

## One Riddle, One Answer

Literacy Focus: Comprehension Development and Thinking Critically

Math Focus: Multiplication

Lesson Summary:

- Whole class
- Teacher read aloud of One Riddle, One Answer by Lauren Thompson (2001)
- A graphic organizer will be used to help students think critically about the characters

Objective: Students will be able to use a graphic organizer to describe characters in the story.

Research on Graphic Organizers

- Tierney, R.J., & Readence, J.E. (2000). *Reading strategies and practices: A compendium* (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn and Bacon

Materials

- Thompson, L. (2001). *One riddle, one answer*. New York, NY: Scholastic Press  
ISBN- 10: 0590313355
- Character Map for Ahmed and Aziza

Common Core Standards.

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RL.3.3 Describe characters in a story (e., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.OA.5 Apply properties of operations as strategies to multiply and divide.

Before Reading

- Have students look at the cover of the book and make predictions. Ask several questions to activate their prior knowledge. Have students turn to their partner to discuss their ideas before talking about the answers as a class:
  - Who do you think the main character will be?
  - What type of story do you think this will be?

During Reading

- Enlarge the text on the Smartboard by using the document camera. Read the story aloud, using your finger as a pointer to keep students focused on the text that you are reading. Make sure the classroom atmosphere is relaxed and non-threatening by having students sit on the floor around the Smartboard.
- After page 4, stop to demonstrate how to make a prediction about the text. *I predict that the princess will come up with a very hard riddle so that no one will get it right.*
- After reading page 6, stop to show how to confirm your prediction. *My prediction was right because the Sultan said that the riddle was too difficult for even him to answer. The story said that they go to several towns and no one gives the right answer.*
- After reading page 8, ask students to look at the picture to predict who may try to answer her question next.
- After reading page 10, ask students to confirm their prediction using details from the story.
- After reading page 12, stop to ask students to make a prediction about what will happen next.
- After reading page 14, have students confirm their prediction using details from the story.
- Now that we have read the story, we are going to describe some of the characters using a Character Map.
  - Display the Character Map for the merchant on the Smartboard or document camera. Tell students that this map will help them describe the merchant and how his actions change the events of the story.
  - What was the merchant's name? *Ahmed*. Write the character's name on the map.
  - What was Ahmed's problem and how did he solve it? Write student answers on the character map.
  - What motivated Ahmed? Write student responses on the character map.
  - What were Ahmed's feelings? Write student responses on the character map.
  - I am going to pass out your character map. You will work with a partner to complete the chart to describe the princess.

### After Reading

- As a class, complete the character map for Aziza based on student work.
- We used graphic organizers to help us visualize and understand the characters of this story. Graphics can help you in math as well. You will be drawing to help you visualize and understand multiplication in our new math unit.
- When did Ahmed and Aziza use multiplication in the story? *When they were solving the riddle. Ahmed knew that  $1 \times 10 = 10$ . He knew that numbers stay the same when multiplied by one.* Does anyone remember what this property is called? *The identity property of multiplication.*
- We are going to start our lesson about how to use arrays (drawings) to visualize a multiplication problem.