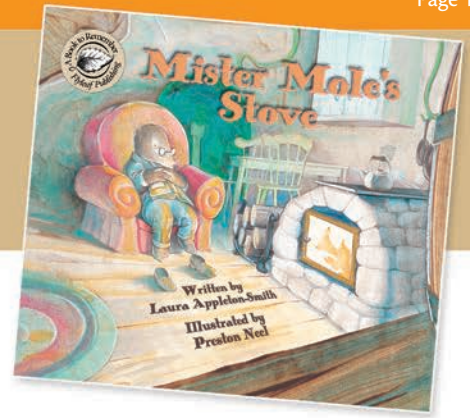


Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Day 1

Note to Instructor

As you work through this close reading instruction, it will be helpful to keep the story's theme and messages in mind. The theme has to do with hard work and friendship. The messages are multidimensional and include one good turn deserves another, don't let unkind people bother you, hard work and planning pay off, and perseverance is good.

Prepare for Instruction

Complete the Day 1 activities in the *Mister Mole's Stove* Foundational Skills Guide.

Post purpose statements. Have on hand metacognitive icon cards, setup bookmarks, and copies of the Nuances in Word Meaning Chart and Summarize and Synthesize Strategy Chart Blackline Masters

Explore Book Cover

Ask students to identify the author and illustrator. Then show the light bulb icon as you ask them to make a prediction about the story based on the title, the cover illustration, and their background knowledge. Finish the activity by showing the light bulb icon again while you ask a wondering question.

💡 I predict _____. My evidence is _____.

Sample prediction: I predict that the setting of the story will be in Mister Mole's home.

My evidence is the illustration looks like a cozy home. I see Mister Mole looking at a wood-burning stove.

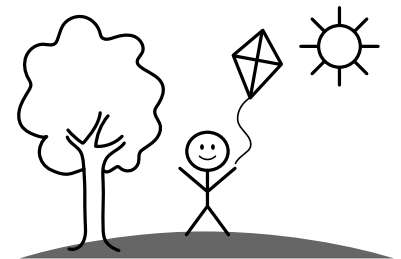
💡 **Ask:** *What might we wonder about from this title?* Allow students a brief opportunity to discuss their wonderings, encouraging them to begin their sentences with "I wonder..." (I wonder why the stove is so important that it is in the title of the story.)

Say: *I have a wondering question. The title is Mister Mole's Stove, so the stove must belong to Mister Mole. Moles don't really have stoves, so this makes me wonder if the animal characters in this story will act like people. When an author describes animals acting like people, it is called personification.*

Begin Individual Reading | pages 1–14

Direct students to place the **setup bookmark** between pages 13 and 14. Remind students to read the questions on the bookmark before they begin the day's reading and to use the questions to help them monitor their understanding.

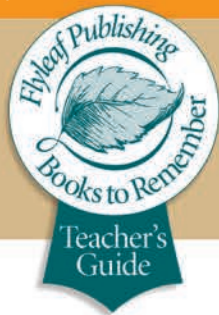
Listen to individual students read as time permits, and support them in the process of self-monitoring when they encounter difficult words or text complexities. After students finish reading, begin guided instruction. Throughout the instruction, encourage students to support their answers with evidence from the text and illustrations.



Examine What the Text Says

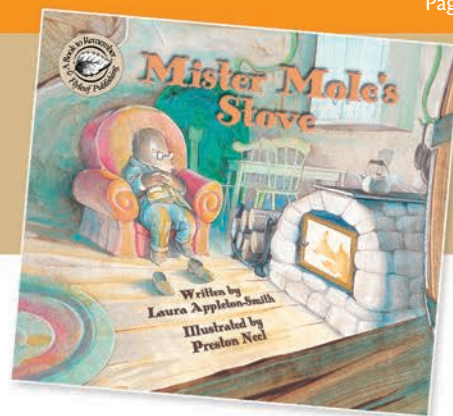
Have one student offer the general understanding in response to the text-dependent question, then call on other students to locate evidence and details that support the general understanding.

Text-Dependent Question	General Understandings	Evidence/Key Details
<i>What have you learned about the character (Mister Mole) and setting that is important to the story setup?</i>	Mister Mole lives in a home that he built all by himself. When he was young, he worked hard to build a stove that would keep his home cozy and warm for his whole life.	Text on page 3: "He dug his home in the sand with his little mole hands..." Text and illustrations on pages 7–14.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Examine Nuances in Word Meaning

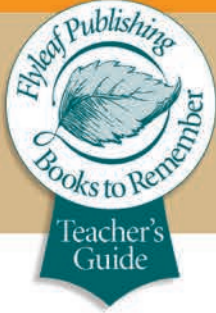
Use the example below to guide you in filling in a Nuances in Word Meaning chart with students. This activity will scaffold students to think about how the text works by examining nuances in word meaning with the goal of understanding the purpose of the author's word choice. Much of the language featured in this activity is literary language. Literary language, found mainly in literature and poetry, uses words written in a grand or elevated style for dramatic effect. An element of literary language is linguistic register, meaning authors use language that is appropriate to the setting or characters; for example, in *Mister Mole's Stove*, the author uses language that evokes a whimsical world in which moles have human characteristics. The literary language featured in the activity serves to develop the sense of Mister Mole having the characteristics of a distinguished older gentleman who was once a hard-working youth. Be sure all students can clearly see what is written on the chart that you create.

Pen icon: *Say:* I notice that the author uses lots of interesting words in this book. Point to the pen icon on the chart before you begin to fill it in and *say:* Because there are so many words to clarify, we are going to create a chart to help us understand the word meanings and understand why the author may have chosen the words she did. In this book, the author uses a lot of literary language. Remember, literary language is special language authors use that is different from the way we talk every day. Literary language helps readers vividly imagine the world that the characters in the story live in. Let's pay special attention to the examples of literary language and see what it tells us about the story.

Be sure you and students have books open to the specified page range in order to locate the word or phrase of interest. For step-by-step instructions, see the Nuances in Word Meaning Model Lesson.

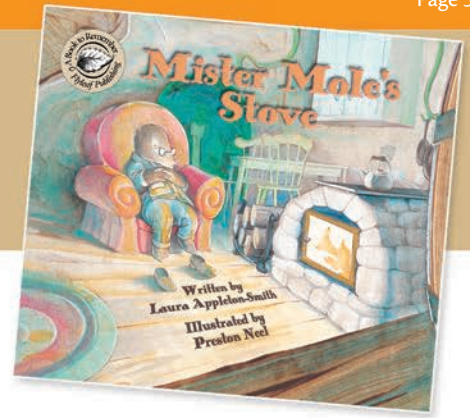
Pages 1–2

The text says...	<p>Write: Mister Mole lived in a hole at the top of a windswept slope</p> <p>Ask: What do you see in the illustration? (Mister Mole sitting outside on a chair. He has a coat on. It looks like the grass is blowing.)</p>
The word is...	<p>Write: windswept, slope</p> <p>Say: Windswept is an adjective. It describes the slope. A slope is a noun. It describes where Mister Mole lives.</p>
The meaning is...	<p>Ask: What could "windswept slope" mean? (Scaffold students to arrive at the definition: windswept describes a place that is windy—a place that the wind sweeps over. Slope is another way to describe the side of hill.)</p> <p>Write: a windy hill</p>
Why did the author choose this?	<p>Ask: Why did the author choose these words? (Scaffold students to understand that "windswept slope" is literary language. These are not words we use every day. These words also help us know something important about the setting: that Mister Mole lives on a windy hill. We can infer that it might be cold living on a windy hill. This helps us understand why Mister Mole wanted a cozy home with a stove to keep him warm.)</p> <p>Write: it is literary language and helps us imagine a windy hill, where it could be cold</p>



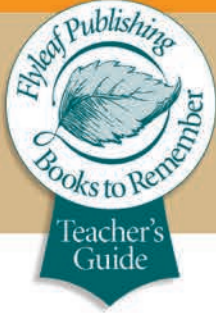
Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



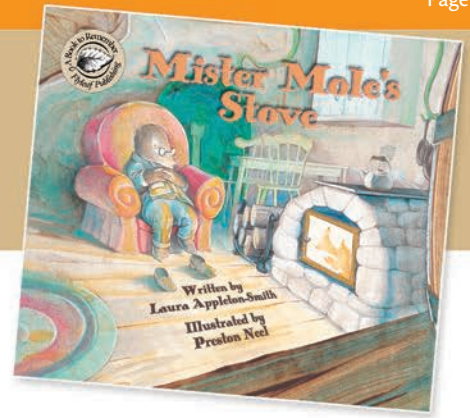
Pages 3–4	
The text says...	<p>Write: he dug his home in the sand with his little mole hands long ago when he was just a lad</p> <p>Ask: <i>What do you see in the illustration?</i> (an underground home and Mister Mole digging a passage to another room)</p>
The word is...	<p>Write: with his little mole hands, just a lad</p> <p>Say: <i>“With his little Mole hands” is a phrase that describes how Mister Mole dug his home in the sand. “Just a lad” is a phrase that describes the age Mister Mole was when he made his home long ago.</i></p>
The meaning is...	<p>Ask: <i>What could the phrase “with his little mole hands” mean?</i> (Scaffold students to arrive at the understanding: “With his little mole hands” describes that Mister Mole dug his home himself, with his own two hands.)</p> <p>Write: with his own two hands</p> <p>Ask: <i>What does the phrase “just a lad” mean?</i> (Scaffold students to arrive at the understanding: <i>lad is an old fashioned word that means young man. So “just a lad” means just a young man. In this case it means just a young mole!</i>)</p> <p>Write: just a young mole</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that the author is using literary language, which is not language we commonly use, and is helping us understand that Mister Mole built his house with his own two hands when he was young.)</p> <p>Write: it is literary language and it helps us understand that Mister Mole built his home all by himself when he was young</p>
Pages 5–6	
The text says...	<p>Write: Mister Mole had woven a bed with twigs and grass and rope</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole is putting fluff into his cozy-looking bed.)</p>
The word is...	<p>Write: had woven his bed</p> <p>Say: <i>Woven is a form of the verb “to weave.” “Had woven his bed” describes how Mister Mole made his bed.</i></p>
The meaning is...	<p>Ask: <i>What does “had woven his bed” mean?</i> (Scaffold students to arrive at the meaning: when you make something by weaving it, you to tuck a piece of material over and under another piece of material—in this case, Mister Mole used twigs, grass, and rope to weave his bed.)</p> <p>Write: tucked a piece of material over and under another piece of material</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that the author chose these descriptive words to help us understand how much work Mister Mole did to make his bed cozy and comfortable.)</p> <p>Write: to help us know how much work Mister Mole did to make his cozy bed</p>

Continued on next page.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*

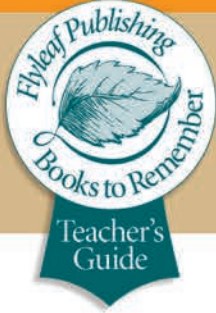


Examine Nuances in Word Meaning, *continued*

Pages 9–10

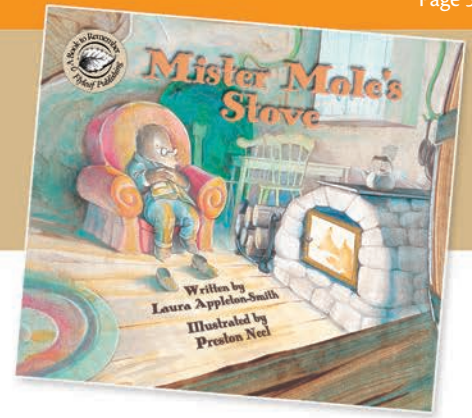
The text says...	<p>Write: he had dragged stone after stone up from the cove</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole is using a sack and a rope to pull what we can infer is a stone up the slope.)</p>
The word is...	<p>Write: stone after stone, cove</p> <p>Say: <i>"Stone after stone" describes how Mister Mole got the stones up from the cove. A cove is a place. It is where Mister Mole found the stones to build his stove.</i></p>
The meaning is...	<p>Ask: <i>What does it mean to say "stone after stone"?</i> (Scaffold students to arrive at the understanding: "stone after stone" means one stone after the other, and the phrase implies many stones.)</p> <p>Write: one stone after the other</p> <p>Ask: <i>What is a cove?</i> (Scaffold students to arrive at the definition: A cove is a small part of a lake or the ocean that has land on three sides of it.)</p> <p>Write: a body of water with land on three sides of it</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that by choosing these words it helps us imagine how much work it was for Mister Mole to get all of the stones he needed to build his stove. It was hard work to drag the stones from the cove all the way up to the top of the windswept slope where he lived.)</p> <p>Write: so we understand how hard Mister Mole worked to get the stones to build his stove</p>





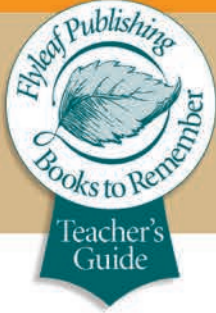
Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



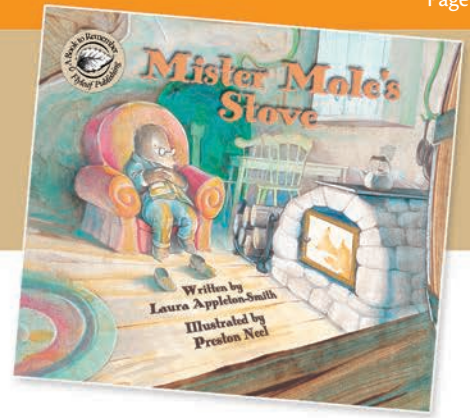
Pages 11–12	
The text says...	<p>Write: The rest of the moles on the slope had poked fun at him. “You are nuts,” they joked... But Mister Mole did not take note.</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole drags a sack with a stone in it past the other moles who are pointing to him and laughing.)</p>
The word is...	<p>Write: poked fun</p> <p>Say: “Poked fun” is what the other moles did as they watched Mister Mole drag stones.</p> <p>Write: you are nuts</p> <p>Say: “You are nuts” is what the other moles said to Mister Mole as they watched him work so hard.</p> <p>Write: did not take note</p> <p>Say: “Did not take note” describes what Mister Mole did in response to the other moles.</p>
The meaning is...	<p>Ask: <i>What does it mean to say someone “poked fun” at another person?</i> (Scaffold students to arrive at the understanding: When you poke fun at someone, you pick on them or tease them.)</p> <p>Write: pick on, tease</p> <p>Ask: <i>What does the phrase “you are nuts” mean?</i> (Scaffold students to arrive at the understanding: If you say “you are nuts,” you are saying “you are crazy.”)</p> <p>Write: you are crazy</p> <p>Ask: <i>What does the phrase “did not take note” mean?</i> (Scaffold students to arrive at the understanding: “Did not take note” means did not pay attention, or ignored.)</p> <p>Write: ignored</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that these phrases help us imagine how the other moles teased Mister Mole and how they thought he was crazy for dragging stones up the slope, but Mister Mole ignored them and did not let their teasing change his plan.)</p> <p>Write: They are special words that help us imagine how Mister Mole did not let the other moles’ teasing bother him.</p>
The text says...	<p>Write: a stove that would warm his home for the rest of his days</p> <p>Say: <i>Notice in the illustration how serious Mister Mole looks as he drags his sack past the other moles.</i></p>
The word is...	<p>Write: for the rest of his days</p> <p>Say: “For the rest of his days” describes how long Mister Mole is planning for his stove to keep him warm.</p>
The meaning is...	<p>Ask: <i>What does it mean to say, “for the rest of his days?”</i> (Scaffold students to arrive at the understanding that “for the rest of his days” means for the rest of his life.)</p> <p>Write: for the rest of his life</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that this is literary language and it helps us understand that Mister Mole is planning ahead. He is thinking about his future and he wants to build a stove that will keep him warm when he is old and for as long as he lives.)</p> <p>Write: it is literary language and it helps us understand that Mister Mole is a planner and thinks about what he will need in the future</p>

Continued on next page.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Examine Nuances in Word Meaning, *continued*

Pages 13–14

The text says...	<p>Write: Mister Mole sat and warmed his old bones</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole is older. He has glasses on and is sitting and reading by his stove. He looks cozy.)</p>
The word is...	<p>Write: warmed his old bones</p> <p>Say: “Warmed his old bones” is what Mister did as he sat by his cozy fire.</p>
The meaning is...	<p>Ask: <i>What does the phrase “warmed his old bones” mean?</i> (Scaffold students to arrive at the understanding that “warmed his old bones” means warmed all the way inside to the bones.)</p> <p>Write: warm all the way through</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that the author is using literary language and is helping us understand that in this part of the story Mister Mole is older, and his stove keeps him warm and comfortable. Mister Mole’s plan when he was young, to construct a stove to make his home cozy and warm him for the rest of his days, was a really good plan, even though it was a lot of hard work.)</p> <p>Write: it is literary language and it helps us understand that Mister Mole’s plan and hard work to build his stove when he was young means he is warm and comfortable now that he is old</p>

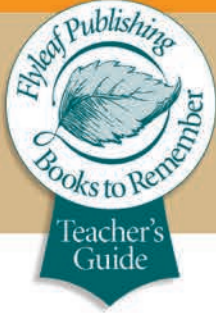
Finish the activity by repeating, with students, all of the words written in “the word is” column: *windswept slope, little mole hands, had woven his bed, long ago, just a lad, dragged stone after stone, cove, poked fun, you are nuts, did not take note, for the rest of his days, warmed his old bones*. Keep the chart you’ve created on hand so you can continue filling it in, can refer back to it as necessary, and so that it is available for student reference.

Show the pen icon and say: *Many of the descriptive words and phrases the author chose in this part of the story are examples of literary language. These words and phrases help us understand the special world the characters live in. At the same time, they give us important information about the setup of the story.*

Say: *I am thinking back to something I wondered about when we looked at the book cover. I wondered if the animal characters in this story would act like people.* **Ask:** *What are some examples of the author giving human characteristics to the animals in the story?* (Mister Mole lives in a hole that looks like a house, he is described as having hands, he is called a lad, he makes plans for his old age, he and the other moles can talk, wear clothes, etc.) **Say:** *Remember, when authors give human characteristics to animals or something else that is not a human, it is called personification. In this story, the moles talk, act, and dress like people. I think that the personification is related to the literary language the author uses: this story takes place in an imaginary world where animal characters act like people and have feelings and thoughts like people.*

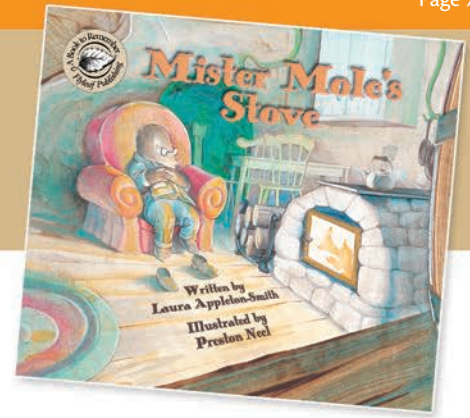
Say: *The language the author uses also helps us learn about Mister Mole. Let’s think about a question on our bookmark.* **Ask:** *How is the setting important to what the character wants?* (Living on a windswept slope, where it is probably cold, made Mister Mole want a warm and cozy home.) **Say:** *We learn that when Mister Mole was young and strong, he wanted a warm and cozy home that he could live in for his whole life.* **Ask:** *What were some of the things he did to make his home?* (he dug it himself, he wove himself a cozy bed, he dragged stones to build a stove that would keep him warm). **Ask:** *What do these words and phrases tell us about Mister Mole’s character?* (he is a hard worker; he planned ahead for his old age; he ignored the teasing of the other moles; now that he is old, he is glad he worked hard to prepare his home)

Say: *By choosing the words and expressions she did, the author gives us a feeling of the special and different world that Mister Mole and the other characters in the story live in and she also helps us to really get to know Mister Mole and what was important to him when he was young, and what he is thankful for now that he is old.*




Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*





Summarize and Synthesize Strategy: What Did Mister Mole Want?

Use the example below to guide you as you collaboratively summarize and synthesize with students or as you support students in summarizing and synthesizing independently. Before you begin to fill in the Summarize and Synthesize Strategy chart, point to the flashlight icon and **say**: *Let's summarize and synthesize what has happened to be sure we understand what Mister Mole wanted and how this sets up story.*

	Offer verbal prompt:	Write on chart:
Somebody wanted...	<i>What did Mister Mole want when he was a young lad?</i>	Mister Mole wanted to construct a stone stove for his house
Because...	<i>Why did Mister Mole want a stone stove?</i>	because he wanted to be warm in a cozy home for the rest of his days.
But...	<i>But what was the problem?</i>	But the stones were at the bottom of the cove and Mister Mole's house was at the top of the slope.
So...	<i>So what did Mister Mole do about his problem?</i>	So Mister Mole dragged stones up from the cove and constructed his stove even though it was hard work and the rest of the moles told him "You are nuts."
Then...	<i>Then what happened?</i>	Then every night and day the stove kept Mister Mole warm and kept his home cozy and snug, even when he was an old man.

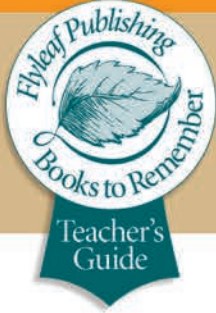
Finish the activity by having one or more students use the chart to practice stating the synthesized summary. Save the chart for use on Days 2 and 5.

 **Say**: *I am thinking about how the author set up this story and showed us what Mister Mole wanted. The story starts with a setting and character description explaining that an older Mister Mole lives in a cozy warm home under the ground. Then it goes back in time to when Mister Mole was a lad and built his home and stone stove to warm him for the rest of his life. When authors go back in time like this in a story, it is called a flashback. The author chose to use a flashback to let us know what is important to the character, or what he wanted. This flashback helps us understand that Mister Mole wanted to construct a stove to keep his home cozy and warm for the rest of his life.*

 Based on the thinking captured in the synthesized summary, ask students to predict what might happen next. Show the light bulb icon and **say**: *So as readers, we might wonder what is going to happen next in this story where everything is going so well for Mister Mole. What might make a good initiating event? Think about what is most important to Mr. Mole. What might happen that could change Mister Mole's cozy situation? Turn to your partner and make a prediction. Allow students a brief opportunity to discuss their predictions with their partner, encouraging them to begin their predictions with "I predict...". Remind students that their predictions should be supported by evidence from the text.*

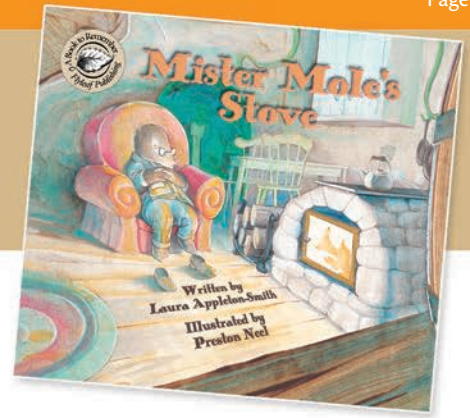
Complete Instruction

Complete the Day 1 Connecting Spelling to Meaning activity in the *Mister Mole's Stove* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Day 2

Prepare for Instruction

Complete the Day 2 activities in the *Mister Mole's Stove* Foundational Skills Guide.

Post purpose statements. Have on hand metacognitive icon cards, initiating event bookmarks, the completed Summarize and Synthesize Strategy chart from Day 1, and a copy of the Summarize and Synthesize Strategy Chart Blackline Master.

Restate the Synthesized Summary

Take just a minute to restate the synthesized summary from Day 1 with students before beginning the day's reading.

Point to the flashlight icon on the chart and **say:** *Let's take a minute to revisit our Summarize and Synthesize Strategy chart. This will help us remember what Mister Mole wanted and how this sets up the story.*

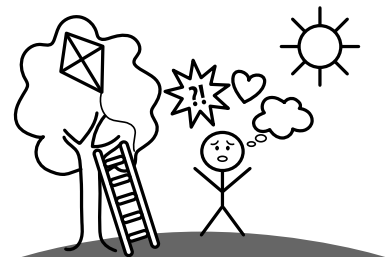
💡 After restating the synthesized summary, connect the setup to anticipation of the initiating event by asking students to share the predictions they made with a partner on the previous day. Show the light bulb icon and **say:** *Let's share the predictions you made about what unexpected thing might happen that could change Mister Mole's cozy situation. In making your predictions, consider what was most important to Mister Mole in the setup of the story.* Encourage students to answer with "I predict..." and justify their predictions with evidence from the text and illustrations. (Predictions will vary, but as necessary, guide students to expect that something will happen to the stove. Make sure students clearly understand how important it is to Mister Mole to have a cozy home.)

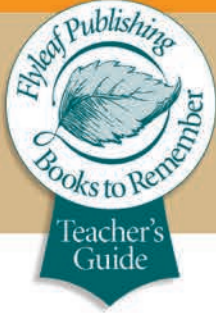
Continue Individual Reading | pages 15–22

Direct students to place the **initiating event bookmark** so that it is between pages 21 and 22 and remind them to use its questions to monitor their understanding. Listen to and support individual students as they read. During guided instruction, support the use of evidence from the text and illustrations.

Day 2 Purpose Statements

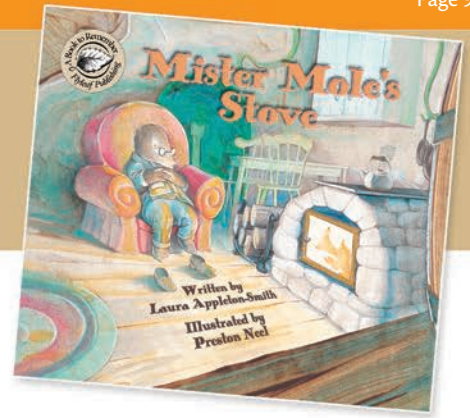
- I can use my bookmark to help me identify and describe the initiating event.
- I can determine what a character wants.





Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



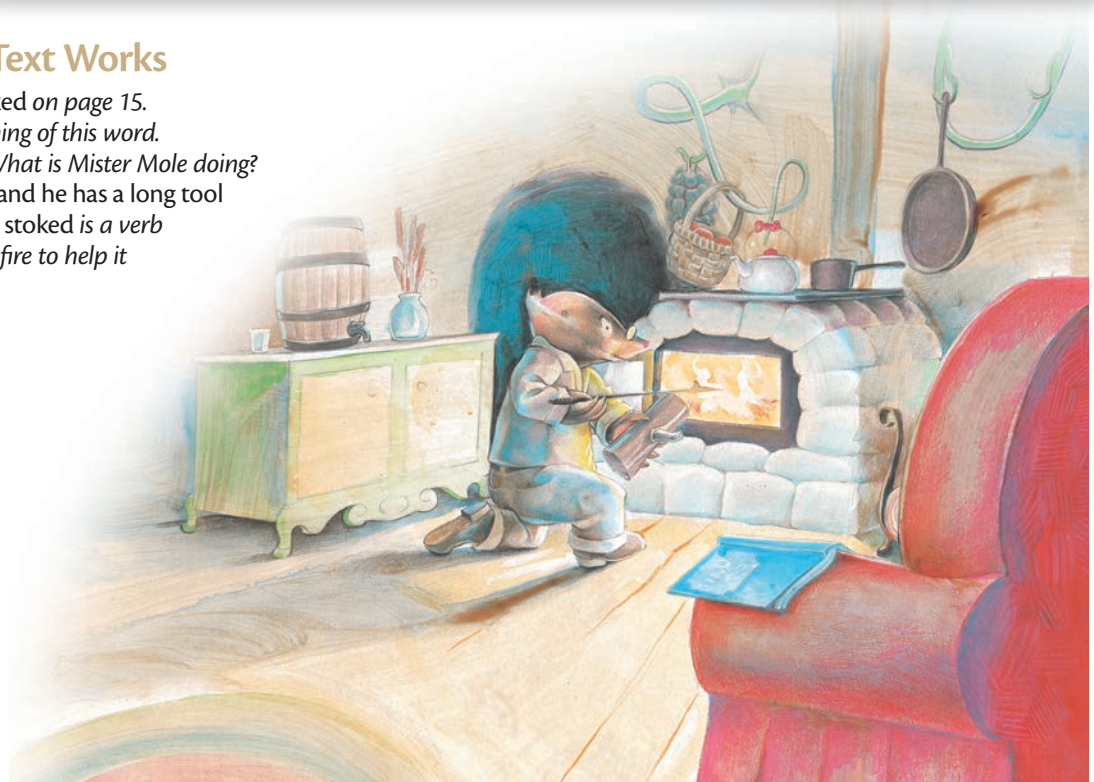
Examine What the Text Says

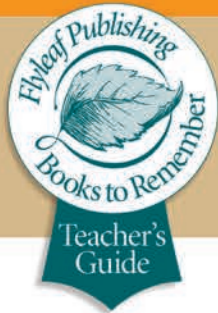
Have one student offer the general understanding in response to the text-dependent questions, then call on other students to locate evidence and details that support the general understanding.

Text-Dependent Questions	General Understandings	Evidence/Key details
<i>What is the initiating event?</i>	One day Mister Mole wakes up from his nap and finds his home is filled with smoke. He realizes a stone in his stove had broken.	Text and illustration on pages 19–20.
<i>How does the character (Mister Mole) react?</i>	Mister Mole wonders what he should do.	Text on page 21: "What was Mister Mole to do?"
<i>How does the character (Mister Mole) feel about what happens?</i> <i>Is there a challenge the character (Mister Mole) has to deal with? What is it?</i>	He feels too old to drag stones. It will be hard for Mister Mole to drag the stones up the slope from the cove now that he is old.	Text on page 21: "He felt too old to drag stones up the slope..."
<i>What can you infer about the character's (Mister Mole's) plan?</i>	He decides to cope and come up with a plan to go down to the cove to get a stone. STOP Clarify that <i>cope</i> means to deal with something difficult.	Text and illustration on pages 21–22. "...but he had to cope, so he set off with his old sack and rope."

Examine How the Text Works

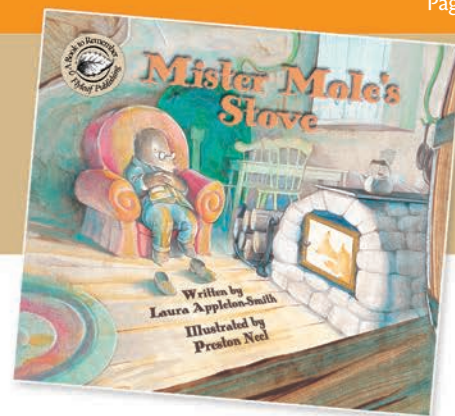
STOP **Say:** I notice the word *stoked* on page 15. Let's stop and clarify the meaning of this word. Look at the illustration. **Ask:** What is Mister Mole doing? (He is putting a log in his fire and he has a long tool in his hand.) **Say:** In this book, *stoked* is a verb that means poked or stirred a fire to help it burn better.






Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*




Summarize and Synthesize Strategy: What Did Mister Mole Want?

Use the example below to guide you as you collaboratively summarize and synthesize with students or as you support students in summarizing and synthesizing independently. Before you begin to fill in the Summarize and Synthesize Strategy chart, point to the flashlight icon and **say:** *Let's summarize and synthesize what has happened to be sure we understand what Mister Mole wanted in this part of the story and how this connects to the initiating event.*

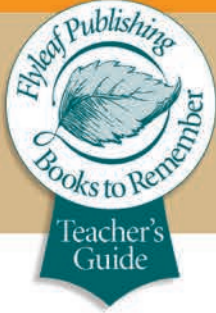
	Offer verbal prompt:	Write on chart:
Somebody wanted...	<i>What did Mister Mole want?</i>	Mister Mole wanted to fix his stove
Because...	<i>Why did he want to fix the stove?</i>	because the stove was broken and his house was filled with smoke.
But...	<i>But what was the challenge?</i>	But Mister Mole would have to drag a stone up from the cove and he felt too old to do that.
So...	<i>So what did he decide to do?</i>	So he decided to cope the best he could and get the job done with his old sack and rope.
Then...	<i>Then what did he do?</i>	Then , he set off down the slope with his old sack and a rope.

Finish the activity by having one or more students use the chart to practice stating the synthesized summary. Save the chart for use on Days 3 and 5.

 Based on this thinking, ask students to make a prediction. Show the light bulb icon and **say:** *Let's look back at pages 9 and 10 to remember what Mister Mole had to do to get the stones when he built his stove. (Allow students a brief opportunity to revisit those pages and to note the work it took for Mister Mole to drag the stones up the slope.) Ask: Do you predict he'll be able to drag a stone up the slope the way he did when he was younger? What do you predict will happen with his plan? Have students turn to a partner and make a prediction of what might happen next, beginning their statement with "I predict..."* Remind students that their predictions should be supported by evidence from the text.

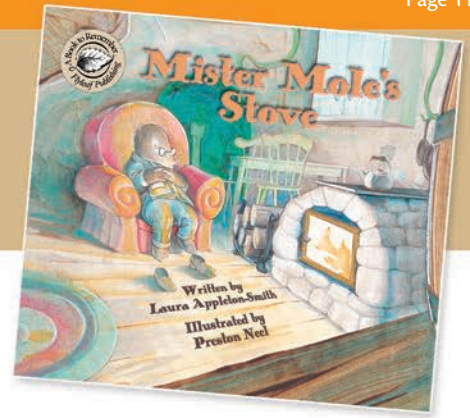
Complete Instruction

Complete the Day 2 Connecting Spelling to Meaning activity in the *Mister Mole's Stove* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Day 3

Prepare for Instruction

Complete the Day 3 activities in the *Mister Mole's Stove* Foundational Skills Guide.

Post purpose statements. Have on hand metacognitive icon cards, initiating event bookmarks, the completed Summarize and Synthesize Strategy chart from Day 2, a copy of the Summarize and Synthesize Strategy Chart Blackline Master, and the retell sequence word cards *first*, *next*, *then*, *finally* and connecting word cards *but* and *so*.

Restate the Synthesized Summary

Take just a minute to restate the synthesized summary from Day 2 with students before beginning the day's reading.

Point to the flashlight icon on the chart and **say**: *Let's take a minute to revisit our Summarize and Synthesize Strategy chart. This will help us remember what else we have learned about what Mister Mole wanted and how this is important to the story.*

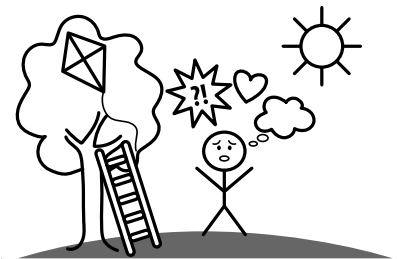
After restating the synthesized summary, connect the initiating event to the attempts by asking students to share the predictions they made with a partner on the previous day. **Say**: *Let's share the predictions you made about whether or not Mister Mole will be able to drag the stone up the slope and whether you think his plan will work.* **Ask**: *How do you predict Mister Mole will attempt to carry out his plan?* Encourage students to answer with "I predict..." and justify their predictions with evidence from the text and illustrations. (Predictions will vary, though students should anticipate the difficulty of the task ahead of Mister Mole.)

Continue Individual Reading | pages 23–30

Direct students to move the **initiating event bookmark** so that it's between pages 29 and 30 and remind them to use its questions to monitor their understanding. Listen to and support individual students as they read. During guided instruction, support the use of evidence from the text and illustrations.

Examine What the Text Says

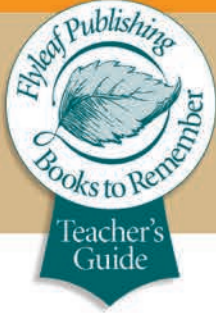
Use retell word cards as prompts to support students in the task of retelling. Allow students to take turns retelling different parts.



Day 3 Purpose Statements

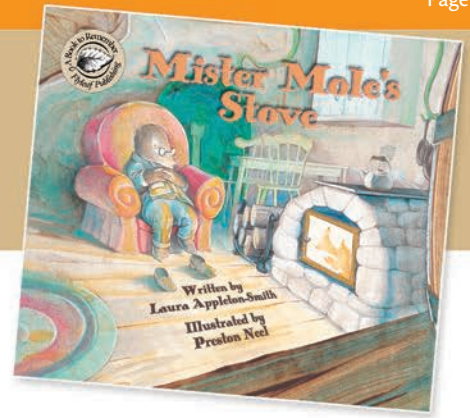
- I can retell a character's attempts to carry out a plan.
- I can analyze the author's choice of words.
- I can describe how a character responds to challenges.

Text-Dependent Question	General Understandings	Evidence/Key Details
Retell the attempts to carry out the plan (Mister Mole's plan to get a stone).	<p>First, Mister Mole sets off with a sack and rope, but he slips and stumbles as he slides down the slope.</p> <p>Next, he inspects the stones in the cove, but there are problems with each one.</p> <p>Then, he spots the perfect stone, but it is deep in the water and Mister Mole is not a great swimmer. However, Mister Mole is determined, so he decides to give it a try.</p> <p>So finally, he disrobes and dives in, but no matter how he swims he cannot reach the stone. His plan doesn't work.</p>	Scaffold students in locating evidence in the text and incorporating it into the retell, as appropriate.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



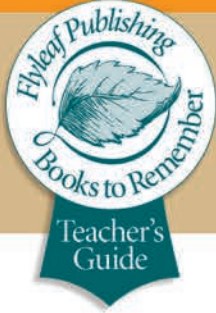
Examine Nuances in Word Meaning

Use the example below to guide you as you continue to fill in a Nuances in Word Meaning chart with students, examining nuances in word meaning with the goal of understanding the author's word choice and how the text works.

Say: *Let's continue examining the nuances in word meaning to help us understand why the author chose the words she did (point to the pen icon on the chart) and how those words help us understand the story more deeply.*

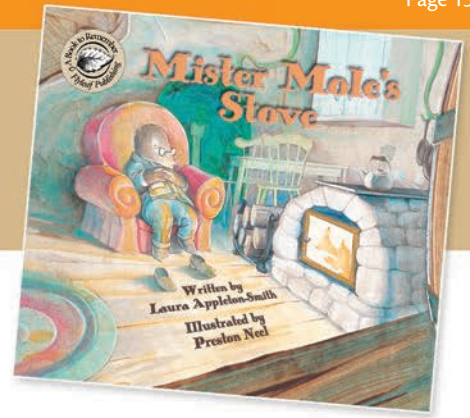
Pages 25–26

The text says...	<p>Write: when Mister Mole got to the cove he inspected the stones—too big, too little, too jagged to fit</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole is examining a big oval rock. There are rocks all around.)</p>
The word is...	<p>Write: inspected; too big, too little, too jagged to fit</p> <p>Say: <i>Inspected is the past tense of the verb inspect. It describes how Mister Mole looked at the stones. "Too big," "too little," "too jagged to fit" are phrases that describe the stones. Do these phrases remind you of another story you might have read when something was too big, too little...? (Students may connect to the story Goldilocks and the Three Bears.)</i></p> <p>Say: <i>Language that authors use that reminds us of other stories we know is called story language.</i></p>
The meaning is...	<p>Ask: <i>What could inspected mean?</i> (Scaffold students to arrive at the definition: <i>Inspected</i> means looked at something closely.)</p> <p>Write: looked at closely</p> <p>Ask: <i>What could the phrases "too big," "too little," "too jagged to fit" mean?</i> (Scaffold students to arrive at the understanding: no stone was right, sort of like in the story <i>Goldilocks and the Three Bears</i>, where, at first, the chairs or beds or porridge were not right.)</p> <p>Write: no stone was just right</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that the author uses these words and phrases to help us understand that Mister Mole was looking closely for just the right stone to fix his stove, but that none of the stones were just right.)</p> <p>Write: so we understand that Mister Mole was looking closely, but he could not find a stone that was just right</p>



Decodable Literature Library Close Reading Guide

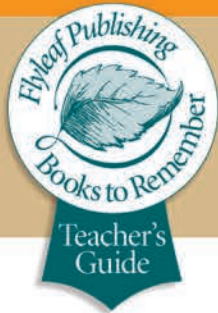
Reading Series 2: *Mister Mole's Stove*



Pages 29–30	
The text says...	<p>Write: But Mister Mole was not a mole to sit and mope. He disrobed and dove in...</p> <p>Ask: <i>What do you see in the illustration?</i> (Mister Mole is not wearing his clothes, and he is swimming down to the bottom of the cove, reaching for a big stone.)</p>
The word is...	<p>Write: mope, disrobed</p> <p>Say: <i>Mope is what Mister Mole decided not to do when he had to swim, even though he was not the best swimmer. Disrobed is a verb. It is the past tense of disrobe. Disrobed describes what Mister Mole did before diving into the water.</i></p>
The meaning is...	<p>Ask: <i>What could mope mean?</i> (Scaffold students to arrive at the definition: <i>mope</i> means to be upset and do nothing.)</p> <p>Write: be upset and do nothing</p> <p>Ask: <i>What could disrobed mean?</i> (Scaffold students to arrive at the definition: <i>disrobed</i> is a formal way to say got undressed.)</p> <p>Write: got undressed</p>
Why did the author choose this?	<p>Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that the author is using literary language that gives the human traits of a formal older gentleman to Mister Mole and that helps us understand that Mister Mole was going to try, even though it would be hard for him to get the stone. He was going to get undressed and try to swim even if he was not good at it.)</p> <p>Write: it is literary language that helps us understand that Mister Mole was going to get undressed and try to swim for the stone without being upset about it</p>

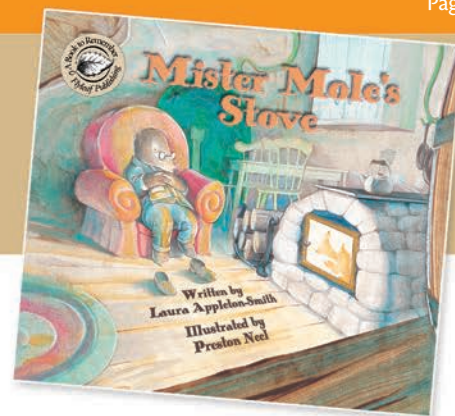
Finish the activity by repeating, with students, all of the words written in “the word is” column: *inspected; too big, too little, too jagged to fit; mope; disrobed*. Keep the chart you’ve created on hand so you can continue filling it in, can refer back to it as necessary, and so that it is available for student reference.

Show the pen icon and **say:** *The descriptive words and phrases the author chose in this part of the story help us understand a lot about Mister Mole.* **Ask:** *What are some new things we learn about Mister Mole’s character from these words and phrases?* (he does not give up, he tries and tries, he does not get upset and do nothing, he tries to solve his problems). **Say:** *The literary language helps us understand that this is a special world where animal characters act, think, and feel like people.*




Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*




Summarize and Synthesize Strategy: What Did Mister Mole Want?

Use the example below to guide you as you collaboratively summarize and synthesize with students or as you support students in summarizing and synthesizing independently. Before you begin to fill in the Summarize and Synthesize Strategy chart, point to the flashlight icon and **say:** *Let's summarize and synthesize what has happened to be sure we understand what Mister Mole wanted in this part of the story and how this connects to the attempts to carry out the plan.*

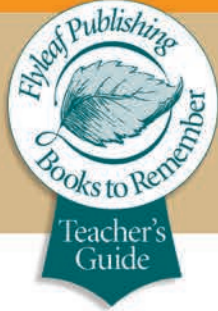
	Offer verbal prompt:	Write on chart:
Somebody wanted...	<i>What did Mister Mole want?</i>	Mister Mole wanted to find a perfect stone
Because...	<i>Why did Mister Mole want to find a perfect stone?</i>	because he had to fix his stove.
But...	<i>But what was the problem?</i>	But it was hard to find the perfect stone. He found it under the water, but the problem was that Mister Mole was not a good swimmer.
So...	<i>So what did he do?</i>	So he decided not to mope. He dove in and tried to swim to get the stone.
Then...	<i>Then what happened?</i>	Then , after several tries he realized he just couldn't reach the stone.

Finish the activity by having one or more students use the chart to practice stating the synthesized summary. Save the chart for use on Days 4 and 5.

 Based on this thinking, ask students to make a prediction. Show the light bulb icon and **ask:** *What do you think Mister Mole will do now that he has tried and tried to get the stone and it has not worked? How do you think the author will resolve Mister Mole's problem?* Have students briefly discuss their predictions with a partner; encourage them to begin their statements with "I predict...". Remind students that their predictions should be supported by evidence from the text.

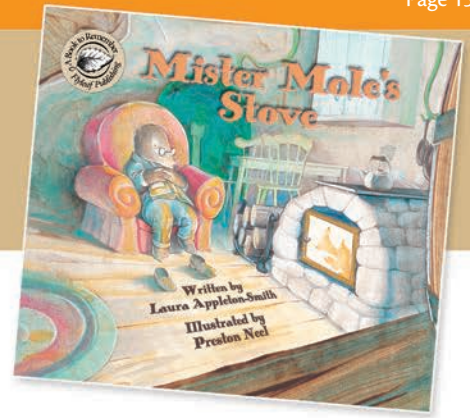
Complete Instruction

Complete the Day 3 Connecting Spelling to Meaning activity in the *Mister Mole's Stove* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Day 4

Prepare for Instruction

Complete the Day 4 activities in the *Mister Mole's Stove* Foundational Skills Guide.

Post purpose statements. Have on hand metacognitive icon cards, resolution bookmarks, the completed Summarize and Synthesize Strategy chart from Day 3, and a copy of the Summarize and Synthesize Strategy Chart Blackline Master.

Restate the Synthesized Summary

Take just a minute to restate the synthesized summary from Day 3 with students before beginning the day's reading.

Point to the flashlight icon on the chart and **say:** *Let's take a minute to revisit our Summarize and Synthesize Strategy chart. This will help us remember what else we have learned about what Mister Mole wanted and how it is important to the story.*

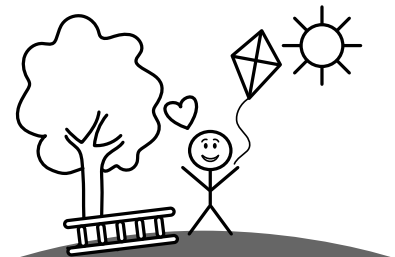
After restating the synthesized summary, connect the initiating event and Mister Mole's attempts to solve his problem to the resolution by asking students to share the predictions they made with a partner on the previous day. **Say:** *Think about the predictions you made after our last reading about how the author might resolve Mister Mole's problem.* **Ask:** *How do you predict the author will resolve his problem and end the story?* Encourage students to answer with "I predict..." and justify their predictions with evidence from the text and illustrations.

Continue Individual Reading | pages 31–42

Direct students to place the **resolution bookmark** after page 42 and remind them to use its questions to monitor their understanding. Listen to and support individual students as they read. During guided instruction, support the use of evidence from the text and illustrations.

Examine What the Text Says

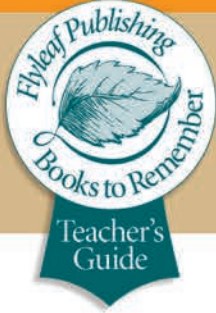
Have one student offer the general understanding in response to the text-dependent questions, then call on other students to locate evidence and details that support the general understanding.



Day 4 Purpose Statements

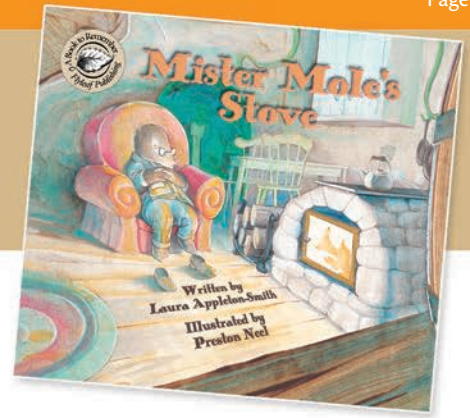
- I can use my bookmark to explain the resolution of a story.
- I can analyze the author's choice of words.
- I can explain a character's reactions to challenges.

Text-Dependent Questions	General Understandings	Evidence/Key Details
What happens at the end of the story?	Suddenly, Mister Mole's friend Otter shows up and asked what is wrong. It is easy for Otter to swim to get the rock. He returns with it, as well as a clam in his other hand.	Text and illustrations on pages 31–42.
What is the story resolution?	Mister Mole wants to repay Otter for helping him solve his problem, but does not know what to do. Otter suggests fixing his stove with the stone, and then making him a pot of clam stew in return. And that is what they did.	
How do things work out for the character? (Mister Mole)	With the help of Otter, Mister Mole is able to fix his stove, so now he will continue to be warm and cozy in his home.	Text and illustration on pages 41–42. Illustration on page 43.



Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Examine Nuances in Word Meaning

Use the example below to guide you as you continue to fill in a Nuances in Word Meaning chart with students, examining nuances in word meaning with the goal of understanding the author's word choice and how the text works.

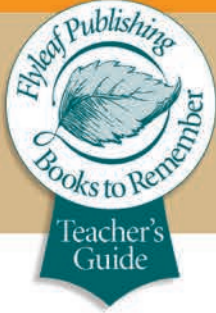
Say: *Let's continue examining the nuances in word meaning to help us understand why the author chose the words she did (point to the pen icon on the chart) and how those words help us understand the story more deeply.*

Pages 31–32

The text says...	Write: Mister Mole pondered what to do next Ask: <i>What do you see in the illustration?</i> (Mister Mole and his friend Otter both have their hands out in a “wondering what to do” or “what is going on?” gesture.)
The word is...	Write: pondered Say: <i>Pondered is the past tense of the verb ponder. It describes what Mister Mole is thinking now that he knows he cannot swim to get the stone.</i>
The meaning is...	Ask: <i>What could pondered mean?</i> (Scaffold students to arrive at the definition: <i>Pondered</i> means to think about something carefully.) Write: think about carefully
Why did the author choose this?	Ask: <i>Why did the author choose this word?</i> (Scaffold students to understand that this is not a word that we use every day; this formal language gives us the sense of Mister Mole being an older gentleman thinking about how to solve his problem. In conversation we may say “I think” or “I wonder,” but in a story, <i>ponder</i> is more formal and sophisticated. It suggests deeper thinking, or thinking really hard about something.) Write: so we understand that Mister Mole thought carefully about how to solve his problem

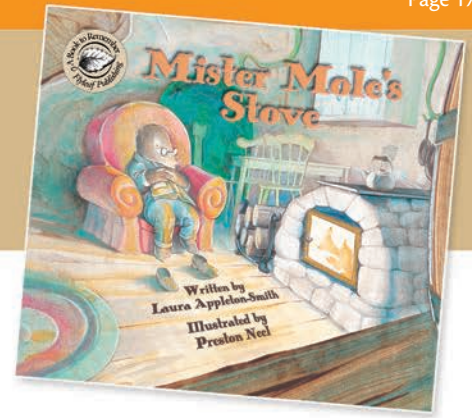
Pages 33–34

The text says...	Write: Otter dove into the cove, and as quick as he was in, he was back Ask: <i>What do you see in the illustration?</i> (Otter with the stone in one hand and a clam in the other.)
The word is...	Write: as quick as he was in, he was back Say: <i>“As quick as he was in, he was back” describes what it was like when Otter swam to get the stone.</i>
The meaning is...	Ask: <i>What could the phrase “as quick as he was in, he was back” mean?</i> (Scaffold students to arrive at the understanding: “as quick as he was in, he was back” is like saying “as fast as a flash.” It means it took Otter almost no time to get the stone for Mister Mole.) Write: in almost no time
Why did the author choose this?	Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that this word helps us imagine that it took no time at all and it was easy for Otter to get the stone for Mister Mole.) Write: so we know how easily Otter solved the problem



Decodable Literature Library Close Reading Guide


Reading Series 2: *Mister Mole's Stove*



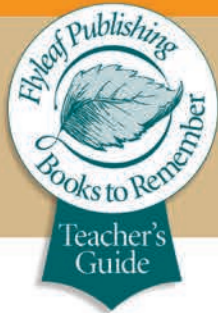
Pages 35–36

The text says...	Write: "I owe you," Mister Mole told Otter Ask: <i>What do you see in the illustration?</i> (Mister Mole talking to Otter)
The word is...	Write: I owe you Say: "I owe you" describes how Mister Mole felt after Otter got the stone for him.
The meaning is...	Ask: <i>What could the phrase "I owe you" mean?</i> (Scaffold students to arrive at the understanding: "I owe you" means I want to pay you back or I want to give you something in return.) Write: I want to repay you
Why did the author choose this?	Ask: <i>Why did the author choose these words?</i> (Scaffold students to understand that this phrase helps us understand that Mister Mole feels very grateful for Otter's help. He wants to do something nice for Otter in return.) Write: so we understand that Mister Mole is grateful and wants to do something nice in return

Finish the activity by repeating, with students, all of the words and phrases written in "the word is" column: *pondered; as quick as he was in, he was back; I owe you*. Keep the chart you've created on hand so you can refer back to it as necessary and so that it is available for student reference.

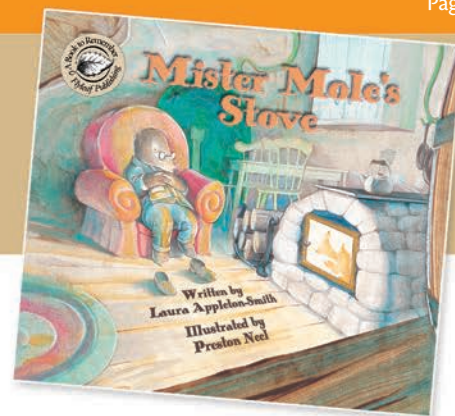
 Show the pen icon and **say:** *The descriptive words and phrases the author chose in this part of the story help us understand a lot about Mister Mole.* **Ask:** *What do these words and phrases tell us about Mister Mole's character?* (He thinks hard to solve his problems; he was grateful when Otter helped him solve a problem he could not solve on his own; he believes that if someone does something for you, you have to pay them back in some way). **Say:** *The words the author uses help us to understand that even though he has always been a hard worker, Mister Mole could not solve this problem on his own. He was very grateful for Otter's help. The words also help us understand that in this part of the story, Mister Mole is like a distinguished older gentleman who has human-like thoughts and feelings.*






Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*




Summarize and Synthesize Strategy: What Did Mister Mole Want?

Use the example below to guide you as you collaboratively summarize and synthesize with students or as you support students in summarizing and synthesizing independently. Before you begin to fill in the Summarize and Synthesize Strategy chart, point to the flashlight icon and **say:** *Let's summarize and synthesize what has happened to be sure we understand what Mister Mole wanted in this part of the story and how this connects to the story resolution.*

	Offer verbal prompt:	Write on chart:
Somebody wanted...	<i>What did Mister Mole want?</i>	Mister Mole wanted to figure out a solution to his problem
Because...	<i>Why did Mister Mole want to figure out a solution to his problem?</i>	because he needed a way to get to the stone that would fix his stove.
But...	<i>But what was the problem?</i>	But he could not come up with a solution on his own.
So...	<i>So what did he do?</i>	So he accepted help from his friend Otter, who easily got the stone for Mister Mole.
Then...	<i>Then what happened?</i>	Then , Mister Mole was so grateful, he wanted to repay Otter. So he fixed his stove, and then cooked Otter a pot of clam stew.

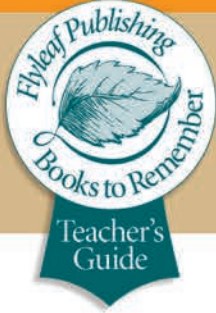
Finish the activity by having one or more students use the chart to practice stating the synthesized summary. Save the chart for use on Day 5.

 Based on this thinking, ask students to consider the story message. Show the light bulb icon and **say:** *Let's consider a question on our bookmarks. What is the story message? What can we learn from this story?* Invite students to discuss the story message with a partner.

Complete Instruction

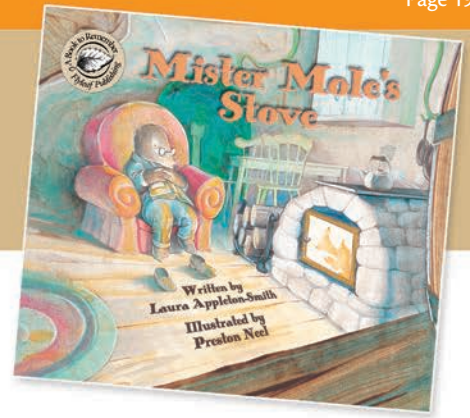
Complete the Day 4 Connecting Spelling to Meaning activity in the *Mister Mole's Stove* Foundational Skills Guide.





Decodable Literature Library Close Reading Guide

Reading Series 2: *Mister Mole's Stove*



Day 5

Prepare for Instruction

Post purpose statements. Have on hand the completed Nuances in Word Meaning and Summarize and Synthesize Strategy charts from Days 1–4, and copies of the Two-Column Chart, Character Analysis Chart, and Full-Page Writing Blackline Masters.

Take Action: What Does the Text Inspire You to Do?

The following action-oriented activities allow students to demonstrate their understanding of the text they have read. The tasks are designed to enable students to effectively express themselves as writers and discussion partners. Scripts are offered to prompt students' thinking and sentence frames are offered to scaffold students' use of academic language. Choose the activity or activities that are best suited to your students.

Conduct a Character Analysis

Use the example below to guide you as you analyze Mr. Mole's character by looking at what he says and does in the story in response to challenges (evidence), and then thinking about what this tells us about him (his character traits). Have students return to the text to reread relevant portions and refer to the saved Summarize and Synthesize Strategy and Nuances in Word Meaning charts as necessary. Once you have finished filling in the Character Analysis chart, engage students in a collaborative conversation about Mister Mole's character.

Say: *We spent a lot of time thinking about Mister Mole's character when we summarized and synthesized and examined the nuanced language in the book. Let's record what we know about Mister Mole in a chart to help us analyze his character. In the left side of the chart we will write some things Mister Mole says or does in the story. These things are evidence of his character. In the right side of the chart, we will write what the evidence tells us about Mister Mole.*

Character Analysis for Mister Mole

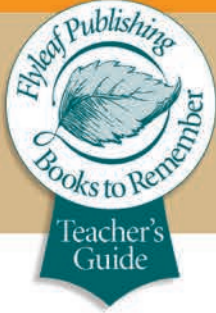
Challenges	What does the character say or do in response to the challenges?	What do the responses tell us about the character?
Making a cozy home (digging his hole, weaving his bed, building his stove)	Mister Mole works hard and does not give up.	He is a hard worker. He doesn't let challenges stop him from trying. He plans ahead.
Being picked on by the other moles	Mister Mole does not take note.	He doesn't let unkind people bother him. He sticks to his plans.
Figuring out how to get a stone from the cove to fix his stove	He does not mope. He decides to cope and go down to the cove to try to get the stone. He ponders what to do next when his plan does not work.	He is persistent. (He does not give up, even when things are challenging.)
Not being able to get the perfect stone from under the water	He accepts help from Otter and wants to do something nice in return.	He is grateful. He thinks it is good to repay a friend.

After completing the chart, engage in a discussion about Mister Mole's character.

Ask: *What have we learned about Mister Mole's character by what he says and does when he has to respond to challenges? Use evidence from the chart, text, and illustrations to support your answers.*

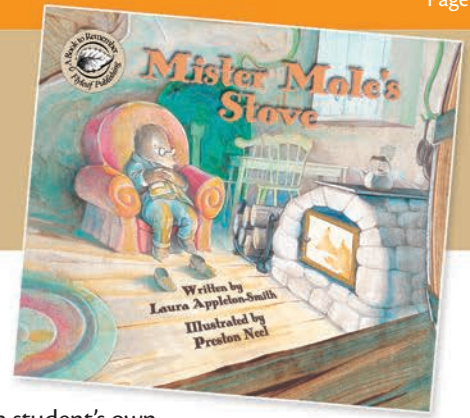
Day 5 Purpose Statements

- I can find evidence of the story message.
- I can write my opinion.
- I can write what I learned from a story.



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Reading Series 2: *Mister Mole's Stove*



Write What You Learned

Ask students to write about what they learned from Mister Mole. The first three spaces in the sentence frame can be populated with ideas from the character analysis chart (though in a student's own words). The remainder of the sentence frame should accurately reflect ideas from the text but can be customized to express a student's personal ideas and reactions. A sample written statement is provided.

Say: Remember, we can learn things from characters in stories by thinking about what they say and do in response to challenges. I am going to ask you to write about what you can learn from Mister Mole. Your writing will answer the question: What can you learn from Mister Mole? Be sure to support your answer with evidence from the text.

I can learn from Mister Mole that _____. In the story, Mister Mole _____. Also, _____. In the end of the story, _____. In my life, I will try to remember that it is good to _____.

Sample Statement

I can learn from Mister Mole that it is good to plan ahead. In the story, Mister Mole built a stove when he was young to keep his home cozy when he was old. Also, he made a comfy cozy bed. In the end of the story, when Mister Mole was old, he had a really cozy home to live in. In my life, I will try to remember that it is good to plan ahead.

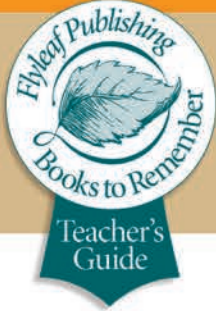
After completing the exercise, invite students to share their work with a partner or the group.

Find Evidence of the Story's Messages

Use the example below to guide you as you prompt students to think about the partner conversation they had about the story message at the end of Day 4's activities. **Say:** During our last reading you discussed the story message with a partner. This is a story that could have more than one message or lesson to be learned from the characters and events that happen. Let's record the messages you came up with. I will also ask you to provide evidence of the message from the story.

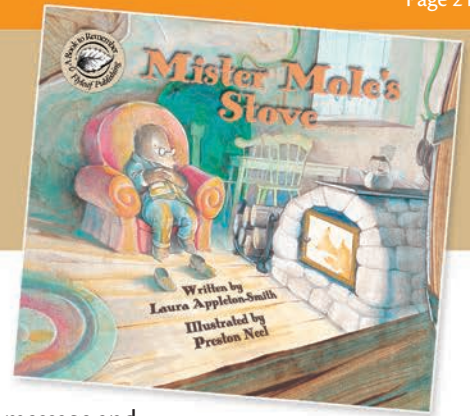
Message	Evidence
One good turn deserves another (it is good to do something nice for a friend who has done something nice for you)	Otter sees that Mister Mole needs help, so he offers to get his stone for him. Mister Mole cooks Otter a pot of clam stew after Otter gets the stone for him. On page 35, Otter tells Mister Mole, "You help me and I help you. That is what friends do."
Hard work and planning pay off	Mister Mole's cozy home and stove keep him comfortable and warm when he is old.
Do not let unkind people bother you	Mister Mole worked hard to build his stove even though the other moles poked fun at him.
Perseverance is good	Mister Mole does not mope and he decides to cope when things are challenging.

After brainstorming and filling in the chart as a group, ask students to think about the message that they think is the most important and what they learned from reading this story.



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Write an Opinion

Ask students to write about what they think is the most important message in this story.

Most of the spaces in the provided sentence frame can be populated with ideas from the message and

evidence chart, though students may add their own evidence as long as it accurately reflects ideas from the text.

If possible, students should provide more than one piece of evidence for the message they choose. The “as you can see” prompt allows for reiteration of the story message and the final space is for students to provide their own concluding statement.

Say: *We thought of a few different messages for the story and we recorded the messages and evidence of the messages on the chart. Maybe you have another story message in mind that you found evidence for in the story. In your opinion, which is the most important message that the story offers? In your writing, make sure you give as much evidence as possible of this message from the story and explain why you think it is an important message.*

In my opinion, the most important message in the book *Mister Mole's Stove* is _____.
My evidence is _____. As you can see, _____ is a lesson to learn from this story.
This message is important because _____.

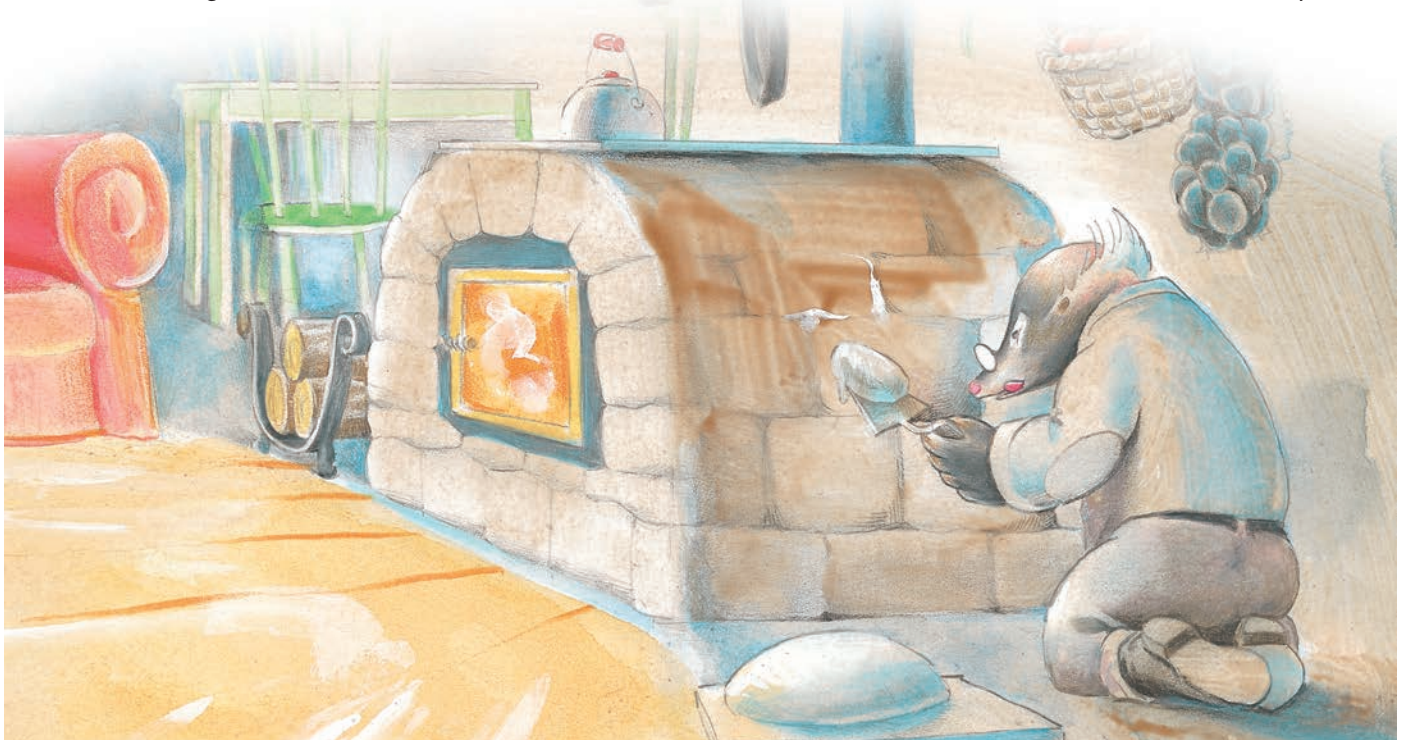
Sample Opinion

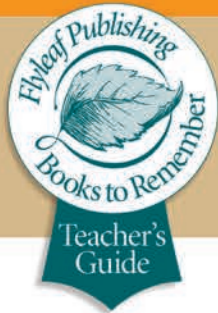
In my opinion, the most important message in the book *Mister Mole's Stove* is one good turn deserves another. My evidence is that when Otter saw that Mister Mole needed help, he dove to get the stone. So, Mister Mole made Otter clam stew. Also, Otter said, “You help me and I help you. That is what friends do.” As you can see, one good turn deserves another is a lesson to learn from this story. This message is important because sometimes you really need help, so when someone does something nice for you it is nice to do something nice for them.

After completing the exercise, invite students to share their work with a partner or the group.

Monitor Skill Development

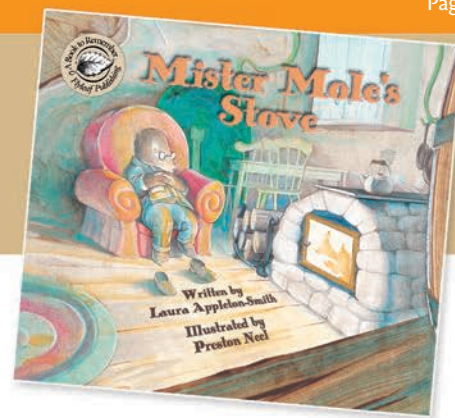
Use the Post-Reading assessments at the end of the *Mister Mole's Stove* Foundational Skills Guide to monitor students' skill development.





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