



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 236

Book Summary

Sister Daisy, Sister Rose tells the story of twins who appear alike in every way. No one can tell them apart, until one sister sets out to change that. Can she convince her twin that being different from each other is okay? Colorful and engaging illustrations support the text. Students will have opportunities to identify cause-and-effect relationships as well as to practice their retelling skills.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Identify cause and effect
- Segment syllables
- Recognize short vowel *i*
- Recognize and use contractions
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Sister Daisy, Sister Rose* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sticky notes
- Picture of violin/fiddle
- Sheets of paper
- [Cause and effect, short vowel *i*, contractions 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *said*, *they*, *want*
- Content words:
Story critical: *apart* (adv.), *confused* (adj.), *different* (adj.), *instrument* (n.), *style* (n.), *twins* (n.)

Before Reading

Build Background

- Ask students if they have a brother or a sister. Invite students to share with the class about their families and the number of brothers and sisters they have.

- Write the word *twins* on the board and read it aloud with students. Ask students whether anyone has twins in their family.
- Ask students if they have ever had an argument with their brother or sister. Have students share what happened to cause the argument and how they resolved the disagreement.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that effective readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as a part of their daily lives, such as sharing with one another what happened at school or the events of a television show.
- Model retelling a familiar story in detail, such as the Little Red Riding Hood.
Think-aloud: In the story Little Red Riding Hood, the little girl finds out that her grandmother is not feeling well, so she decides to go visit her. First, she packs a basket of food and begins her trip down the path through the woods. Next, she stops to pick some flowers for her grandmother. A wolf sees her and stops to talk with her. When the little girl says that she is on her way to visit her grandmother, the wolf leaves her and goes to the grandmother's house. Next, the wolf swallows the grandmother and waits to swallow the little girl.
- Continue to retell the story in detail. Invite students to participate by suggesting details to help retell the story.
- Point out to students that the retelling includes information about the most important characters, the problem, and the solution in the story. Remind them that in an effective retelling, the reader uses his or her own words and only includes the most important details from the story.
- Have students place sticky notes on pages 6, 8, 10, 12, and 15. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is an event that makes something happen and an *effect* is what happens as a result of the cause. Explain that asking the question, *why did it happen?* reveals the cause and that asking the question, *what happened?* reveals the effect.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Model how to identify an effect and its cause.
- *Think-aloud: One way to understand a story is to think about the event that happened and try to figure out the reason why it happened. This keeps me involved in the story and excited about what might happen next. For example, if a character in a story is running, I read to find out the reason he or she is running. The character might be scared of being stung by a bee. The effect, or what happened would be running, and the cause, or why the running happened, would be being scared of getting stung by a bee.*

Lesson Plan *(continued)*

Sister Daisy, Sister Rose

- Write this cause-and-effect relationship on the board. Invite students to suggest other possible causes for the effect of the running (exercising, being chased by a dog, and so on). Write these new cause-and-effect relationships on the board.

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: *It looks as though Daisy and Rose were twins. They are wearing the same purple outfits and the same hair bands. What does the word twins mean? Yes, it means two babies born in one birth. Do you know any twins?*
- Write the following story-critical words on the board: *apart, confused, different, style, and instrument.*
- Point out that these words can be found in the story and that knowing what they mean will help students understand the story as they read. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *apart* in the dictionary. Invite a volunteer to read the definition for *apart*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 5 as you read the sentence in which the word *apart* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what happens with Sister Daisy and Sister Rose. Remind them to stop reading at the end of each page with a sticky note and quickly retell in the mind the details of the story so far.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage those who finish early to go back and reread.
- Model retelling.
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. I learned that the girls in the story are twins named Daisy and Rose. They are the same in many ways. They wear the same purple outfits, fix their hair the same way, and play the same instrument, the violin. People often call them "DaisyRose" because they cannot tell the girls apart. I learned that Daisy wants to be her own person. She is tired of being confused with her sister.*
- Draw a cause-and-effect T-chart on the board.
- Have students reread page 5. Ask the question, *what happened?* (People called the twins "DaisyRose.") Remind students this question helps reveal the effect. Ask the question, *why did it happen?* (They couldn't tell the girls apart.) Remind students this question helps reveal the cause. Record the cause-and-effect relationship on the T-chart. Have students reread page 6. Say: *Now, I will write People always thought Daisy was Rose under the Effect heading. Why did this happen? Think about your answer and get ready to share it with a partner. This will be the cause.*
- Introduce and explain the **cause-and-effect worksheet**. Have students write information from the last cause-and-effect relationship discussed above in the chart.
- **Check for understanding:** Have students read to the end of page 10. Have them retell what they know so far to a partner. Ask them to write on their worksheet what caused Daisy to decide to play the fiddle. (She wanted to be different from Rose.) Have students record any additional cause-and-effect relationships on the worksheet.

Lesson Plan *(continued)*

Sister Daisy, Sister Rose

- Have students read the remainder of the book. Remind them to stop at the pages marked with sticky notes to quietly retell the events of the story with a partner. Additionally, remind students to consider the cause-and-effect relationships in the story.



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

- Model retelling in detail the events of the story after Rose decides to play the fiddle.
- **Think-aloud:** *After school, Rose and Daisy sat on the porch swing feeling strange and different. They felt strange because no one had called them DaisyRose or gotten them confused. They were not used to this at all. They decided that even though they were different, they would always be sisters. They decided to play some music. Their mom reminded them that the fiddle and the violin were the same instrument, but the style of music was different. The twins smiled because they knew it was okay to be the same and have different styles.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the causes and effects students recorded on their worksheet.
- **Independent practice:** Have students write any additional causes and effects on the worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about twins who were often confused for one another because they dressed in the same clothes, fixed their hair the same, and played the same instrument. One of the twins decided to change because she was tired of being called by her sister's name. Now that you know this information, do you think you would want to be a twin? Why or why not?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *instrument*. Clap each time you say a syllable (three claps).
- **Check for understanding:** Say the following words one at a time, and have students clap the syllables and tell how many syllables are in each word: *Rose, Daisy, different, confused, fiddle, violin, both*.

Phonics: Short vowel *i*

- Write the word *twins* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *twins*.
- Have students practice writing the short vowel *i* on a separate piece of paper while saying the short vowel /i/ sound aloud.
- Write the following words with the short vowel *i* on the board, leaving out the medial vowel: *pit, pin, wig, sip, lit, big*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i* to each word. Ask students to blend the sounds together as you run your finger under the letters.



Check for understanding: Ask students to read along as you read page 11 aloud. Have students locate and circle the word with the short vowel *i* (*different*). Read page 12 aloud and have students locate and circle the word with the short vowel *i* (*sisters*).

- **Independent practice:** Introduce, explain, and have students complete the [short vowel i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Have students read the second sentence on page 5 aloud. Ask students to point to the word *couldn't*. Write *couldn't* on the board.
- Explain to students that *couldn't* is a contraction and is made by joining together the words *could* and *not*. Write the words *could* and *not* on the board beneath the word *couldn't*. Have students read the sentence from page 5 again, this time substituting the words *could* and *not* for the word *couldn't*. Ask students to give a thumbs-up signal if the sentence still makes sense.
- Explain to students that a *contraction* is a word formed by joining two words and connecting them with an apostrophe.
- Circle the apostrophe in the word *couldn't* on the board, and have students point to the apostrophe in *couldn't* in their book. Point out that the apostrophe shows where a letter has been left out. Explain to students that in contractions one letter is always left out when the two words are combined. Ask students to identify which letter has been left out of the contraction *couldn't*.
- Write the following contractions on the board: *I'm*, *it's*, and *what's*. Have students work with a partner to determine the two words that form each contraction, and have each student write the words on a separate sheet of paper. Point to the contractions on the board and have students call out the two words that are joined to create the contraction.
- Write the words *she* and *is* on the board and read them aloud with students. Have students work in groups to discuss how they would join these words to make a contraction, and ask students to write the contraction on their separate sheet of paper. Write the contraction *she's* on the board, and have students correct their written contraction if necessary.



Check for understanding: Have students work with a partner to find and highlight all the contractions in the book. Have students write somewhere on the page the two original words that were joined to form the contraction. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if the word is a contraction.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word to determine which word would come first in alphabetical order.
- Write the words *style* and *different* on the board. Have a volunteer explain which word would appear first in alphabetical order (*different*) and why (because *d* comes before *s* in the alphabet).
- Write the words *instrument* and *twins* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*instrument*, because the letter *i* comes before *t* in the alphabet).
- **Check for understanding:** Write the following words on the board and have students work with a partner to arrange them in alphabetical order: *confused*, *apart*, *remember*, *same*, *violin*, *purple*, *name*. Have a volunteer explain which word would appear first in alphabetical order (*apart*) and why.
- **Independent practice:** Provide each student with a blank piece of paper. Write the following words on the board and have students record them in alphabetical order: *sister*, *fiddle*, *Daisy*, *Rose*, *music*, *hair*, *outfit*. If time allows, discuss students' responses as a class.

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 discuss the cause-and-effect relationships they found in the story with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Discuss with students the changes Daisy made in her style of dress, hair, and music and the reasons she decided to make the changes. Have students think about a time they have made changes to something about themselves. Have them draw a picture about their idea and share the idea with a partner. Then, have students write a story about the change they made to themselves and why they made the change.

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

Social Studies Connection

Provide information about violins and fiddles. Show pictures of the instruments. Listen to the different styles of music each instrument is used to play. Have students share similarities and differences between the instruments and the styles of music. Have students share which is their favorite style of music.

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 use the strategy of retelling to understand text during discussion;
- accurately identify cause and effect during discussion and on a worksheet;
- accurately segment syllables during discussion;
- accurately identify short vowel *i* during discussion, in the book, and on a worksheet;
- correctly understand and identify contractions during discussion, in the book, and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper.

Comprehension Checks

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