



About the Book

Text Type: Fiction/Fantasy Page Count: 22 Word Count: 1,625

Book Summary

In this excerpt from the much-loved children's novel, Alice finally catches up with the White Rabbit, whom she had chased down the rabbit hole. But the Rabbit surprises her by sending her to his house on an errand. Unfortunately, once she's there, Alice can't help taking a sip of another mysterious potion, and she grows until she fills the house. How will she get out?

About the Lesson

Targeted Reading Strategy

- Make connections to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Use the comprehension skill of identifying and describing story elements
- Identify prepositional phrases
- Identify multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*A Selection from Alice in Wonderland* (copy for each student)
- Chalkboard or dry erase board
- Story elements, prepositional phrases, multiple meaning words worksheets
- Word journal (optional)
- 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: **delighted** (adj.), **errands** (n.), **fetch** (v.), **master** (n.), **pattering** (n.), **resort** (n.)

Before Reading

Build Background

- Involve students in a retelling of the story of Alice in Wonderland. If one is available, show students a simple picture-book version of the story to prompt the retelling. Students may have seen a movie of the Alice story and can use that to draw on as they retell the story.

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 make a prediction about what might be happening in the picture. Have students compare the illustration to what they know about the story of Alice.

Lesson Plan *(continued)*

A Selection from Alice in Wonderland

- Have students preview the book by looking at the illustrations up to page 16. Have students predict what is happening in the story. Then ask them to predict how the book will end. Have them draw on their previous experience with the story to make their prediction.

Introduce the Reading Strategy: **Connect to prior knowledge**

- **Think-aloud:** *I can use what I already know from reading other books about Alice to help me make predictions about this story and its characters. I know that Alice usually encounters some very confusing, and sometimes mean, characters in her adventures. I know that a good reader always tries to make connections to what he or she already knows.*
- 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 correspondences to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out the word *resort* on page 8. Have students follow along as you read the sentence in which it is found (5th sentence). Read the previous page with them to build context and then have them try to use the context to work out the meaning. Remind students that if the meaning they come up with doesn't make sense in the sentence, they can look up the word in a dictionary.
- Tell students that this story was written some years ago and that some of the words may sound old-fashioned. The author was English, and many of the words are more common in England than in the United States. Encourage students to use the context to work out any words that sound strange or are unfamiliar to them.

Set the Purpose

- Have students read the book to see how this story of Alice compares with the version they know.

During Reading

Student Reading

- **Guide the reading:** Have students read through page 8. Tell them they should go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students how the story compares so far with the version they know. Ask whether knowing about Alice and what happens to her helps them understand this version of the story.
- Ask students to point out any vocabulary that is not commonly used or familiar to them. They may suggest words and phrases such as *alas*, *I do wish*, *what will become of me*.
- Tell students to read the rest of the book, keeping in mind what they know about Alice and her adventures.



Have students make a 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

- Discuss how connecting the text they are reading with past knowledge and experience of other texts helps them better understand the characters and the plot.

Teach the Comprehension Skill: **Story elements**

- **Model:** Review with students the features of narratives: characters, setting, problem (conflict) and solution, and plot.
- **Check for understanding:** Use a familiar story that all students have read or heard and have them orally tell you the story elements.
- **Discussion:** Ask students to retell this excerpt from *Alice in Wonderland*, listing the main events in the plot. Discuss the problem that Alice had.
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. Have students record the story elements on the worksheet. When they are finished, discuss the features. Have them return to the book to justify their ideas about the characters, setting, problem and solution, and plot.



Extend the discussion: Instruct students to use the last page of their book to write what they think might happen to Alice next.

Build Skills

Grammar and Mechanics: Prepositional phrases

- Call attention to the way the writer uses words to describe the action of the story. Have students note the phrases that tell where or in what direction actions take place. Point out sentences such as *She ran off at once in the direction he pointed; She went in without knocking and hurried upstairs; By this time she had found her way into a tidy little room with a table by the window.*
- Explain that prepositional phrases can modify verbs to tell where or in what direction the action takes place. Point out the prepositional phrases in the examples above: *in the direction he pointed, upstairs, into a tidy little room.*
- **Check for understanding:** Have students work in pairs. Assign several pages to each pair. Have pairs find examples of what they think are prepositional phrases that place the action. Have them share the phrases they find.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their answers aloud.

Word Work: Multiple-meaning words

- Point out the word *mind* on page 13. Ask students to read the sentence in which it is found. Have them use the context to figure out the word. Ask what is happening at this point in the story and what the speaker is trying to say to Bill. Lead students to understand that the meaning of *mind* in this context is “look out” or “watch out for.” Have students tell you another meaning of the word *mind*.
- Repeat with the word *fancy*, also on page 13.
- **Independent practice:** Introduce, explain, and have students complete the **multiple-meaning-words worksheet**. If time allows, have them share their definitions when they are finished.

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.

Extend the Reading

Writing Connection

Have students rewrite the story of Alice giving it a modern twist. Have them use words and expressions that are commonly used today.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

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 connecting to prior knowledge to understand text
- identify story elements during discussion and on a worksheet
- identify and understand the use of prepositional phrases during discussion and on a worksheet
- identify and understand the use of multiple-meaning words during discussion and on a worksheet

Comprehension Checks

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