice:** Have students complete the [problem-and-solution worksheet](#). Discuss their responses aloud when students have finished.
- **Extend the discussion:** Ask students if they think they would have made the same wishes Taba made. When the wind returned to ask Taba what she personally wanted, she said she needed nothing. Ask students if they would've had the same response.


Build Skills

Phonics: Vowel digraphs ee and ea



- Write the word *deeds* 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 *deeds*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ vowel sound and another combination is ea. Explain to students that these combinations of letters together are called *vowel digraphs*.
- Write the words *feed* and *fad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *deeds*. 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 sound as in *deeds*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 3. Instruct them to find and circle the word *leaked*. Write the word *leaked* 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 finger under the letters as you blend the four sounds in *leaked*: /l/ea/k/ed/. Point out that even though there are six letters, only four 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 *cheese* and *please*. 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 the words that contain the vowel digraphs *ee* or *ea*.
- **Independent practice:** Introduce, explain, and have students complete the **vowel digraphs ee and ea worksheet**.

Grammar and Mechanics: Quotation marks

- Write the following on the board: *"Who are you?" she asked*. Ask students if they can tell what words are being spoken. Explain that *quotation marks* are the *punctuation marks around dialogue in the text*. Discuss the difference between what is being said aloud by the character (*Who are you*) and what is not (*she asked*).
- Direct students to page 9 in the book. Read the first sentence aloud as students follow along. Ask students to identify the words being spoken (*Don't be frightened*) and the words not being spoken (*said the wind*).
- Discuss the different words used in the text to indicate dialogue. Remind students that these words come directly before or after quotation marks to show that the character is speaking.
-  Ask students to circle words used in the text to show that a person is speaking (*said, whispered, asked, spoke*). Ask students to tell which word shows that the words should be read quietly (*whispered*) and which word follows a question (*asked*). Ask them to think of other words that indicate dialogue that they might see in other books (*yelled, thought, and so on*).
- **Extend the discussion:** Have student volunteers read the dialogue aloud and act out the parts of Taba and the mystery wind.

Word Work: Compound words

- Review or explain that two short words can be combined to form a new word, called a *compound word*.
- Have students turn to page 5 in the book. Ask them to look at the first sentence, drawing attention to the word *hillside*. Ask them to identify the two separate words that make up the compound word (*hill* and *side*). Explain that the definitions of the two separate words can help them figure out what the bigger word means (the side of a hill).
-  Have students turn to page 16 and find a compound word (*afternoon*). Tell them to circle the word and write the term *compound word* in the margin to help them remember the terminology. Ask students which two words were combined to make the compound word (*after* and *noon*).
- **Check for Understanding:** Repeat the exercise on pages 17 for *everyone* and 19 for *herself*.
- **Independent practice:** For additional practice, have students complete the **compound words worksheet**.
-  Have students use the inside front cover of their book to write *compound word* along with the definition of the term (combining two words that can each stand alone to make one word). Ask students to write the four examples discussed (*hillside, afternoon, everyone, herself*) after their definition.

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 write about the wish they'd make if they met the wish-granting wind. Have them write their story using the same form as the book, putting themselves in the role of Taba in *The Mystery Wind*.

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

Art Connection

Use the illustrations in the book as a model for showing students the ways that illustrators show action in their drawings. Have students visualize another mystery force, such as rain, clouds, or snow. Have them illustrate the force moving around them by using action lines to show movement.

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:

- use the reading strategy of visualizing descriptions in text to make meaning
- identify and read the common spelling patterns for the long /e/ sound
- understand and effectively identify the problem and solution in a story
- understand the purpose of quotation marks and use them to make meaning in text
- recognize and form compound words

Comprehension Checks

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