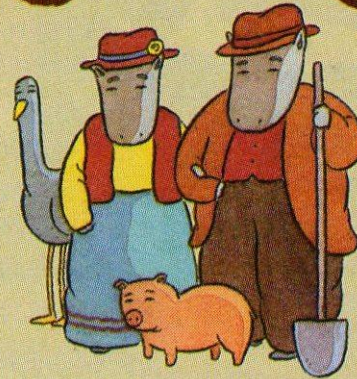
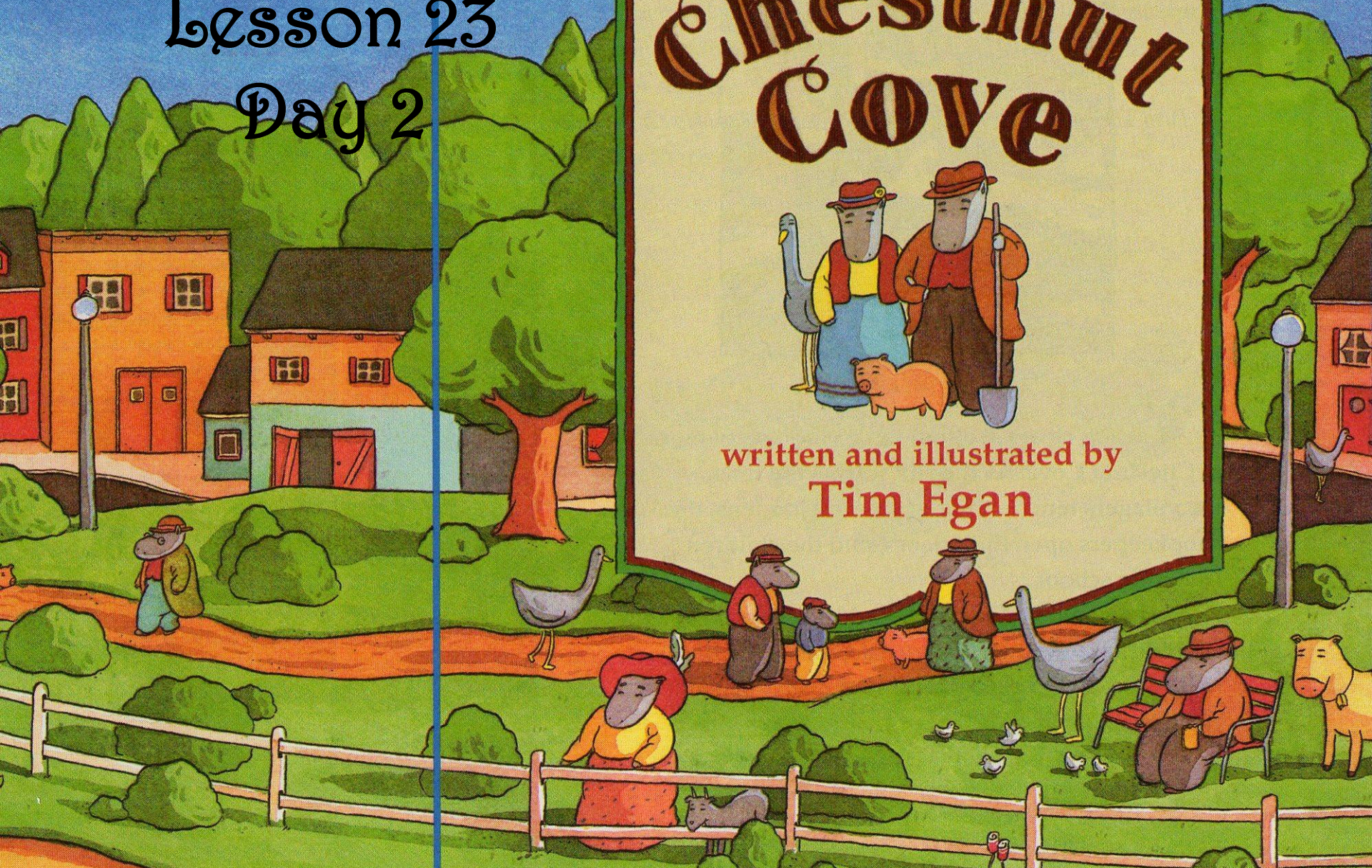


Theme 5
Lesson 23
Day 2

Chestnut Cove



written and illustrated by
Tim Egan



Question of the Day

If you could grow any kind of plant, what would it be? Why?

Who can tell me some kind of plant you have grown? Why did you plant them? Now respond to the questions and make sure you reword the question and then answer it.

If I could grow any plant, it would be a _____ because _____.

Today's Read Aloud

- Set a purpose - Why might you read or listen to a poem?


For enjoyment, to practice fluency.

- Listen and follow along as I read the poem aloud. Try to imagine what is happening as I read and listen for how the poet describes the plant.

A Special Sprout

Inside a seed, a little plant
Is waiting to come out.
With soil, water, and some sun
The plant begins to sprout.

The sprout is small and starts to grow,
With tiny leaves of green.
The flowers, fruit, or branches tall
Are waiting to be seen.

Then suddenly, without a sound, 
It bursts to twice its size.
The little plant just grows and grows,
Right before my eyes!

I stand amazed and watch the plant
Stretch up, up to my knees,
Then stand up even taller still
And reach up toward the trees.

Suddenly two arms reach out,
And much to my surprise,
My giant plant now has a face,
A smile, and big bright eyes!

We start to talk, and soon, I know,
A friendship has begun.
My plant and I now spend our days
Talking in the sun.

Prefixes: pre-, mis-, in-

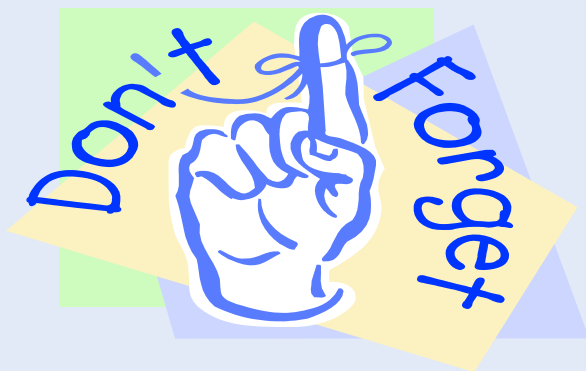
Remember that prefixes are word parts that form a syllable and are placed at the beginning of words to make new words with new meanings.

The prefix *pre-* means "before," the prefix *mis-* means "badly or wrongly," and the prefix *in-* means "not."

Transparency R156

Notice the prefixes in the underline words on the next slide.

Remember that a prefix forms a syllable and recognizing the prefix syllable will help you read a word.



Part A Who can tell me the meaning of each underlined word?

1. I do not want to mislead you.
2. Make sure that you preheat the oven.
3. We can precook some of the food for the party.
4. Torie has some invisible ink.
5. We will prepay for our tickets.
6. Come inside when it gets dark.
7. If you misread, you can go back and read the sentence again.
8. My mother is an inactive member of the club.

Part B

Transparency R156

Notice how input is separated into the prefix and the root word and the last column has the whole word put together.

Now you are going to draw a chart like this and separate the following words.

*preset, misuse, inside, preview, incorrect,
pretest, mislead, preheat, indoors, misplace,
preschool, misread, mismatch, misspell*

Prefix	+	Base Word	=	New Word
in	+	put	=	input

Vocabulary

Build Robust Vocabulary

fondness

emotion

ridiculous

disgraceful

decent

inherit

The Duck's New Home

Saturday, April 20

Today I went to the park to count ducklings. I have a **fondness** for ducks. I was filled with **emotion** because I found a lost duckling. The rest of the ducks had flown away. When I got home, I asked Mother if I could bring the duckling to live in our castle.

"Don't be **ridiculous**," she told me. "Ducks don't live in castles."

I felt sad.

Sunday, April 21

Today, I visited the duckling again. "It's **disgraceful** that the ducks left you," I said. "I will help you find a better home."

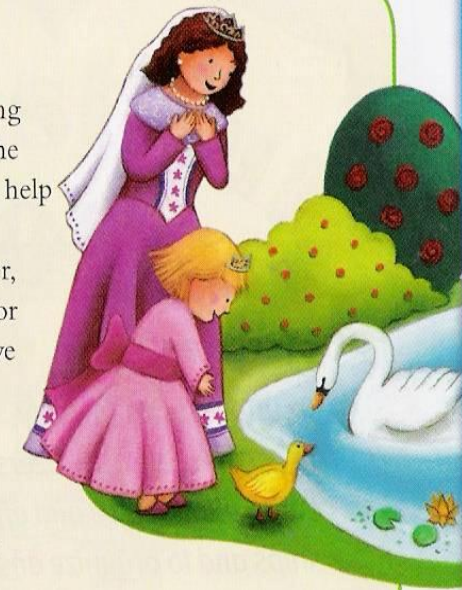
At dinner, I said to Mother, "Our castle pond is perfect for ducks. The duckling could live with the swans."

Mother finally agreed. "You are a **decent** girl," she said. "You will be a great queen when you **inherit** my throne."

That made me happy!



www.harcourtschool.com/storytown



Word Champion



Your mission this week is to use Vocabulary Words in conversation. For example, tell a classmate about a time when something ridiculous happened. Write in your vocabulary journal the sentences in which you used Vocabulary Words.

Build Robust Vocabulary
Words from the Selection

Teach/Model:

What kind of animal do you have a **fondness** for?

What **emotion** do you feel when you are the winner of a game?

Have you ever seen a person in a **ridiculous** costume? Explain.

fondness when you like something very much

emotion a feeling such as happiness

ridiculous something that is very silly

disgraceful something that is shocking and not acceptable

decent someone who is good and fair

inherit when you have been given something by someone who used to own it

Build Robust Vocabulary
Words from the Selection

Teach/Model:

Which might be considered disgraceful – a neat desk or a dirty desk? Explain

Would a decent person take someone's pencil? Why or why not?

What might you inherit from an older brother or sister?

fondness when you like something very much

emotion a feeling such as happiness

ridiculous something that is very silly

disgraceful something that is shocking and not acceptable

decent someone who is good and fair

inherit when you have been given something by someone who used to own it



Expand Word Meanings: page 226-227:

Open your books and read page 226.

1. For what animal does the princess have a **fondness**?
2. Why is the princess filled with **emotion**?
3. Why does her mother say it is **ridiculous** to bring the duckling home?



Now read page 227.

4. What does the princess find **disgraceful**?
5. Why does the queen say the princess is a **decent** girl?
6. What will the princess **inherit** one day?

Reading
Student Edition: "Chestnut Cove"

Genre Study:

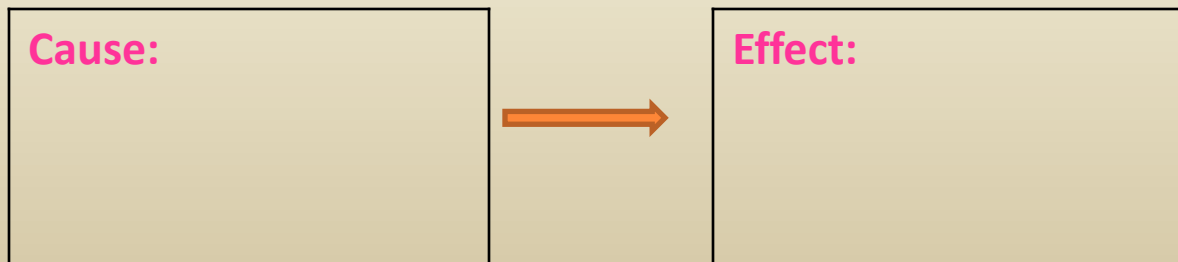
Fantasy is a type of fiction story that could not happen in real life.

Look on page 228 at the genre study and read the information.



Remember that the characters in a fantasy may or may not be realistic. Often the characters are animals who behave like people.

You can use a graphic organizer like this to help you with any story.



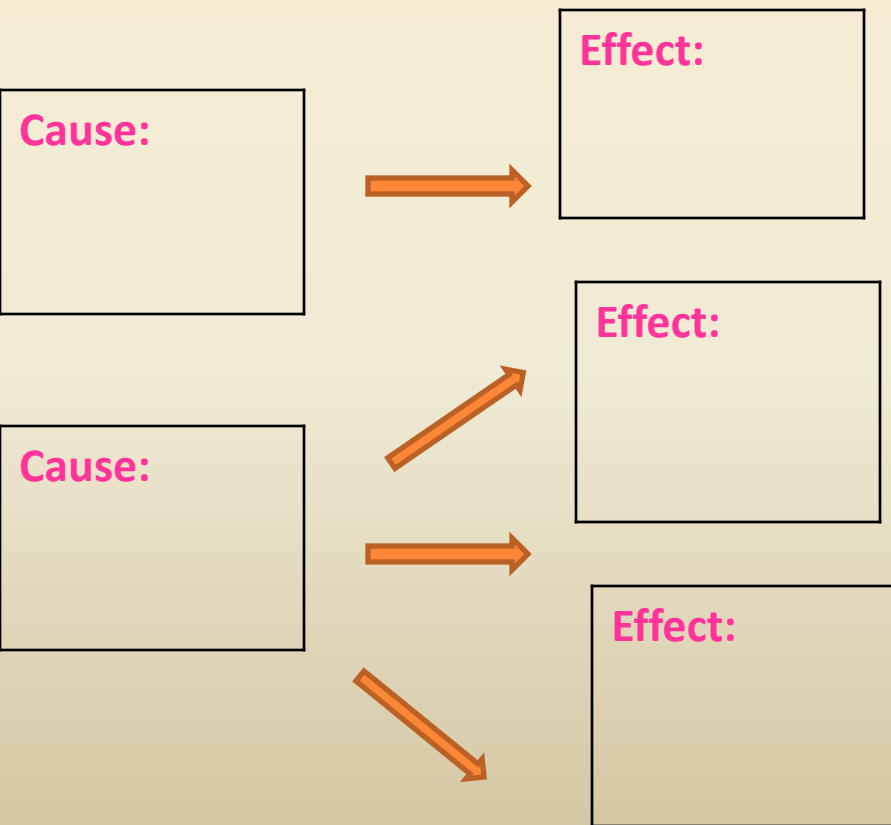
Reading


Student Edition: "Chestnut Cove"

Genre Study:

A single cause may have more than one effect or an effect may have more than one cause. If this is so then you can just add additional boxes and arrows to help you.

Now draw this graphic aid to fill in as you listen to the story.



 on page 228 at the Comprehension Strategy information.

As you read, look for information that helps you **answer questions** you might have.

Good readers ask themselves questions as they read.

As you read ask yourself questions such as “What will happen because of this?” or “Why did that happen?”

Good readers try to answer these questions as they read.

Completing the cause-and effect graphic organizer will help you keep track of answers.

Now let's  at page 228 and 229.

Build Background

Discuss Competitions

You are going to read a story about a village in which residents compete to win a contest.

Can you recall a time when you have been involved in a contest or competition of some type?

SET A PURPOSE AND PREDICT

One purpose for reading fantasy is enjoyment. Look at these pages and

- Read the title and author's name.
- How might the residents of Chestnut Cove change as a result of the competition?
- Now let's read the story to find out how the competition affects life in Chestnut Cove.

Now read along with me on pages 230 and 231.

CHARACTERS' EMOTIONS



Think about the things the villagers are doing. How do you think they feel about their town and their neighbors?

They probably are happy; they probably enjoy life in Chestnut Cove.

FANTASY/REALITY

What helps you to know that this story is a fantasy?

It is not realistic because the characters are animals and they are wearing clothes and doing human activities, such as sweeping and going to school.

Now read along with me on pages 232

and 233.



Fantasy/Reality

What happens that could not happen
in real life?

The cow is in the top of the tree; the fish drinks the
whole pond.

Characters' Motivation

Why do you think the villagers are
so ready to help one another?

That is what good neighbors do; the care for one
another.

Now read along with me on pages 234
and 235.



Important Details

Who comes to Chestnut Cove on the ship?

King Milford

What do you know about King Milford?

Characters' Traits

He is a fine leader; almost everyone likes him; he has a fondness for watermelons; he is a fair and decent ruler.

Predict

Why do you think King Milford comes to Chestnut Cove?

To visit; to check on the villagers'; to announce the contest

Now read along with me on pages 236 and 237.

Confirm Predictions



Why does the king visit Chestnut Cove?

To announce the watermelon-growing competition

Characters' Emotions

At first, how do the villagers feel about the contest?

They think it is ridiculous.

Speculate

The villagers begin to think about what it would be like to inherit the king's riches. How do you think they feel about the contest now?

They think the contest might help them get more things; they are probably thinking about how to win the contest.

Use Multiple Strategies

Summarize: I can summarize the relevant details I have read so far.

- The villagers of Chestnut Cove get along well and help one another,
- The king visits and announces that whoever grows the best watermelon will inherit the kingdom.
- At first, the villagers think the contest is silly, but then they start thinking about having the king's riches.



Now read along with me on pages 238 and 239.

Draw Conclusions

The second paragraph says, "it was endless how much they didn't have." What do you think that means?

They start to compare their lives now with what their lives might be like if they inherit the king's riches. In comparison, they do not have nearly as much now as they could after they have the riches.

Cause/Effect

In what ways is life in Chestnut Cove different now that the contest has been announced?

The villagers are thinking about what they could have. They do not talk to each other as much: everyone is busy; some villagers built fences around their watermelons.



Now read along with me on pages 240 and 241.

Confirm Predictions

Why is Mrs. Lark outside at night?

She sleeps in her garden so no one can steal her amazing watermelon.

Speculate

How does Mrs. Lark change as a result of the contest?

She probably slept inside and did not worry about her neighbors stealing from her before the contest.

Compare and contrast

How has Chestnut Cove changed since the king's visit?

Everyone used to get along; now they are not talking.

Apply Comprehension Strategies

Answer Questions: What questions have you asked about the story so far? How have you answered them? Earlier I asked how the competition would effect life in Chestnut Cove. I have found answers. The villagers are not talking, everyone is fighting, Mrs. Lark and Joe Morgan are guarding their watermelons. Mrs. Phillips is not there to help the goat. Now I'll ask a new question.



Now read along with me on pages 242 and 243.

Problem/Solution

What problem is Mrs. Lark telling about?

Eloise the pig fell off the cliff.

Text Structure

What transitions does the author use to show the order of events and to connect ideas?

Then; well

Cause/Effects

What is one effect of Eloise's falling off the cliff?

The villagers help each other; the villagers are talking again; they leave their watermelons.



Now read along with me on pages 244 and 245.

Problem/Solution

How is Mrs. Lark's problem solved?

A rope is used to lower Joe Morgan alongside the cliff.

Identify with Characters

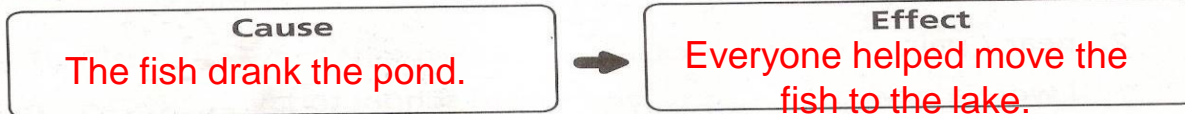
Imagine how you would feel if your pet had just been rescued from a dangerous situation. The page says Mrs. Lark's eyes were filled with emotion. What emotions do you think she must be feeling?

Happiness, relief, gratitude

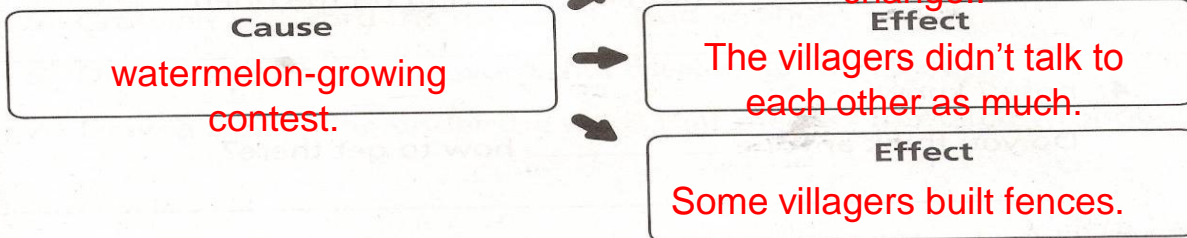
Name _____

► As you read "Chestnut Cove," fill in the graphic organizer. Sometimes there may be more than one cause or effect for a single action. You may also find more than one cause and effect relationship in the story. Draw more boxes as you need them.

Section 1 page 233



Section 2 page 238



1. What was one cause you found in the story?

_____ The king announced the watermelon contest. _____

2. What effect or effects did this action have?

► On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.



Author's Viewpoint

How do you think the author feels about people who live together in a community?

Explain

They should get along and help each other. The characters are unhappy and lonely when they do not help each other. They are happiest when they are working together.



Now read along with me on pages 246 and 247.

Characters' Emotions

How do you think the villagers feel about eating their watermelons? How can you tell?

Happy; relieved; they dance and eat all night long

Draw Conclusions

What do you think King Milford expected to see when he arrived in Chestnut Cove? What does the king probably think when he sees the rotten-looking watermelons that are left?

Large, beautiful, ripe watermelons, he probably thinks that the villagers do not know how to grow good watermelons, they are bad gardeners, or they do not care about the contest so they do not try very hard.

Analyze Authors' Purpose


Author's Purpose: Remember that authors have a purpose for writing. Why do you think the author wrote "Chestnut Cove"?

- To give directions for holding a watermelon-growing contest
- To entertain readers while teaching a lesson about being good neighbors.
- To persuade everyone to grow watermelons

Now let's look at page 248 and think about these questions.

Monitor Comprehension

Think Critically

- 1 Why do the villagers want to grow the largest and juiciest watermelons?  CAUSE/EFFECT
- 2 How does the watermelon-growing contest change the villagers? MAKE INFERENCES
- 3 What does the author think about the way the villagers change during the contest? How do you know? AUTHOR'S VIEWPOINT
- 4 Why aren't the villagers sad about losing the contest? DRAW CONCLUSIONS
- 5 **WRITE** Describe how the activities of the community change throughout the story. Use details from the story to explain your answer.

ARMT Practice!

 EXTENDED RESPONSE

1. They want to win the king's contest and inherit his kingdom.
2. They care more about things than each other.
3. He does not like their behavior. He says that people were fighting over who had the best watermelon.
4. They realize that they are happier when they help each other than when they compete against each other.

5.

Look at page 249 and let's Meet the Author and the Illustrator.

Meet the Author and Illustrator

Tim Egan

Tim Egan didn't always write and illustrate children's books. He had another job, but his wife noticed that he was always drawing pictures of pigs, ducks, and other characters. One day she told him that he should try to make a children's book. He has been making children's books ever since.

Tim Egan's first stories were long and serious. Then he started writing funnier ones. These books were more fun to work on, so he worked even harder to make them right. Most of the time, Tim Egan starts a book by drawing characters. Then he starts writing about the characters. He finds that if he likes the characters, other people will usually like them too.



Tim Egan has always enjoyed drawing and ,as a boy, he used to get into trouble for drawing during class when he was supposed to be paying attention. Later, he attended art college, which made him happy because he was expected to draw all day. Remember that Mr. Egan not only drew the pictures in “Chestnut Cove” but he also wrote the story.

Retelling

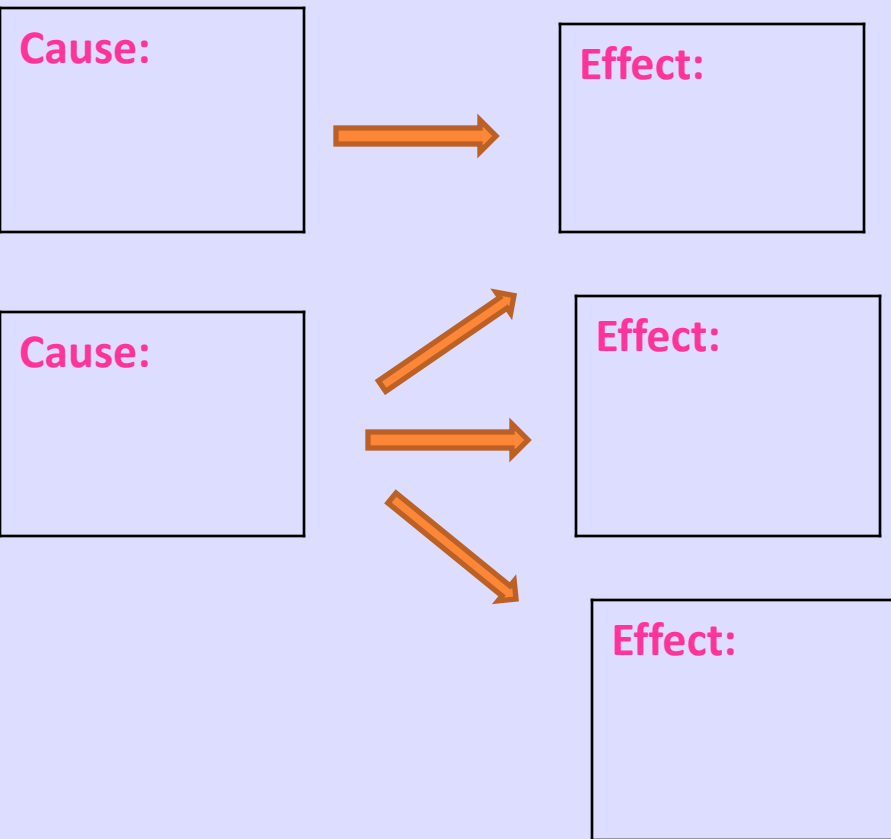
Cause and Effect: The cause is why something happens and the effects is what happens as a result.

Recognizing cause-and –effect relationships can help a reader better understand a selection.

Write a Summary

Now you are going to write a summary of “Chestnut Cove.” Remember that a summary contains the main idea and details of a selection, as well as the characters, setting, problem, and solution.

You may want to use your graphic organizer you completed while listening to the story to recall important information from the story.



Fluency Expression

Teach/Model: **Good readers change their tone of voice to show emotions. They may also speak more loudly or more softly to reflect the mood in the story.**

Track along as I read page 245 of “Chestnut Cove”. Pay attention to how I use expression to show emotion of the rescue, the silliness of the contest, and the excitement of the picnic.

It was a tremendous effort. They brought rope and shovels and hammers and wrenches. Of course, all they needed was the rope, so they put the other stuff down and lowered Joe Morgan along the side of the cliff toward Eloise. 1

It was scary and great at the same time.

When it was over, about twenty minutes later, Eloise and Joe were safe. Mrs. Lark, her eyes filled with emotion, stood up and said, “Thank you all so much. 2 And, um, nothing against Milford, the watermelon king, but I personally think this whole contest is, well . . . silly. In fact, I’m going to go home and eat mine before he even sees it. Would anyone care to join me?”

Everyone was quiet for a moment. Then one of the Ferguson kids yelled, “Picnic in the town square!” 3

Fluency Expression

Practice/Apply: Echo-Read – Now you are going to echo-read this page with me. Remember to copy my expression as you echo-read.

It was a tremendous effort. They brought rope and shovels and hammers and wrenches. Of course, all they needed was the rope, so they put the other stuff down and lowered Joe Morgan along the side of the cliff toward Eloise. 1

It was scary and great at the same time.

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Everyone was quiet for a moment. Then one of the Ferguson kids yelled, “Picnic in the town square!” 3

Build Robust Vocabulary
Words About the Selection

Teach/Model:

In the beginning of the story, the villagers feel **contented** with life in their village.

I feel contented with the place that I live. Would you be contented with owning skates or a scooter?

eagerly when you are excited or anxious for it to happen.

transferred you moved it from one place to another

contented you are happy with the way things are

collaborate when you are going to work with others on a project

Build Robust Vocabulary
Words About the Selection

Teach/Model:

Mrs. Lark asked the villagers to **collaborate** with her to rescue Eloise.

My sister and I will collaborate to bake a cake for our mom's birthday. Could you collaborate on riding a bike or painting a mural?

eagerly when you are excited or anxious for it to happen.

transferred you moved it from one place to another

contented you are happy with the way things are

collaborate when you are going to work with others on a project

Practice/Apply Guided Practice:

- Think of what it feels like to be contented. What emotions do you feel when you are contented?
- When is it helpful to collaborate with someone else?

Guided Practice

Who can give me additional present-tense sentences about “Chestnut Cove?” While your friends are telling us sentences when you hear a present-tense verb in their sentence give me a thumbs up.

Practice/Apply

Now you are going to write three present-tense sentences of your own. After you finish you will exchange your sentences with a partner and have your partner rewrite the sentences by replacing the verb in each sentence with a different present-tense verb.

DOL

1. Mrs. Lark planted a garden right now

2. Do you live in Chestnut Cove

Writing

Fantasy

Prewrite – Remember that fantasy cannot happen in real life. Which parts of “Chestnut Cove” are make-believe?

Fantasy:

- Could not happen in real life
- Often has animal characters that behave like people
- Contains characters who may or may not be realistic
- Has events that cause other events to take place

Practice/Apply

Now let's fill in this graphic organizer together thinking about "Chestnut Cove" and then you will make one of your own for your own story.

We will look for transition words to help you on the next slide.

Characters:

Mrs. Lark,
King Milford

Setting:

Chestnut Cove

Important Event:

King Milford tells the villagers that whoever grows the best watermelon will inherit the kingdom.

Important Event:

The villagers plant watermelons and stop talking with each other or being helpful.

Important Event:

Eloise falls down the cliff and the villagers decide that helping each other is most important.

Transitions

Who can tell me some transition words that could be used to connect the events in the organizer? Remember that in the story the author used then and well on page 242 and 243.



Then just as the sun was going down, Mrs. Lark came running into the town screaming, "It's Eloise! She's fallen off the cliff! My poor little pig is stuck on a ledge. Please, can't somebody help?"



Well in a moment the whole town went running toward the cliff. Everyone knew and loved Eloise, and would do anything to save that little pig.

T241