



Interest Level: K–3

Reading Level: 1–3

Age Range: 5–9

Genre: Fiction

GRL: I

Lexile: 390L

Subject: Social Studies

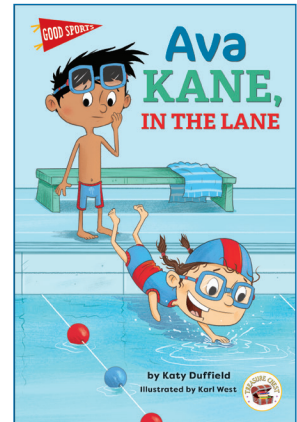
Pages: 32

Standards:

CCSS.RI.3

CCSS.SL.1

CCSS.W.1



LESSON OBJECTIVE

Students will be able to describe characters, settings, and major events in a story, using key details.

LESSON FOCUS: Characters, Settings, and Events

Tell students that authors include important details in the text when they describe characters, settings, or important events in a story. It is important that readers pay attention to these details as they are reading.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

Tell students that today they are going to be reading a book about a girl named Ava Kane who is on a swim team. Her teammate, Alonso, is scared. Have students think about how they would help Alonso if they were Ava Kane. Set the timer for two minutes and ask students to share with their shoulder or face partners. After they have discussed with their partner, ask a few students to share what their partners said.



PREVIEW AND PREDICT

Have students study the cover of the book. Ask them to describe what they see and share what they think will happen in the book. Engage students in a book walk. Show them the Table of Contents on page 3. Think aloud and model the process of predicting before reading. Explain that predicting is when we use what we know to make a guess before we read. Review the Glossary on page 30 and point these words out in the text.

AS YOU READ

Read the book aloud. As you are reading, pause and allow students to observe the illustrations that add meaning to the text. Stop and talk about any bolded or unknown words. Encourage students to use context clues to determine the meaning of these words. Stop on various pages and model a think aloud of how you would determine the characters, setting/s, and important events based on the details in the text.

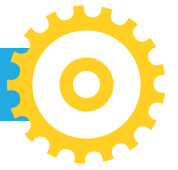
AFTER YOU READ

Ask students to think about who the main characters were, when and where the story took place (the setting), and how Ava Kane helped Alonso. Next, ask students to share with their shoulder or face partners. Engage in a class discussion about the characters, setting, and important events. Ask students to share the details the author included that helped them determine each of those.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS (Encourage students to look back in the text to support their answers):

1. On page 5, Ava Kane said that people say she *swims like a fish*. What does this mean?
2. Turn to page 28. Why do the characters look happy in the picture?
3. How does Alonso feel about swimming, and why do his feelings change?
4. What is the setting in this story? Which details in the story support your answer?
5. What important lesson can we learn from the characters in the story? Use details of the story in your answer.

STUDENT EXTENSION ACTIVITY - AVA KANE, IN THE LANE



NAME: _____

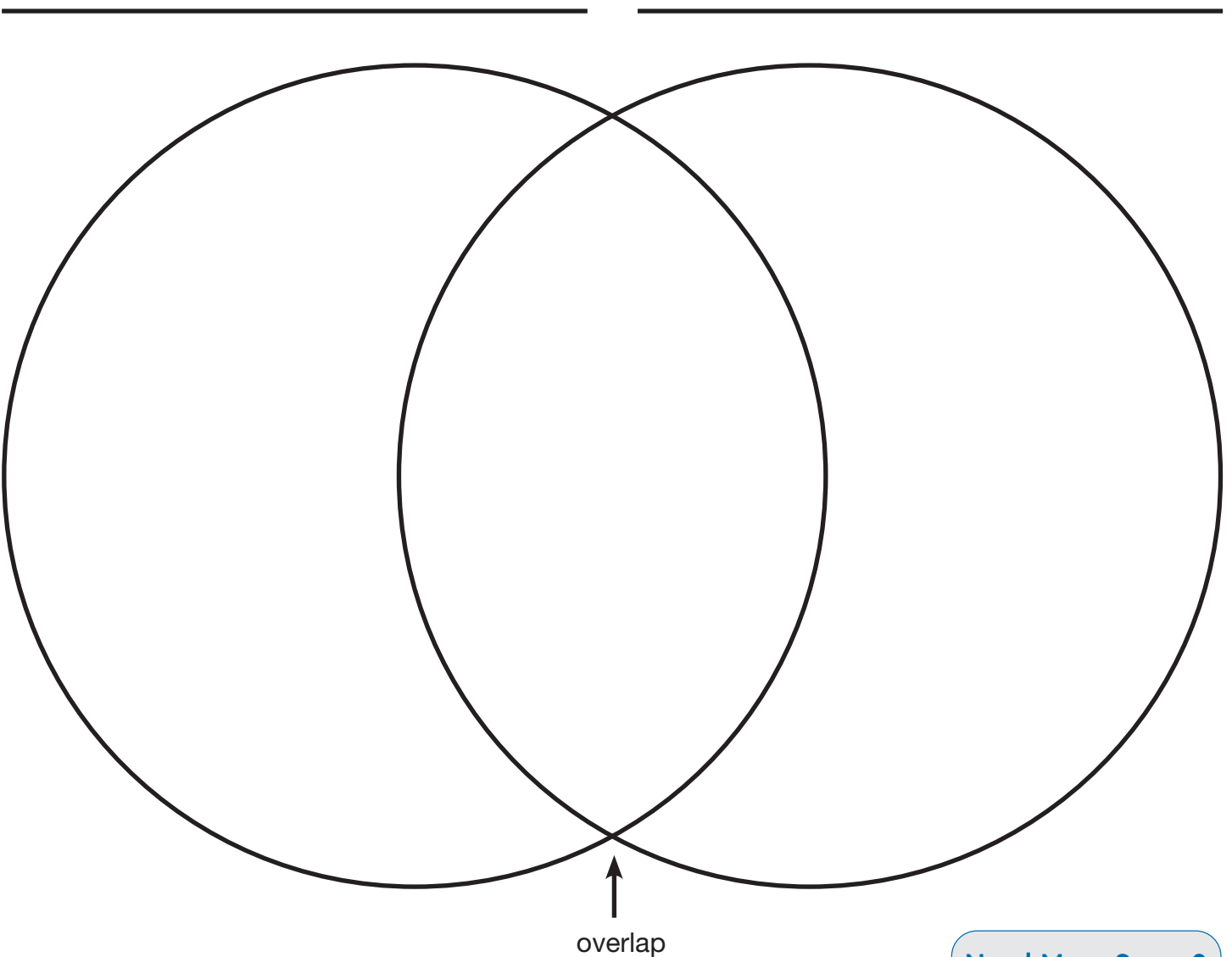
DATE: _____

1. Think about Ava Kane and Alonso. Using the book, complete the Comparing and Contrasting Characters Graphic Organizer.

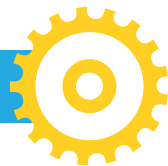
Directions:

Use the Venn diagram to compare and contrast two concepts, people, places, objects, or ideas.

1. Label each circle with the name of the concept.
2. Write the different characteristics in the outer circles.
3. Write the similarities where the circles overlap.



Need More Space?
Grab a piece of
scrap paper!



STUDENT EXTENSION ACTIVITY - AVA KANE, IN THE LANE

2. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

Do you think Ava Kane did a good job of helping Alonso? Support your answer with details from the story.

Use this box to add an illustration to your writing.

Don't Forget to Edit Your Work!
Check the spelling, punctuation,
and grammar.

