



About the Book

Text Type: Fiction/Humor Page Count: 22 Word Count: 1,620

Book Summary

As if having the name “Ermaline” isn’t bad enough, Ermaline’s mother is crazy about safety. She decides to build a dummy to put in the back seat of their car so it will look like they are traveling with a man. The ugly dummy causes even more teasing for poor Ermaline. But when the dummy foils a car thief, Ermaline might have to change her mind.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of analyzing characters to understand text
- Use commas to set off clauses and phrases
- Use suffix *-ment* to make new words
- Use synonyms

Materials

Green text indicates resources available on the website

- Book—*Harold the Dummy* (copy for each student)
- Chalkboard or dry erase board
- [Characterization, commas, suffixes, synonyms 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

Content words:

Story critical: *customized* (v.), *fanatic* (n.), *humiliated* (adj.), *plodded* (v.), *unconscious* (adj.), *whittled* (v.)

Enrichment: *berets* (n.), *certified* (adj.), *Roman nose* (n.)

Before Reading

Build Background

- Pose the question “Is it okay to tease kids at school?” Have students share their thoughts with a partner and then with the group.
- Ask students if they have ever been embarrassed by either something someone in their family did, or something they did themselves. Have volunteers share their experiences.

Preview the Book

Introduce the Reading Strategy: **Ask and answer questions**

- 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.

- Pair students, and have one partner ask a question that comes to mind about the cover information. The other partner should try to answer the question using the information available. The partners then trade places. You may wish to model asking questions for students.
- **Think aloud:** *I wonder who Harold is. Is Harold a dummy, or is he a person that is not very smart? I know it's a good idea to question the text as I preview it and as I read. This helps me be active and involved in the reading.*
- Have students preview the rest of the book, looking at the illustrations, thinking of questions that come to mind based on the pictures, and making predictions about the book.
- 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. Students can use what they know about letter and sound correspondences, they can look for base words, prefixes, and suffixes, and they can use the context to work out unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, such as *customized* on page 8. Point out that students might recognize the suffix *-ize* and look for the base word, *custom*. Read the sentence and ask if this helps them figure out the meaning. Remind them that sometimes they have to read beyond the sentence to get the meaning of the word. Have them read to the end of the paragraph with you, and then discuss the meaning of the word using the context clues.

Set the Purpose

- Have students read to find out if the questions they asked their partners could be answered.

During Reading

Student Reading

- **Guide the reading:** Have students read chapter 1.
- When they have finished reading, pair students and have them take turns asking and answering questions that come to mind about what might be happening in the story.
- If necessary, model asking questions about the chapter: *I think the wig stand is going to be used for the head, but what she will use for the body? I wonder if the kids will tease Ermaline even more now.*
- Tell students to read the rest of the book, taking note of any questions that come to mind as they read.



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

- Have students share any other questions that came to mind while they were reading. Discuss how questioning the text when reading helps keep the reader actively involved in the meaning-making process.

Teach the Comprehension Skill: **Analyze character**

- Discuss how a good story has strong characters that readers can visualize in their minds. Remind students that they can learn what characters are like by what they say, by what they do, and by what others say about them.

- **Check for understanding:** Reread the first two paragraphs on page 4 with students. Ask them what they can tell about Ermaline from these paragraphs. Ask whether the information comes from what she says, what others say, what she does, or a mixture of these.
- **Discussion:** Ask students what they think about Ermaline and her mother. Ask whether the two characters are like any people they know in real life. Encourage students to think of words they could use to describe the characters. Have them justify their ideas by finding evidence in the text.
- **Independent practice:** Give students the [characterization worksheet](#). Have students describe either Ermaline or her mother. When students have finished, have them share their responses. If students disagree about the characters, have them justify their responses by pointing out clues in the text. Remind students that readers bring their own experiences to the stories they read. Often, reactions to the characters and the plot are influenced by personal feelings.



Extend the discussion: Have students use the last page of the book to write why they would or would not like to have Ermaline as a friend.

Build Skills

Grammar and Mechanics: Use commas to set off clauses and phrases

- Point out the first sentence on page 6. Point out how a comma is used to set off the first words of the sentence. Explain that introductory phrases are often followed by a comma. The phrases can be as short as one or two words, or as long as the introductory phrase that starts the next sentence on the page.
- Point out the clause on page 15: *If I could afford a leather jacket*. Explain that this group of words is called a clause because it has its own subject and verb: *I could afford*. Explain that introductory clauses are also usually followed by a comma to set them apart from the rest of the sentence.
- Have students practice using commas on the [commas worksheet](#).

Word Work: Use suffix *-ment* to make new words

- Write the word *embarrassment* on the board. Ask students what the base word of *embarrassment* is. When they say the base word, write it on the board.
- Tell students that *embarrass* is a verb, and when we add the suffix *-ment*, we create a noun. Have volunteers use the verb and noun forms of the word in oral sentences.
- Provide another example by writing the verb *amaze* on the board. Have a volunteer use it in an oral sentence. Reinforce that the word is used as a verb in the sentence. Add the suffix *-ment* and have a volunteer use it in a sentence. Reinforce that the word is used as a noun in the sentence.
- Give students the [suffixes worksheet](#) for more practice.

Word Work: Use synonyms

- Give students the [synonyms worksheet](#). Have students read through the words and discuss the meaning of each word. If necessary, have them refer to the glossary at the end of the book. Then have them demonstrate their understanding of the words by rewriting each sentences using a synonym.

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 write a newspaper report about Harold's encounter with the car thief. To help them get started, write *who*, *what*, *where*, *when*, and *why* on the board. Have students orally respond to each of the questions while you record a brief response next to each word.

Remind students that newspaper reports are usually written in past tense and provide only the most important details of the event. Students can use the notes on the board to help them write their article.

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:

- describe the characters based on text information
- create nouns by adding the suffix *-ment*
- use commas correctly to set off clauses and phrases in sentences
- find synonyms for the content vocabulary words

Comprehension Checks

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