## Unit 4/Week 2 at a Glance

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**Read-Aloud** (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Summarize and Synthesize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons** (20 MINUTES)

**Activate Prior Knowledge: Predict and Wonder Lists**

Display a blank Predict and Wonder Lists chart (BLM 1) like the one shown here.

**Say:** Today we are going to begin a story that has characters in it that you may know. Let’s name some nursery rhyme characters, such as Old Mother Hubbard and Humpty Dumpty. (Allow responses.) Imagine some of these characters together in the same story.

- What do you think might happen?
- What questions do you have about a story like this? What do you wonder about?

**Make cultural connections.** Explain that these characters are from old and well-known rhymes. Ask students from other countries about similar stories or rhymes from their culture. Encourage them to share one they know.

**Model sentence frames.** Support ELLs by modeling how you use the following sentence frames:

> I think ______ might happen.

> I wonder if ______.

Record students’ responses on the Predict and Wonder Lists. **Say:** Keep these ideas in mind as we read and find out what does happen.

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**Sample Predict and Wonder Lists Annotations (BLM 1)**

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Mother Hubbard will be in the story.</td>
<td></td>
</tr>
<tr>
<td>Jack Horner will be in the story.</td>
<td></td>
</tr>
<tr>
<td>Humpty Dumpty will be in the story.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Wonder</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do the characters do together?</td>
<td></td>
</tr>
<tr>
<td>Do I know all the characters?</td>
<td></td>
</tr>
<tr>
<td>Will this story be funny?</td>
<td></td>
</tr>
</tbody>
</table>

**Related Resources**

- Audio CD
- Predict and Wonder Lists (BLM 1)
- Analyzing Story Elements (BLM 2)
- What’s the Problem? (BLM 3)
Introduce the Book

Display the book *The Enormous Watermelon* on an easel.

Point to the cover and ask students to name the characters they see.

**Ask:** Who can point to the title of this book? That’s right, the title is right here. Read aloud the title as you point to each word.

**Say:** Now point to the authors’ names. Read aloud the names and explain that these were the same authors who retold the story *The Three Little Pigs*.

Display the back cover. Point out the authors’ photographs. **Say:** Yes, I remember these authors. I enjoyed the last book I read by them, so I am very excited to read this new story.

Read the Book

Invite students to listen and follow along as you read the complete story. Read the boldfaced words and text repetition with dramatic expression.

Read the story a second time so that students can participate. Point out the repeated words and have students join in with the words and by using their arms and hands to make pulling motions.

**Comprehension:** Summarize and Synthesize/Analyze Story Elements

Return to the book cover and ask students to describe the illustration.

**Explain:** As I read, I pay attention to the characters and where the story takes place. I try to understand the problem and how it is solved. The characters, setting, problem, and solution are story elements.

**Activate metacognitive strategies. Say:** Last week we talked about how good readers summarize and synthesize, or use their own experiences, when they read. I’ll show you how I do this to help me understand the story elements.

**Model. Say:** As I read the title and look at the cover, I summarize what I see. Old Mother Hubbard is pulling on a big watermelon. I synthesize this information to figure out that the setting will be in a garden and Old Mother Hubbard will have a problem with this big watermelon.

**Ask:** What do you think the problem is? How can your own experiences help you guess what it might be? Use this sentence frame to answer:

*I think the problem is that _____.*

Make Content Comprehensible for ELLs

**Beginning and Intermediate**

Point to and read the question on the first page. Identify each character and the nursery rhyme the character is from. Then point to the characters in random order and **ask:** Who is this character? Have students repeat the character’s name or use this frame to answer: *This character is _____.

**All Levels**

If you have students whose first language is Spanish, explain that the Spanish word for a character in a story is *el personaje*, not *el carácter*. *El carácter* refers to a character’s personality, such as being friendly or mean.

Model the use of academic sentence frames to support ELLs’ vocabulary and language development. (See suggested sentence frames provided.)

Support Special Needs Learners

Throughout the week, use the following strategies to help students who have learning disabilities access the content and focus on skills and strategies.

Spend additional time previewing and retelling the story. Encourage students to use illustrations to help them summarize and synthesize what happened and analyze the story elements.

Read aloud the text more than once for students who would benefit from auditory input. You can also play the audio CD so that students can listen and follow along as the text is read.

Use the graphic organizer activities to build students’ schema related to the book’s content.

Validate and support students’ efforts to participate in instructional conversations and activities.
The Enormous Watermelon, pages 2–3

So she planted a little watermelon seed in the garden.

One day Old Mother Hubbard went to the cupboard, but it was bare.

“Now is the time to take it home,” said Old Mother Hubbard.

The Enormous Watermelon, pages 6–7

She pulled and pulled and pulled, but she could not pull it home.

So she went to pick the watermelon.

The Enormous Watermelon, pages 10–13

They pulled and pulled and pulled, but they could not pull it home.

So Humpty Dumpty called...

Reread Pages 2–13

Comprehension: Analyze Story Elements

Reread the text, pointing to the illustrations as you read and stopping at various times to have students summarize and synthesize what they heard about the characters, setting, and problem. Use the prompts provided, or your own, to encourage discussion. Use the Analyzing Story Elements graphic organizer (BLM 2) to record students’ ideas.

Pages 2–5:

Say: Look at these pictures. What is the setting for this story? What character have we met? How can you summarize what has happened?

Pages 6–9:

Say: I see a problem now. How can you summarize the problem? What does Old Mother Hubbard do to try to solve it?

Pages 10–13:

Ask: What characters have we read about so far? Is the problem solved yet? Let’s write some of your ideas on our chart.

Connect and transfer. Say: We summarized what we read and thought about it carefully to help us understand the story elements. Use this strategy whenever you read or listen to a story. We’ll use it again tomorrow when we reread the rest of The Enormous Watermelon.

Analyzing Story Elements

Title: The Enormous Watermelon

Authors: Brenda Parkes and Judith Smith

Setting: in a garden

Characters: Old Mother Hubbard, Humpty Dumpty, Little Miss Muffet

Problem

Old Mother Hubbard cannot pull the watermelon home.

Solution

Sample Analyzing Story Elements Annotations (BLM 2)
Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice analyzing story elements. See the list provided on the Small-Group Reading Instructional Planner.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Phonics Workshop (20 MINUTES)

Use the Day 1 instruction provided in the StartUp Phonics Skill Bag 6.

Comprehension Quick-Check

Observe whether students are able to articulate the story elements. If they have difficulty, use the following additional explicit instruction.

Say: Let’s use the pictures to help us identify story elements. Remember, the characters are the people or animals in a story. The setting is where and when the story takes place. The problem is what a character is trying to fix or do. The solution is how the problem gets fixed.


Encourage students to think very carefully about the clues and to make their own analyses.

Home/School Connection

Ask students to talk with a family member about the problem in the story. Have them draw a picture of an enormous watermelon using What’s the Problem? (BLM 3).
Day Two

Read-Aloud (10 minutes)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Summarize and Synthesize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 minutes)

Retell Pages 2–13

Say: Yesterday we read The Enormous Watermelon and we reread the first half of the story to identify the story elements. Let’s retell what happened in the first half of the story. Raise your hand if you would like to share something that happened in the story, and I will call on you.

Lead a discussion about the story so far. Record students’ ideas on the Retell Flow Chart (BLM 4). Allow them to remember as much as they can without prompting. If necessary, use the following questions:

• Who are the characters in this story?
• What happens at the beginning of the story?
• What problem does Old Mother Hubbard have?
• How does she try to solve it?

Conduct a shared reading of pages 2–13, inviting students to read along with dramatic expression.

Lesson Objectives

Students will:
• Retell story events.
• Summarize, synthesize, and analyze story elements during reading.
• Build oral language and vocabulary through whole-group discussion.

Related Resources
• Audio CD
• Analyzing Story Elements (BLM 2)
• Retell Flow Chart (BLM 4)

Old Mother Hubbard plants a watermelon seed. The watermelon grows and grows.
The watermelon is too big and heavy to move. She asks Humpty Dumpty to help.
They cannot pull the watermelon. He asks Little Miss Muffet to help.

Sample Retell Flow Chart Annotations (BLM 4)
Reread Pages 14–24
Comprehension: Analyze Story Elements During Reading

Say: Now we’ll reread the rest of The Enormous Watermelon. We’ll talk more about the story elements as we read.

Read each page aloud with dramatic expression. Stop at various times to allow students to summarize what is happening. Use the prompts provided, or your own, to encourage a discussion. Add to Analyzing Story Elements (BLM 2) to record additional story elements.

Pages 14–17:
Say: Does Old Mother Hubbard still have a problem? What did Miss Muffet do to help? Let’s summarize how the story characters have done so far. What do you think about these characters? Have they helped solve the problem? What would you have done?

Pages 18–21:
Say: Let’s summarize what the problem was and how the characters tried to solve it. What do you think about these solutions? Can you think of other solutions they might have tried?

Pages 21–24:
Say: Has the setting changed? How can you tell? How was the problem solved? Do you think it was a good solution?

Connect and transfer. Say: We summarized and synthesized information about the characters and problem in this story, which helps you understand the whole story. Remember to analyze story elements today during small-group reading instruction, too.

<table>
<thead>
<tr>
<th>Setting: in a garden, in the kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters: Old Mother Hubbard, Humpty Dumpty, Little Miss Muffet, Jack and Jill, Wee Willy Winky</td>
</tr>
<tr>
<td>Problem</td>
</tr>
<tr>
<td>Old Mother Hubbard cannot pull the watermelon home.</td>
</tr>
</tbody>
</table>

Sample Analyzing Story Elements Annotations (BLM 2)

Make Content Comprehensible for ELLs

Beginning
Invite ELLs to point to pictures in the book as you retell each event.

Have beginning ELLs act out the action that is shown on each page by adding students to portray each character and pull on an imaginary watermelon as you read the text.

Intermediate and Advanced
Model the use of academic sentence frames to support ELLs’ analysis of story elements, for example:

The setting is _______.
The characters are _______.
The problem is _______.
The problem is solved by _______.

Comprehension Quick-Check

Take note of which students can or cannot contribute to the discussion about story elements. Use the following additional instruction to reinforce how to analyze story elements based on summarizing and synthesizing.

Display several pages throughout the book and work with students to use picture clues to help them identify and analyze story elements. For example, display pages 18–19. Have students summarize what they see and then answer these questions:

- What characters do you see in the picture?
- Where are they?
- What is the problem?
Oral Language Extension
During independent workstation time, pair students to discuss story elements from previously read fiction books. Have them use the following sentence frames:

The story is ______.
The setting of the story is ______.
The characters are ______.
The problem is ______.
The solution was ______.

Tell students you will ask about their conversations during individual conference time.

Home/School Connection
Have students take home a copy of the Retell Flow Chart (BLM 4) and draw a picture in each box to show five events from The Enormous Watermelon in order. Have them share their pictures and retell the story to a family member.

Small-Group Reading Instruction (60 minutes)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice analyzing story elements. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 minutes)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Phonics Workshop (20 minutes)

Use the Day 2 instruction provided in StartUp Phonics Skill Bag 6.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Summarize and Synthesize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Retell the Story

Say: Yesterday we finished reading The Enormous Watermelon. Let’s take a few minutes to retell what happened in the story. First let’s review what we’ve already recorded on our Retell Flow Chart.

Reread the events you recorded on the flow chart yesterday. Then ask students to continue their retelling. You may wish to revisit specific pages in the book or turn to the inside back cover of the big book to visually prompt students.

Record students’ ideas on your Retell Flow Chart. Allow them to remember as much information as they can without prompting. If necessary, use the following questions to guide their retelling:

- What did Little Miss Muffet do when they could not pull the watermelon?
- How was the problem with the watermelon finally solved?
- What happened at the end of the story?

Reread

Conduct a shared reading of the entire book, inviting students to chime in when they know the words. Encourage students to read the cumulative parts of the book together, using the pictures to help them name the characters. For example, point to each character in the illustration on pages 20 and 21 as students choral-read the cumulative lines.

Lesson Objectives

Students will:
- Retell story events.
- Ask a character questions.
- Reflect on analyzing story elements.
- Build oral language and vocabulary through whole-group and partner discussion.

Related Resources
- Audio CD
- Predict and Wonder Lists (BLM 1)
- Analyzing Story Elements (BLM 2)
- Retell Flow Chart (BLM 4)
- Ask a Character (BLM 5)
**Make Content Comprehensible for ELLs**

**Beginning**
Invite ELLs to point to images in the book as they retell events.
Encourage ELLs to act out what happened in the story. As they act out events, give a simple narration.

**Intermediate**
Model the use of academic sentence frames to support ELLs’ retelling of the previous day’s reading, for example:

- The problem was _______.
- It was solved by _______.
- At the end, they _______.

**All Levels**
Pair ELLs with fluent English speakers during partner discussions and activities.

**Comprehension Quick-Check**
Take note of which students can or cannot retell the story. Ask the following questions to prompt their retelling:

- Why did Old Mother Hubbard plant the watermelon seed?
- Why was the watermelon such a problem for Old Mother Hubbard?
- What did Old Mother Hubbard give to all of the characters? Why?

Use small-group reading time to model and guide practice of retelling the events in a story.

**Home/School Connection**
Ask students to draw their favorite part of the story and ask a family member to help them write a sentence for their drawings. Encourage students to talk with the family member about how the characters helped each other solve a problem.

**Respond to the Story**

**Turn and talk.** Invite partners to talk about a question they each would like to ask Old Mother Hubbard. Remind them that they should talk quietly and listen carefully to their partners because they will be reporting on their partners’ question.

Bring students together after a few minutes. Call on various students to share their partners’ question.

Write students’ questions on the Ask a Character graphic organizer (BLM 5) to post in your classroom. Add satellite circles as needed. Reread the questions and have students suggest answers.

Also invite students to revisit the Predict and Wonder Lists (BLM 1) and add any new ideas they have to the I Wonder and What Happened columns.
Comprehension: Reflect on Analyze Story Elements

Reread the information you wrote on the Analyzing Story Elements graphic organizer (BLM 2). Discuss how the characters were involved in both the problem and solution.

Connect and transfer. Say: Remember, good readers analyze the story elements as they read. I want you to practice analyzing the setting, characters, problems, and solutions when you read and listen to other stories.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice analyzing story elements. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Phonics Workshop (20 MINUTES)

Use the Day 3 instruction provided in StartUp Phonics Skill Bag 6.
Lesson Objectives

Students will:
• Reread the big book to build fluency.
• Analyze story elements after reading.
• Develop Tier Two Vocabulary (synonyms).

Related Resources
• Audio CD

Read-Aloud (10 minutes)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Summarize and Synthesize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 minutes)

Reread the Story: Build Fluency

Tell students you are going to read the story again, and you would like them to pay careful attention to your voice. You will make the story exciting by putting expression into your voice, especially by using a different way to say the words that are boldfaced.

After reading, invite students to comment on what they heard in your voice. Ask them how your use of expression helped them understand what the problem was and how the characters felt.

Read the book again, inviting students to read along with you. Tell them to put expression into their voices, too.

Brainstorm Writing Ideas: A Thank-You Note

Say: Old Mother Hubbard shared the watermelon with her friends as a way of thanking them for their help in solving her problem. Let’s write a thank-you note her friends might send Old Mother Hubbard. We’ll start by making a list of what her friends might want to tell her. We will use our ideas tomorrow to write our thank-you note.

Record students’ ideas about who will write the note and what they will say. As necessary, prompt students with questions like these:
• How will they begin the note?
• What will they thank her for?
• How do they feel about Mother Hubbard?
• How will they end the note?

Reread students’ ideas aloud. Tell them they will revisit their ideas tomorrow. Save your group brainstorm to refer to then. (See Day 5 for sample brainstorming list.)
Develop Tier Two Vocabulary: Synonyms

Read the title and first sentence of the summary on the back cover of *The Enormous Watermelon*. (*The Enormous Watermelon*: Old Mother Hubbard grows a truly gigantic watermelon.)

**Explain:** The words *enormous* and *gigantic* both have almost the same meaning. Words that have almost the same meaning are called synonyms. Writers use synonyms to make their writing more interesting and colorful. Let’s think about other synonyms the author could have used.

Reread the title and guide students to identify other synonyms for the word *enormous*. (big, huge, large) Record them on chart paper to serve as a Synonyms anchor chart. Point out that the synonyms have similar meanings but not exactly the same meaning.

Invite students to name synonyms for other words in the story, for example: **pull** and **drag**; **bare** and **empty**; **little** and **tiny**. Add these to the anchor chart. Post the chart on a classroom wall to refer to later.

**Small-Group Reading Instruction** (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice analyzing story elements. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

**Phonics Workshop** (20 MINUTES)

Use the Day 4 instruction provided in StartUp Phonics Skill Bag 6.

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**Make Content Comprehensible for ELLs**

**All Levels**

Invite partners to take turns pretending they are one of the characters and use the following sentence frame to thank Mother Hubbard:

*Thank you for ________.*

Beginners can just say, “Thank you.”

Use each synonym by pointing out an object that it describes or acting out the action it suggests, for example:

**Enormous:** Draw a small circle on the board, then an enormous one next to it. Point to the enormous circle and say: *This circle is enormous. It is gigantic. What other word can we use to describe it?*

**Little:** Point to the small circle. Say: *This circle is little. It is tiny. What other word can we use to describe it?*

**Oral Language Extension**

During independent workstation time, display the inside back cover of the big book and invite pairs of students to use the picture prompts to retell what happened in the story. Remind them to talk about the setting, characters, problem, and solution.

**Vocabulary Quick-Check**

Observe whether students are able to identify synonyms for words in the story. If necessary, find the words and demonstrate naming synonyms for them. Invite students to name synonyms for the following words, then use each in a sentence: **talk** (speak); **run** (go); **take** (grab); **yell** (scream).
Lesson Objectives

Students will:
• Analyze story elements to write a thank-you note.

Read-Aloud (10 minutes)

Revisit the week’s read-alouds to make text-to-text connections and to provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

Mini-Lessons (20 minutes)

Shared Writing: A Thank-You Note

Say: Yesterday we thought about what the characters might say in a thank-you note to Old Mother Hubbard. Let’s reread some of our ideas.

Reread the list of ideas students suggested. Lead a discussion about which three ideas the class would like to include in their thank-you note.

Say: Let’s pretend we are the story characters. We’ll write three sentences in a thank-you note to Old Mother Hubbard. What will we say?

As a group, decide on which three ideas you will include in your note. Ask students to suggest an introduction to the note. Prompt students as needed:
• What are the characters thankful about?
• What synonyms can we use if we want to talk about the enormous watermelon?
• How do the characters feel about Old Mother Hubbard?

Fold chart paper in half so that it looks like a big note card. Record students’ ideas on the inside of the chart paper. Point out how to set up the note using a comma after “Dear Old Mother Hubbard.”

Reread the note with students, inviting them to suggest ways the sentences could sound more like the characters from the story wrote it. Encourage them to use synonyms to improve word choice.

Model how writers edit and revise their work by checking spelling, punctuation, and grammar.

Invite students to create small illustrations for the outside of the note card and paste them onto the front of the chart paper note card.

Display the completed note card in your classroom or on a bulletin board in your school corridor for others to enjoy.

Connect and transfer. Say: We used a process that good writers use. We brainstormed ideas for writing our sentences and looked back to correct any mistakes. Use this process every time you write.
What will the characters say in their thank-you note?

- Thank you, Old Mother Hubbard.
- We liked the huge watermelon.
- It was fun dragging it to the house.
- The watermelon was yummy.
- That was very nice of you.
- You are a good friend.

**Small-Group Reading Instruction** (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice analyzing story elements. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

**Phonics Workshop** (20 MINUTES)

Use the Day 5 instruction provided in StartUp Phonics Skill Bag 6.

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**Writing Model**

Dear Old Mother Hubbard,

Thank you for the yummy, huge watermelon. We had fun helping you drag it to the house. You are a good friend.

Your friends,
Humpty Dumpty, Little Miss Muffet, Jack and Jill, Wee Willy Winky