

About the Book

Text Type: Fiction/Folktale Page Count: 16 Word Count: 400

Book Summary

This delightful retelling of a Norwegian folktale becomes more humorous with every page as a rich, lonely squire tries to take a bride. The squire's choice is a lovely young girl, but the girl has another idea, which sets off a series of laugh-out-loud events. *The Squire's Bride* is a simple chapter book with charming illustrations.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand fictional text
- Identify the story elements of setting, characters, and plot, especially as they relate to a folktale
- Recognize double-letter words in text
- Recognize adjectives as words that describe
- Understand and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*The Squire's Bride* (copy for each student)
- Chalkboard or dry erase board
- [Story elements, content vocabulary worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *bay, clatter, courting, debt, harvest, mare, parson, squire*

Before Reading

Build Background

- Ask students to recall familiar folktales. If time allows, ask one or two students to retell their favorite folktale.
- Ask students what things they expect to read in a folktale. Encourage them to name things like humor, magic, animals that talk, "once upon a time" settings, good and bad characters, bad characters who get what they deserve or learn a lesson, and so on.

Preview the Book

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, fiction, nonfiction, and so on), and what it might be about. Explain what a squire is and ask what they think the story may be about, based on the illustrations.

Lesson Plan *(continued)*

The Squire's Bride

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that one way to better understand what they read is to predict what will happen in the story. Tell students they just made predictions based on the title of the book and some of the illustrations. Clarify that they can check and change their predictions as they read the book. Tell students that making predictions and checking them as they read will help them remember what they have read.
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)
- Model making predictions and bring in the Build Background discussion about folktales.
Think-aloud: Before I start reading a book, I look at the front and back covers and read the title. Then, based on what I see, I make a guess, or prediction, about what I'll read in the book. I think this might be a folktale because the illustrations of the people and the way they are dressed remind me of illustrations I have seen in other folktales. Folktales often have a character who is not good who learns some kind of lesson. I wonder if the squire is going to be good or bad. I wonder which character in the story will learn a lesson.
- Ask students to tell what the people on the front and back covers are doing. Have them suggest where they think the people are.
- Encourage students to make predictions about what they think might happen in the story.
- Preview the book with students, having them focus on the illustrations from pages 4 through 13. Ask them to predict what is happening based on the illustrations. Do not have them look at the illustrations on pages 14 and 15. When they come to the end of page 13, ask them to predict how the story will end. They can read to find out if their predictions are correct.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, use any vocabulary you think may be difficult for students in the discussion of the illustrations. For example, have students turn to page 4, and say: *What are the people doing in this illustration? Yes, they are harvesting the hay.* Ask students to make, revise, and confirm predictions as they explore the illustrations.
- Show students the glossary and explain that the vocabulary words located in the glossary are bold in the story. Have students explain what the page number at the end of each definition means.
- Model the strategies students can use to work out words they don't know. Have students find the word *harvesting* on page 5. Point out the *-ing* ending. Model how to sound out the two syllables in the word *harvest* by using knowledge of sound/symbol relationships for *r*-controlled vowel and short vowel sounds. Read the sentence in which the word is found and have students tell whether the word makes sense. Point out that they can check the meaning of the word by using the glossary.

Set the Purpose

- Have students make, revise, and confirm predictions about what will happen as they read about the squire. Have them confirm whether their predictions were correct at the end of the story.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Tell them to reread if they finish before others.

Lesson Plan *(continued)*

The Squire's Bride

- When reading is complete, ask students if their predictions were correct. Model revising your prediction.
Think-aloud: I made a prediction that the squire would want to marry a rich, older woman. I'll have to change that prediction because I found out that he wants to marry a girl who works in the fields. I think she's going to end up marrying him because her father said she would. I'll have to keep reading to find out.
- Have students tell which predictions they think they'll be able to confirm from reading the book and which predictions they think they need to revise.
- Have students read the remainder of the book and think about what will happen next as they read.
-  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

- *Think-aloud: After I read the entire story, I was surprised by the ending. I thought the squire would marry the young woman because her father said she would. When I looked at the illustrations before reading, I thought the horse was just a gift from the woman's father. I had no idea the young woman would play a trick by sending the horse to the squire instead of showing up herself to marry him. Predicting what would happen made the story more interesting, even if my predictions weren't all correct.*
- Ask students if the story ended as they predicted. Reinforce how making, revising, and confirming predictions keeps them actively involved in the reading process and helps them understand and remember what they read.
- **Independent practice:** Have students look at the illustration on page 15. Ask: If you only had this illustration to tell you about the story, what do you think it would be about? Have volunteers share possible interpretations.

Teach the Comprehension Skill: **Story elements**

- **Introduce and model:** Draw a web on the board. Write the word *folktale* in the center circle. Explain that most made-up stories, including folktales, usually have three main parts:
 1. *setting, or where and when the story takes place*
 2. *characters, or who is in the story*
 3. *events, or what happens*
- Write the words *setting*, *characters*, and *events* in smaller circles attached to the web.
- **Check for understanding:** Ask students to describe the setting of the story. Ask whether the setting changes during the story. Have students tell whether it is important that this story took place in a particular country or whether it could take place on any squire's land. (The setting in folktales is most often a kind of backdrop for the action and has a kind of universality. Lead students to understand that the setting is not well developed in this story and that the focus is on the plot.)
- **Discussion:** Ask students to think for a moment about books they have read. Ask: *Do all stories and/or books have good and bad characters and lessons for the reader to learn?* Explain that this style of writing is most common in folktales. These stories are fictional and often include events or activities that people are not familiar with in today's society. The lessons that they convey, however, may apply to the reader. Ask students if they enjoy folktales and if these stories are an effective way for them to learn lessons.
- **Independent practice:** Give students the [story elements worksheet](#) to complete. Discuss their responses.



- **Enduring understanding:** Folktales often include both good and bad characters. Was it wrong for the father to accept money in exchange for the marriage of his daughter? Did the squire get what he deserved for trying to “buy” a bride after she refused his offer of marriage?

Build Skills

Phonics: Double letters

- Introduce or review double letters. Have students look through the book and identify some of the double letters in the story. Explain that double letters usually occur in the middle of words when there is a consonant sound between the syllables. Letters may be doubled when adding suffixes (*tug* + *ed* = *tugged*) and can also appear at the end of a word.
- **Check for understanding:** Have students turn to page 6. Ask them to locate and count the words that contain double letters (five). Next, have students count how many words have double letters in the middle and how many have double letters at the end.
- **Independent practice:** Ask students to make two columns on a blank piece of paper. Have them title one column *double letter middle* and the other column *double letter end*. Have students scan the entire book (covers, table of contents, chapter text, and glossary) for all double-letter words and then write them on their paper in the proper column (there are more than twenty-five total). If time permits, have them share their findings.

Grammar and Mechanics: Adjectives

-  Have students locate the first sentence on page 4. Read the sentence and ask students to tell what kind of man the squire is. Have them circle the word *rich*. Review or explain that *rich* is a describing word; it tells something about the squire. Tell students that words that describe are called *adjectives*. Adjectives tell *what kind*, *how many*, or *which one*.
- **Check for understanding:** Ask students to think of other adjectives they might use to tell someone about the squire in the story. Have them write a sentence using one of the adjectives. Confirm proper usage.
-  **Independent practice:** Have students look at pages 5 and 6 and underline all adjectives they find (*red* leaf [page 5], *lovely* girl, *big* house, *beautiful* clothes [page 6]). When they have finished, ask if the adjectives helped them to visualize, or picture, the nouns more clearly.

Word Work: Content vocabulary

- Point out to students how the story begins: *Long ago and far away*. Tell them that this is a typical beginning for many folktales. Tell students that many of the words in the book are often used in folktales and other stories of long ago.
- **Check for understanding:** Provide opportunities for students to talk about difficult words, such as *courting*, *harvesting*, and *squire*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- **Independent practice:** Introduce the [content vocabulary worksheet](#). Tell students they will use the vocabulary words from the worksheet to solve a puzzle. Tell them they might be amused by the solution.

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. Have them discuss with someone at home the setting, characters, and plot of the story.

Extend the Reading

Writing Connection

Have students look at the illustration of the mare on page 14. Brainstorm a list of adjectives that describe her. Have students use words from the list to write a sentence that describes the mare. For example, they might use the model: *The mare is _____ and _____.*

Geography Connection

Remind students that *The Squire's Bride* is a Norwegian folktale. Provide a world map for students to see where Norway is located. Provide resources for students to learn ways in which the country is similar to and different from the United States.

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:

- make logical predictions about the story and characters, and revise or confirm these predictions as they obtain more information by reading
- correctly identify the story elements and discuss how these elements fit the structure of a folktale; demonstrate understanding of story elements on a worksheet
- locate double-letter words and group them according to location of the double letters
- understand that adjectives are words that describe
- understand and use content vocabulary in discussion and on a worksheet

Comprehension Checks

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