

### Focus Question:

*How do Morty's feelings about flying change by the end of the story?*

### Book Summary

Text Type: Fiction/Fantasy

Going on an airplane for the first time can be an exciting and nerve-racking adventure, especially when you are in charge! Follow Morty as he guides his blind grandmother through a day of travel in *Captain Morty Commands the Sky*. Will they make it to their destination, or will the responsibilities be too much for Morty to handle? Rich character dialog and a relatable story will engage readers. This book can be used to teach students how to identify character point of view and to recognize articles.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Identify character point of view
- ☐ Determine the purpose of special print
- ☐ Recognize and use articles *a* and *an*
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *Captain Morty Commands the Sky* (copy for each student)
- ☐ Character point of view, articles, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

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

##### • Words to Know

**Story critical:** *checking* (v.), *descending* (v.), *passengers* (n.), *security checkpoint* (n.), *transport* (v.), *turbulence* (n.)

**Enrichment:** *abuzz* (adj.), *indicator* (n.), *schedule* (n.)

- **Academic vocabulary:** *accompany* (v.), *approach* (v.), *direction* (n.), *examine* (v.), *remove* (v.), *through* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students if they have ever been on an airplane. Invite students to share their experiences, including their feelings before, during, and after their plane ride.
- Explain to students that in this story, Morty Mouse has the responsibility to escort his blind grandmother through the airport and he has a lot of things to remember to do on the way. Invite students to work with a partner to list all the responsibilities Morty may have as he travels with his grandmother. Ask volunteers to share and record their responses on the board.

##### Introduce the Book

- Give students their copy of *Captain Morty Commands the Sky*. 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 engaged readers often stop while they are reading to retell in their mind the important events that have happened so far in the story. Share with students that retelling what is happening in the story helps readers understand and remember what they are reading. Remind students that, in order for the retelling to make sense, the events must be told in the correct order.

##### Introduce the Comprehension Skill:

##### Character's point of view

- Explain to students that one way to understand the plot of a story is by thinking about the point of view of the story. Explain that the reader can determine the point of view by figuring out who is telling the story.

### Guiding the Reading (cont.)

- Write the phrases *first-person point of view* and *third-person point of view* on the board. Explain to students that these are the two most common types of point of view. Discuss with students that in a first-person story, the narrator is one of the characters and is the one telling the story to the reader. Point out that certain words are used to help the reader identify that the narrator is speaking and that the story is written in first person. Explain to students that these words include the pronouns *I*, *me*, and *my*.
- Explain to students that in a third-person story, the narrator is not a character, but rather an observer who is explaining what is happening in the story. Point out that the words used in a third-person story include the pronouns *he*, *she*, *her*, and *him* when referring to the characters in the story.
- Collect a variety of short stories or passages that are written in both first and third person. Distribute these examples to groups of students and have each group work together to sort the passages according to the point of view. Ask students to identify the pronouns they found that guided them to understand the point of view. Invite volunteers to share their results with the rest of the class.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about Morty Mouse’s traveling adventure. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where is Morty traveling to?* (level 1) page 3
- *How are Morty’s and his grandmother’s experiences at the airport the same?* (level 2) pages 5 and 6
- *How does Morty feel before the plane takes off?* (level 3) multiple pages
- *What does Morty see in the cockpit?* (level 1) page 13
- *How does Morty feel after he leaves the plane?* (level 1) pages 15
- *What traits does Morty have that make him responsible?* (level 3) multiple pages

### Text Features: Special print

Explain that special print is often used in books to emphasize certain words. Point out that these words are important in helping the reader understand the story and include italics, boldface print, and underlining. Point out that words in italics often have a special meaning and words in this book that are in boldface print can be found in the glossary. Invite students to find the italicized words on page 3 and ask them to use the context to determine why the text is italicized. Have them share their ideas with a partner. Guide students to understand that the author italicized the text to show what Morty was thinking.

### Skill Review

- Have students work in pairs to retell the story from the beginning. Listen carefully to ensure that students are retelling the details of the story in the order in which they happened.
- Model how to locate word clues to determine the character’s point of view.  
**Think-aloud:** *As I read this story, I notice that the author uses the pronouns he and him as well as the characters’ names, such as Grandma and Morty. These words give me a clue that the narrator is not a character in the story, and therefore, this story is told from the third-person point of view.*
- Have students work in groups to locate examples from the story to support that this story is written in the third-person point of view. Invite groups to share their findings with the class.
- Model how to complete the **character-point-of-view worksheet**, using evidence from the text. Then, have students complete the worksheet.

### 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.

### Guiding the Reading (cont.)

#### Skill Review

#### Graphic Organizer: **Character point of view**

Review the character-point-of-view worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class how they changed different scenes throughout the story to first-person point of view.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include how Morty Mouse's feeling toward flying changed from being nervous or scared before he flew to excited and brave after he flew.)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Articles**

- Write the following sentences on the board:  
*Morty is a responsible and caring young boy.*  
*He was not always an adventurous boy. The trip with his grandmother helped him become more adventurous.* Circle the word *a* in the first sentence, *an* in the second sentence, and *the* in the third sentence. Explain to students that these words are called **articles** and that they are used before a noun to tell whether a noun is specific or not.
- Return to the second sentence on the board and underline the phrase *an adventurous boy*. Explain that when a noun starts with a vowel, the article *an* is used.
- **Check for understanding:** Have students turn to page 6 and circle all articles on the page. Ask volunteers to share the articles they found.
- **Independent practice:** Introduce, explain, and have students complete the **articles worksheet**. If time allows, discuss their answers.

#### Word Work: **Homophones**

- Have students turn to page 8 and reread the following sentence: *The flight attendant helped them to their seats, where Morty buckled his and Grandma's seat belts.* Write the word *their* on the board. Ask students to suggest a definition for the word *their*.

- Write the word *there* on the board. Ask students how this word is different from the word *their* (*it is spelled differently and has a different meaning*). Explain that two words that sound the same but are spelled differently and have different meanings are called **homophones**. Invite volunteers to use each word in a complete sentence.
- Write the word *plane* on the board and invite a volunteer to use it in a complete sentence. Then have students turn to a partner and think of a homophone for the word *plane* (*plain*). Have students share their findings and use the word *plain* in a complete sentence.
- **Check for understanding:** Have students work in pairs to think of one or more homophones for the following words, which are found on page 9: *for*, *one*, *too*.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.