

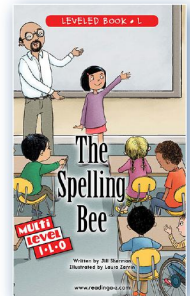
Focus Question:

What is the lesson of this story?

Book Summary

Text Type: Fiction/Realistic

One of the most valuable lessons a person can learn is the importance of empathy and understanding, and Jasmine in *The Spelling Bee* learns just that! Through realistic situations and engaging text about a girl in a school spelling bee, students will learn this important life lesson while also analyzing characters and making, revising, and confirming predictions. The book and lesson are also available for levels I and O.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze character
- ☐ Describe information provided by a glossary
- ☐ Identify consonant *th* digraph
- ☐ Recognize and use quotation marks
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *The Spelling Bee* (copy for each student)
- ☐ Make, revise, and confirm predictions; analyze character; consonant *th* digraph; quotation marks worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Words to Know

Story critical: *apology* (n.), *compete* (v.), *fail* (v.), *glaring* (v.), *smirked* (v.), *spelling bee* (n.)

Academic vocabulary: *another* (adj.), *believe* (v.), *compete* (v.), *entire* (adj.), *finally* (adv.), *same* (adj.)

Guiding the Reading

Before Reading

Build Background

- Explain to students how a spelling bee is run, and have students participate in a mini class spelling bee using words students are familiar with.
- Ask students to share how they felt while participating in the spelling bee (*thrilled*, *anxious*, *frightened*, and so on). Write these feelings on the board. Explain that the class will be reading a story about a spelling bee and that it will be important to think about how the characters feel during story.

Introduce the Book

- Give students their copy of *The Spelling Bee*. 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, and so on) and what it might be about.
- 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 engaged readers make predictions, or guesses, about what will happen in a story while they are reading. Discuss how they use information from the text, illustrations, and prior knowledge to make these guesses. Point out that while they are reading engaged readers think about their predictions and revise them, or change them, as needed. Explain that once they have finished reading engaged readers confirm whether their predictions were correct or incorrect. Have students read page 3 of the story, and ask them to make a prediction about what will happen next. Model how to complete the [make-revise-and-confirm-predictions worksheet](#). Have students make a prediction about what will happen in this story and share their prediction with a partner.

Introduce the Comprehension Skill:

Analyze character

- Explain to students that when reading a story, it is important to learn about and understand

Guiding the Reading (cont.)

the characters. Write the word *Analyze* on the board and read it aloud with students. Point out that when readers analyze a character they are considering the character's words, actions, and thoughts. Create three columns on the board with the headings *Words, Actions, Thoughts*. Explain to students that, as they read the story, they should consider the characters' words, actions, and thoughts, and what they tell readers about the characters.

- Read pages 3 through 5 aloud to students as they follow along. Invite students to use information from these pages to identify the main character, Jasmine. Then, have students describe what Jasmine says, does, and thinks on these pages. Record students' responses in the chart on the board, and then discuss as a class what this tells them about Jasmine as a person. Encourage students to describe what kind of person Jasmine is and what traits can describe her.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about what lesson readers can learn in this story. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the setting of this story?* (level 1) page 3
- *What is one word that describes how Jasmine treats Finn when she wins?* (level 1) page 6
- *Do you think Jasmine has a chance of winning the school-wide spelling bee? Why or why not?* (level 3) page 8

- *How would Jasmine have felt if she had studied the word list from Mr. Russo?* (level 3) page 9
- *What are the results of the school-wide spelling bee?* (level 1) page 12
- *What lesson does Jasmine learn from this experience?* (level 3) multiple pages
- *What lesson does the author want readers to take away from this story?* (level 3) multiple pages

Text Features: Glossary

Explain that a glossary defines words in the book. Have students work in small groups to review the glossary on page 16. Ask students: *How are the vocabulary words arranged in a glossary? Can you define the word glaring? On which page can you find the phrase spelling bee? What part of speech is smirked?* Have students review other vocabulary words in the book and discuss in groups where they would be found and how they know. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how to revise predictions while reading. Have students return to the make-revise-and-confirm-predictions worksheet and read the prediction they made after reading page 3.
Think-aloud: *After I read page 3, I thought about what was happening to the characters in the story. One of the characters, Jasmine, was competing in a spelling bee against another student, Finn. She thought she was going to win the spelling bee, and her picture shows her looking confident while Finn looks nervous and worried. Therefore, I predicted that Jasmine was going to win the class spelling bee. As I read further, I found that my prediction was right, or confirmed, and Jasmine did win the class spelling bee. Jasmine will now participate in the school-wide spelling bee, and I predict that she will win that, too, since she is such a strong speller and is very confident in her abilities. I will continue reading to see if my prediction is confirmed or if it needs to be revised.*
- Have students review their predictions from page 3 and revise them as needed. They may also make new predictions as they continue reading the story.
- Draw students' attention back to the three-column chart on the board, and remind them that it is important to look at a character's words, actions, and thoughts in order to better understand a story. Ask students to think of other ways they can describe Jasmine, on the basis of what they have read so far. Add this information to the chart on the board.
- Model how to complete the **analyze character worksheet**. Remind students to use specific examples and details from the text to describe the words, actions, and thoughts of Jasmine and Finn.

Guiding the Reading (cont.)

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.

Skill Review

Graphic Organizer: **Analyze character**

Review the analyze character worksheet that students completed. Invite volunteers to share their examples with the class. Remind students that analyzing characters is one way to better understand and learn more about the characters in a story.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The lesson of this story is that it's important to always treat others with kindness and respect. You don't know exactly how they feel until you've gone through the same experiences they've gone through, so it's important to always show compassion and empathy.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Consonant th digraph**

- Write the word *thing* on the board and read it aloud to students. Ask what sound they hear at the beginning of the word *thing* and what letters make this sound. Underline the consonant *th* digraph.
- Explain that the letters *t* and *h* together make the /th/ sound. Write the following words on the board, leaving out the consonant *th* digraph: *thrash, thump, throw, thorn, thick, throne*. Invite volunteers to the board to add the consonant *th* digraph and read each word aloud as a class.
- **Check for understanding:** Review pages 3 through 7 with students and have them circle all the words containing the consonant *th* digraph. Invite volunteers to share their findings with the class.
- **Independent practice:** Have students review pages 8 through 15 and circle all the words containing the consonant *th* digraph. Invite students to share their findings with a partner.

- **Independent practice:** Introduce, explain, and have students complete the **consonant th digraph worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Quotation marks**

- Explain to students that *quotation marks* are marks that go around the words that characters say in a story. Have students make quotation marks in the air as they say *quotation marks* with you.
- Write the following sentence on the board: "Good luck, Finn," the other speller, said. Invite a volunteer to come to the board and circle the quotation marks in the sentence.
- Write another sentence on the board, this time leaving out the quotation marks: *Mr. Russo said, I'm afraid that's wrong*. Ask a volunteer to come to the board and add the quotation marks where they belong. Point out to students that readers could get confused if there were no quotation marks indicating that someone is talking.
- **Check for understanding:** Write seven sample sentences that contain dialogue on the board, leaving out the quotation marks. Have students work with a partner to identify the correct location of quotation marks for each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *smirk, spelling, and classroom* on paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Remind students that if the first letter is the same they will look at the second letter, and so on. Have a volunteer move the words into the correct order.
- Put students into small groups, and give each group the following six words: *Russo, apology, glare, champion, competition, and applause*. Have students work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words and phrase *Jasmine, Finn, Josh, Lilly, and Principal Lopez* on the board. Have students write the words and phrase in alphabetical order on a separate sheet of paper and share their answers with a partner.

Connections

- See the back of the book for cross-curricular extension ideas.