# potato: A Tale of the Great Depression by Kate Lied
Illustrations by Lisa Campbell Ernst

## Level 4, Book 1, Lesson 1b

| **Revisiting**  
(5 minutes) | **Group Conference** Students discuss the books they have been reading independently. **Prompt:** Who is your favorite character in the book? Explain why. |
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| **Reviewing**  
(5 minutes) | **Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. For each strategy, ask a volunteer to tell how it is useful. Use the story map to summarize what has happened so far in the story. |
| **Rehearsing**  
(5-10 minutes) | **Teacher Model/Predict** When I predict I use clues from the pictures or what I have read to help me figure out what will happen next. I predict that Dorothy is going to go on a trip. |
| **Note:** After previewing the book, hand out a copy to each student. | **Purpose Setting/Predict** Students make their own predictions. List the predictions on chart paper. Students will check predictions after they read. |
| **Key Vocabulary**  
*job* | **Guided Preview pages 8-9** Use the preview points on the next page. Emphasize key vocabulary (boldfaced) and point to them as you speak. Tell students you are using words that will help them read the story by themselves. |
| **Note:** After introducing and previewing the book, hand out a copy to each student. | - **pages 8-9** Clarence and Agnes lived in Iowa. This is their house, which the bank took away after Clarence lost his *job*. You can see that they’ve had to pack up their belongings. |
| **Reading and Reciprocal Teaching**  
(10-15 minutes) | **Silent Reading or Group Read-Aloud** Students read pages 8-9 silently or with partners. Remind them that after they read, you and they will model using strategies and take turns being the teacher. |

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### Reciprocal Teaching (after reading)

**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 and the first lesson of *Potato*.

**Teacher and Students Model Using Strategies**
After you model each strategy, call on students to take turns it. 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 married in the second line on page 8): ". . . had not been (blank) long. "All of that word except the first letter is like a word I do know, carried. This word begins with m, so it's mmm-married, married. Yes, page 6 shows a couple; she has a bouquet, as a bride would; so the word married makes sense. |
| Have some students model CLARIFY/PHONICS.

| Note: Use the suggested Teacher Models as needed. |
| QUESTION When I question, I ask something that could be answered as I read or after I have read. I'll ask: What was the effect of Clarence losing his job? Have some students model QUESTION. |
| SUMMARIZE When I summarize, I tell in my own words the important things in the story: Dorothy’s parents lived in Iowa. Clarence lost his job, so the bank took their house. Have some students model SUMMARIZE. |

| PREDICT When I predict, I use clues from what I've already read and from what I see in the pictures. I predict that Dorothy’s parents are going to move away. Have some students model PREDICT. |

#### Responding/Reflecting (5 minutes)

**Story Map**
Ask students to help you add any new information to the Story Map poster.

Model adding to the **Problem** box by saying: *I know that Clarence lost his job, and the bank took their house, so the problem I will write is: They need to find work and a place to live.*

| Respond Discuss Reflection #1b (on Student Guide page 5) with students, and then have them tell or write their own responses: How do you think Agnes and Clarence felt after Clarence lost his job and the bank took their house? |

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**Poster 4**  **SG p. 5**