

# NOT NORMAN: A GOLDFISH STORY

by KELLY BENNETT illustrated by NOAH Z. JONES

## COMPREHENSION FOCUS

**Retelling**  
Stop-Think-Paraphrase (STP)

## STANDARD CORRELATION

With prompting and support, retell familiar stories, including key details.

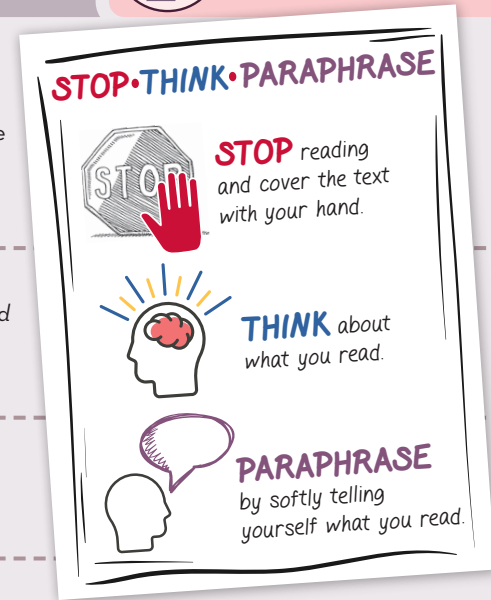


**SEL CONNECTION**  
Acceptance

## PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 4, 5, 6, 9, 13, 17, 19, and 24.

Create an STP anchor chart as shown.



STEP 1

## EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Point to the anchor chart. *The STP (Stop-Think-Paraphrase) is when we read something and stop and think about what we've read. Then we can retell it in our own words. This will help us remember what we've read.*

STEP 2

## INTRODUCE THE NEW BOOK

*A boy gets a pet goldfish named Norman for a birthday present. He wishes that he got a different pet. Let's read to find out what changes the boy's mind about Norman.*

STEP 3

## READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read the story aloud, stop on the flagged pages. At first, cover the text and tell what was read using your own words. Gradually have students take over retelling what was read using the illustrations. For the final few pages, turn the book toward you. Have students practice retelling the text by visualizing what was in the illustrations.

**Read pages 2–4.** Gesture as you speak and say, *I am going to stop here (put out your hand) and think (point to your head). Cover the text and say, A boy got a pet fish named Norman. He didn't want a pet fish. He wanted a different pet. He wanted a pet he could play with at the park like a dog or a cat.*

**Read page 5.** Cover the text and say, *The boy wanted a pet who could do things like climb trees or catch things. He wanted a soft, furry pet. Norman is boring. All he does is swim around and around.*

**Read page 6.** Have students gesture with you as they stop and think. Then cover the text and have students turn to a partner and try to remember as many details as they can. Listen to the partner pairs, and then have students turn back and share what they remember.

**Read pages 7–9.** Repeat the same process as page 6.

**Read pages 10–13.** Turn the book toward you and say, *The boy brought Norman to school for show-and-tell. While the boy was showing Norman to his class, Emily's snake got loose, and nobody was looking at the boy. He was hurt that nobody was listening to him about Norman. The only one listening was Norman. This made the boy smile!*

**Read pages 14–17.** Demonstrate STP again by turning the book toward you and remembering details from the text and illustrations.

**Read pages 18–19.** Turn the book toward you and have students turn and talk about what happened by remembering details from the text and illustrations. Listen in and share students' thoughts.

*At first the boy did not want a fish, but then he discovers that Norman is the best pet. Have you ever changed your mind and become more accepting after trying or learning about something new?*

**Read pages 20–24.** Repeat the same process as pages 18–19. *Stopping, thinking, and paraphrasing in our own words helps us remember the text.*



STEP 4

## INDEPENDENT PRACTICE

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st) and have students draw a picture of their favorite part of the story on it. Display the pictures on the wall.

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STEP 1

## REVIEW THE BOOK

Show the pictures in the book and retell the story from Day 1. Have students take turns retelling a page or part of the story.

STEP 2

## DICTATE THE SENTENCE(S)

*A boy loves his pet goldfish. His name is Norman.*

STEP 3

## INTERACTIVE WRITING

*Let's write, A boy loves his pet goldfish. His name is Norman. Repeat that with me.* As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the student pictures from Day 1.

STEP 4

## EXTEND AND CONNECT THE LEARNING

When you read other books aloud, use STP to help students remember what was read. Have students use STP with a partner while reading familiar books. They can take turns using the STP strategy to retell a page.

