Read Aloud a Mentor Realistic Fiction Story 2

1. Focus

Introduce the Mentor Realistic Fiction Story

**Say:** Today I’m going to read you a realistic fiction story. The title of the story is “The Thing in the Cave.” The author is Dina Anastasio, a writer who lives in New York City.

You may wish to display the story using the interactive whiteboard resources so that students may follow along as you read. Read aloud the title.

**Ask:** What does the title make you think of? What can you predict about the conflicts, or problems, the characters might face in this story? Allow students to share their predictions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the narrative, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Realistic Fiction Story

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of this realistic fiction story:
1. It is told in the first person.
2. The story includes conflicts, or problems, that the characters try to solve or overcome.

First Person Point of View

**After reading page 6. Say:** Sometimes stories are told by a narrator who is not in the story. This type of narrator uses the pronouns he, she, and they to refer to the characters. This type of narration is called third person. I can tell that this story is being told by one of the characters in the story. The character refers to himself using the word I. He refers to himself and his dog as we. He refers to Tucker as my dog. This story is told in first person.

Character Conflict

**Page 7, after second paragraph. Say:** These paragraphs tell me that Tucker runs away. Cai is worried that Tucker won’t find his way home and that he will lose Tucker. Realistic fiction stories have a conflict that the character must face or solve. I know that Cai’s conflict is his worry about his dog.

First Person Point of View

**After reading page 7. Say:** Two new characters are introduced: Jake and Maria. I know what these characters are like because the first person narrator tells me. Cai tells me that Jake has red hair and is building a sand castle, and that Maria
Make the Mentor Text Comprehensible for ELs

**Beginning**
Display images from the mentor text and name each object as you point to it: beach, sea, cave. You can also display images using the interactive whiteboard resources.

Model making sentences that begin with the pronoun I. Point to yourself. Say: I am the teacher. Use sentence frames to have students practice using first person to tell about themselves:

- I am ______.
- I see ______.
- I have ______.

**Intermediate and Advanced**
Explain that the setting of the story is the beach and a cave on the beach. Show pictures, if necessary. Encourage students to talk about being at the beach and in caves to build background information.

Ask: Have you been to a beach? What is it like? What do you know about caves? How would you feel going into a cave?

Explain that the story is realistic. Say: This story is about a boy named Cai. He has a dog named Tucker. Cai is like a real boy. The story takes place at the beach. The story is realistic.

**All Levels**
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus:

- conflict/el conflicto
- character/el carácter

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**Realistic Fiction**

has dark hair and is reading a book. Cai uses the word I to tell what he does, what he saw, and what he asked the two children he meets.

**Character’s Conflict**
After reading page 12. Say: Cai’s main conflict was his missing dog. This page tells how the conflict is solved. He goes in the cave and finds his dog.

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2. **Rehearse**

**Respond Orally to the Mentor Realistic Fiction Story**

After reading the story aloud, invite students to discuss their own ideas about the first person point of view and the characters’ conflicts by asking such questions as:

- Did you like this story’s use of a first person narrator? Why or why not?
- How did you think Cai would solve his problem in the story?
- Did you like this story? Why or why not?

If necessary, model the following sentence frames to supports ELs and struggling students:

- I liked the first person narrator because ______.
- I thought Cai would ______.
- I liked this story because ______.

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3. **Independent Writing and Conferring**

Say: We learned that some realistic fiction stories have a first person narrator. One of the characters tells the story. That character uses I to tell the story. We also learned that characters have problems—or conflicts—that they try to solve, or overcome. You may want to tell your story in the first person. You will tell about your character’s problem, or conflict.

Invite students to write a brief realistic fiction scene using the first person point of view. During student conferences, reinforce students’ understanding of the features of realistic fiction.

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4. **Share**

Bring students together. Invite volunteers to read aloud the paragraphs they wrote using a first person narrator.