# Potato: A Tale From the Great Depression

*by Kate Lied*

*Illustrations by Lisa Campbell Ernst*

## Level 4, Book 1, Lesson 1a

| **Revisiting**  
| (5 minutes) | **Group Conference** | Briefly discuss with students the books they have been reading independently. **Prompts:** Who or what is your book about? How are your books alike or different? |
| **Note:** For this first book, the Revisiting activity each day is a group discussion of independently read books outside of this program (See pages T16 and T39 for guidelines on group conferences and independent reading.) For subsequent books, during the Revisiting segments, students often reread previously read SOAR TO SUCCESS books while the teacher coaches or takes a retelling protocol or an oral reading check. (See pages T45-T53 for information on these options.) |

| **Reviewing**  
| (5 minutes) | **Review Reciprocal Teaching Strategies** | Display Posters 2 and 3 and review each strategy with students. Remind students that all of you took turns using the strategies during the introductory lesson. Call on volunteers to tell how they used each strategy. Tell students that you will all take turns using these strategies again to help you read *Potato*. |

| **Rehearsing**  
| (5-10 minutes) | **Introduce the Book** | Show the book cover and read its full title, *Potato: A Tale from the Great Depression*. Also give the name of the author and illustrator. Explain that this book tells about a time when many people were out of work; a time called the Great Depression. Note that the author was eight years old when she wrote, *Potato*, which won an award in a writing contest. Then model predicting. |

| **Note:** After introducing and previewing the book, hand out a copy to each student. |

| **Teacher Model/Predict** | When I predict, I use what I have read or clues from the pictures to help me figure out what I will learn or what will happen in the book. The book title and the cover art help me predict that I’ll find out how the potato was important during the Great Depression. |

| **Purpose Setting/Predict** | Students use the Strategy Prompt for Predict (Student Guide p. 87) to make their own predictions. As students share their predictions, list them on chart paper. Students will check predictions after they read. |

| **Key Vocabulary**  
| *Great Depression, hard*  
| **Guided Preview pages 4-7** | Walk students through the text, using the preview points below. Emphasize key vocabulary (boldfaced), pointing to each word as you speak. Tell students you are using words that will help them read the story by themselves. |
~ pages 4-5: The girl writing is Kate Lied, the author. She is writing a story about her grandfather and grandmother in the years called the Great Depression, when things were hard for people.

~ pages 6-7: Here are Agnes and Clarence and their baby girl named Dorothy.

**Reading and Reciprocal Teaching**  
(10-15 minutes)

**Silent Reading or Group Read-Aloud** Students read pages 4-7 silently or aloud with a partner to find out if their predictions were accurate. Remind them that after they read, you and they will model using strategies and take turns being the teacher.

**Note:** Make a card of each of the Strategy Prompts (SG pp. 85-87), using a different color card for each strategy. Keep them handy so that students can use them regularly to model for one another.

**Reciprocal Teaching**

**Check Predictions** After reading, students reread the predictions you listed on chart paper during Rehearsing and discuss which were accurate.

Call students' attention to strategies listed on Reciprocal Teaching Poster 2. Remind students of the way they used and shared strategies during the introductory lesson.

**Teacher and Students Model Using Strategies** Call on students to take turns with you modeling the strategies. Remind students to use their Strategy Prompts (Student Guide pp. 85-87) to help them model.

**Teacher Models** (each to be followed by student modeling)

**Note:** SUMMARIZE should be modeled first, then other strategies should be modeled in any order.

**CLARIFY/PHONICS** When I come to a word I don't know, first I use chunks or other words I know. I'll try to figure out this word (point to the word upon in the first line on page 6): "Once (blank) a time there was a mother..." First, I will look for chunks that I know. The first chunk is up, which is like the word up. The last chunk is on, which is like the word on. When I put the two together I get up-on. Upon. That makes sense in the sentence.

Have some students model CLARIFY/PHONICS.

**QUESTION** When I QUESTION, I ask something that can be answered now that we have read this section. Who is the author of the story writing about? Have some students model QUESTION.

**Note:** Call on students to model after each teacher model. Make models increasingly strong as you progress through the book. Use the suggested Teacher Models as you coach.

**SUMMARIZE** When I SUMMARIZE, I tell in my own words the important things about the story-the characters, the setting, and the important events that have happened. The author, Kate Lied, tells this story about her grandparents, Agnes and Clarence. They were married and had a baby daughter, Dorothy.

Have some students model SUMMARIZE.

**PREDICT** I PREDICT that Dorothy is going to eat potatoes. Have some students model PREDICT.
### Responding/Reflecting (5 minutes)

**Story Map** Display Story Map Poster 4 and explain to students that it can help them understand the different parts of a story. Have students tell what they know so far about the setting, the characters, and the events.

Model adding information to the **Setting** and **Characters** boxes on the Story Map poster.

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**Respond** Discuss Reflection #1a on Student Guide page 5 with students, and then have them tell or write their own responses: *How do you think Agnes and Clarence feel about their daughter, Dorothy?*

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**Strategies Discussion** Students briefly discuss how using the strategies helped them read the first section of *Potato*. **Prompt:** Did anyone use CLARIFY? How did it help you?