

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 302

#### Book Summary

In *A Pocket Park for Tiny*, April receives a puppy as a birthday present. April and her brother Jesse love their dog but are sad that he has no place to run and play. Their mom suggests they turn the empty lot in their neighborhood into a pocket park. Early emergent readers will discover how the children gain permission for the pocket park and then cooperate with neighbors to turn their dream to reality. This story presents students with a realistic scenario while allowing them a chance to work on the use of quotation marks and problem and solution.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand text
- Determine problem and solution
- Discriminate medial long vowel /a/ sound
- Identify vowel pattern *igh*
- Recognize and use quotation marks
- Understand and choose synonyms

#### Materials

Green text indicates resources are available on the website.

- Book—*A Pocket Park for Tiny* (copy for each student)
- Chalkboard or dry-erase board
- Problem and solution, vowel pattern *igh*, quotation marks worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *said*, *their*, *they*
- Content words:

Story critical: *build* (v.), *city hall* (n.), *donated* (v.), *lot* (n.), *neighbors* (n.), *permit* (n.)

### Before Reading

#### Build Background

- Ask students to raise their hand if they have a pet. Call on random students to share the type of pet they own. Create a list of the different pets on the board. Invite volunteers to share how they play with their pets.
- Write the word *park* on the board and read it aloud with students. Ask students to share with a partner their definition for the word *park*. Guide students in creating a class definition for the word *park*.
- Explain to students that a pocket park is a smaller version of a regular park. Point out that this story involves a pocket park and a pet dog.

## Book Walk

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers ask questions about the story before and during reading, and then search for answers as they read. Point out that asking and answering questions helps students to better understand and remember what they are reading.
- Model how to ask questions.  
*Think-aloud: On the cover I see a picture of a boy and three dogs. The title of the story is A Pocket Park for Tiny. These details make me think of a few questions: Who is Tiny? Why does Tiny need a pocket park? Do any of those dogs belong to the boy? As I read, I will keep these questions in my mind and see if I can find the answers in the story.*
- Draw a T-chart on the board, and label the left side *questions* and the right side *answers*. Record your questions in the left column.
- Have students share with a partner questions they have about the story. Invite volunteers to share, and record them on the board. Remind students to search for the answers to these questions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Problem and solution**

- Write the words *Problem* and *Solution* on the board, and read the words aloud with students. Remind students that most stories have a problem, or a difficulty, that needs to be solved. The solution is the way characters work through the problem and resolve it.
- Write the following sentence on the board: *I am always late to school.* Model how to determine solutions to a problem.  
*Think-aloud: If I were a student who was always late to school, I would probably feel bad and also often be in trouble with the teacher. This is a difficulty; therefore, it is a problem, and problems have solutions. What are some ways I could resolve this problem, so that I am no longer late to school? One solution is to set my alarm clock earlier. Another solution is to ask my parents to check on me in the mornings and make sure I am getting ready on time. Usually there is more than one way to solve a problem.*
- Write the solutions on the board and number them to emphasize that these are each different options.
- Have students discuss with a partner other strategies a student could use to fix the problem. Invite volunteers to share, and add these solutions to the list on the board.
- Write the following problem on the board: *My dog makes big messes in the house.* Divide students into groups and have them discuss possible actions a person could take to solve this problem. Have groups choose the solution that they think would work best for that scenario. Invite groups to share their best solution, and record these on the board underneath the problem.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the text on page 8, you might say: *A neighbor is a person who lives in your neighborhood. Who are some of your neighbors? Point to the word neighbors on this page—it is one of the words in boldface.*
- Write the vocabulary words on the board. Have students discuss with a partner their ideas about the definition for each word, and invite volunteers to share their definitions.
- Point out the glossary at the end of the story. Remind students that a glossary is like a small dictionary that defines vocabulary words for that book. Read the glossary entries aloud and have students repeat. Call on students to read the glossary definition for each vocabulary word.
- Ask students to draw a picture that represents each word in the glossary and then use the vocabulary word in an original sentence.

### Set the Purpose

- Have students read to learn more about pocket parks, and to discover the problem in the story and how it is solved. Remind them to ask questions as they read and to seek answers in order to better understand the story.

## During Reading


### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.
- Model asking and answering questions.  
**Think-aloud:** *The story answered all of my earlier questions in these few pages. I found out that Tiny is the name of April's new dog, and also that the boy from the cover is April's brother, and the little brown dog belongs to her. I even discovered why Tiny needs a pocket park—he is a puppy that needs places to run and play, but there is no park in the neighborhood, so Tiny has nowhere to go. Even though the story answered all my questions, I have some new ones. Will April and Jesse be able to make a pocket park in their neighborhood? What will they have to do, and how much money will it cost? I will seek answers to these questions as I read.*
- Record your answers and new questions in the T-chart on the board. Review the students' questions on the board, and have students point to any questions that the story answered. Invite volunteers to share the answers to these questions. Record the answers in the *Answers* column.
- Have students draw a T-chart on a separate sheet of paper. Ask students to label the left side *Questions* and the right side *Answers*, following the example on the board. Ask students to think about new questions they have about the story, now that they have read further. Have students record these questions on the T-chart on their separate sheet of paper. Encourage students to search for answers to these questions and record the answers on their paper whenever they discover them.
- Remind students that a problem in a story is a difficulty the characters face. Explain to students that a problem is usually introduced early in the story and then the rest of the story describes how the characters find a solution. Have students discuss with a partner the problem in this story.
- Invite volunteers to share their ideas about the problem in the story. Guide the class to a consensus, and record the problem on the board (*April and Jesse have no place to play with their dog Tiny*).
- Introduce and explain the **problem-and-solution worksheet**. Have students record the problem on their worksheet.
- **Check for understanding:** Have students read to the end of page 11. Remind students to continue recording their questions and answers on a separate sheet of paper.

## Lesson Plan *(continued)*

## A Pocket Park for Tiny

- Discuss with students whether or not April and Jesse have solved their problem. Point out that though they know how to solve the problem, the solution is complicated and involves many steps. Ask students to nod or shake their head to show whether April and Jesse have successfully completed their solution of the problem (no, they have not created the pocket park yet).
- Remind students that they do know what the solution will be, once the work is done: *April and Jesse will build a pocket park in their neighborhood.* Ask students to record the solution on their worksheet, in the top of the second box. Have students work in groups to discuss what steps Jesse and April still need to take to build their pocket park.
- Have students read the remainder of the book. Remind them to continue asking questions and searching for answers as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Review with students the questions on the board, and invite volunteers to supply answers from the story for any unanswered questions. Ask students to read over their chart of questions and answers on the separate sheet of paper. Have students share with the rest of the class one of their questions with its corresponding answer. Ask students to circle all the questions on their paper that were not answered, and discuss with students what to do with such questions.
- **Think-aloud:** *Now that I have finished the story, I will check to see if it answered my questions. I know that April and Jesse succeed in making a pocket park. They talk to their neighbors and have them sign a paper. Then they take the paper to city hall, wait for a permit, and then ask their neighbors to help them build the park. However, the story did not answer all my questions. I never found out how much the pocket park cost. I wonder how I can find the answer to that question, now that the story is over.*
- Explain to students that when a story does not answer a question, the reader can find the answer either by imagining an answer that makes sense and fits the story, or by doing research in other sources. Point out that for the question of how much a pocket park costs, research into the costs of getting a permit, and the cost of items such as grass and flowers and paint, would lead to the answer. Discuss with students where they would look to research such topics.
- Ask students to explain how asking and answering questions helped them to better understand and remember the story.

### Reflect on the Reading Skill

- **Discussion:** Review the problem and the solution from the story, and record these on the board. Discuss with students all the steps that were involved in solving the problem, for example, asking the neighbors to sign a petition, filing paperwork with city hall, obtaining a permit, and so on.
- Have students discuss with a partner other solutions to the problem of Tiny having no place to play. What could April and Jesse have done, rather than build a pocket park? Remind students that there is often more than one way to solve a problem. Invite volunteers to share, and record these alternate solutions on the board.
- **Independent practice:** Have students complete their problem-and-solution worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this book, April and Jesse transform their neighborhood to make it a better place for them and their dog. What are some ways you could improve your neighborhood? How would you proceed to make those changes happen?

## Build Skills


### Phonological Awareness: Long vowel /a/ sound

- Say the word *play* aloud to students, emphasizing the medial long vowel /a/ sound. Have students say the word aloud and then say the long /a/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that contains the long vowel /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students trace the letter *a* in the air if the word contains the long vowel /a/ sound: *race, place, pan, cat, gave, wait, last, bay, and lab.*

### Phonics: Vowel pattern *igh*

- Write the word *neigh* on the board and say it aloud with students.
- Have students say the long vowel /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the long vowel /a/ sound in the word *neigh*.
- Circle the letters *igh*. Explain to students that the word *neigh* uses four letters to create the long /a/ sound, the letters *igh*. Explain to students that whenever they see these four letters together, they should say the long /a/ sound.
- Have students practice writing the *igh* letter combination on a separate sheet of paper while saying the long /a/ sound.
- **Check for understanding:** Write the following words that contain the long vowel /a/ sound on the board: *sleigh, pay, eight, weigh, take, freight, and name.* Say each word, one at a time, and ask students to discuss with a partner what the words have in common (they all contain the long /a/ sound). Have volunteers come to the board and circle the words that contain the vowel pattern *igh*. Point out to students that the vowel pattern *igh* is just one way to create the long vowel /a/ sound in words.
- **Independent practice:** Introduce, explain, and have students complete the [vowel pattern igh worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Quotation marks

- Have students read the first sentence on page 5 aloud. Ask students who said these words (the mom). Have students share with a partner how they know that the mom is speaking.  
 Remind students that in stories characters often speak. Authors need a way to show the reader which character is speaking and what they are saying out loud. Have students circle all the quotation marks at the beginning of the sentences. Ask them if they see the same punctuation marks at the end of the sentence, and have them point to them.
- Draw quotation marks on the board. Explain to students that *quotation marks* are marks that *indicate the words a character is speaking*. Explain that quotation marks enclose everything the person says and are placed at the beginning and end of what is spoken.
- Have students point to the first set of quotation marks on page 6. Ask students to read those words aloud and identify who is speaking (Jesse). Remind students that any time they see quotation marks they know that a character in the story is speaking. Point out that readers call the sections where people are speaking the *dialogue* of the story.
- Point out that the quotation marks show that a character is speaking, but they don't indicate who is speaking. Have students discuss with a partner how they know that Jesse is asking the question on page 6. Explain to students that authors use dialogue words, before or after the quotation marks, to show who is speaking. Write the words *said, asked, replied, and explained* on the board. Read them aloud with students.



## Lesson Plan *(continued)*

## A Pocket Park for Tiny

- Explain to students that the word *said* is the most common dialogue word. When a name is combined with the word *said*, we know who is speaking in the story. *Asked* is like the word *said*, except it shows a specific person who is asking a question, and the word *replied* indicates the name of the person who is answering the question. Finally, the word *explained* also shows who is speaking and indicates that their words are an explanation of some sort. Point out that all four words show the reader who is speaking, and they also sometimes show what type of dialogue that person is saying, such as a question or an answer or an explanation.
- Have students work with a partner to find one example of each dialogue word in the book. Point to one of the dialogue words on the board, and invite volunteers to share the page number where they found the word, and who is speaking. Repeat with all four dialogue words.



**Check for understanding:** Have students read through the book, circle all the quotation marks, and underline all the dialogue words that show who is speaking.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

### Word Work: **Synonyms**

- Ask students to call out the name of April's dog (*Tiny*). Have students discuss with a partner why she chose that name for her dog. Point out that April's dog is small, and that the word *tiny* is similar in meaning to the word *small*. The adjective *tiny* describes items that are very small.
- Explain that *synonyms* are words that have similar meanings. Point out that writers use synonyms to keep the writing fresh and interesting. Also, synonyms can show small differences in objects that are similar, for example, the difference between a small dog and a tiny dog.
- Read page 7 aloud to students. Have them clap their hands when they hear a synonym for the word *tiny*. Read page 10 aloud and have students clap when they hear a synonym for the word *lady*. Repeat this activity with different synonyms, as time allows.
- Write the following words on the board: *mad*, *ill*, *happy*, *weird*, *mother*, *father*, and *sad*. Have students work with a partner to choose one synonym for each word. Invite volunteers to share their work, and record synonyms on the board beside the appropriate word.
- **Check for understanding:** Write the word *big* on the board. Have students choose two synonyms for this word. Call on random students and have them share one synonym with the class. Record these synonyms on the board. Have students work with a partner to create a sentence that uses the word *big*. Then have partners rewrite the sentence three times, each time replacing the word *big* with a different synonym. Invite students to read their three sentences to the class, and have the rest of the class identify the synonyms from the sentences.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss possible solutions to the problem in the story with someone at home.

## **Extend the Reading**

### Realistic Fiction Writing and Art Connection

Have students imagine that they and their friends are making a pocket park. Have them write a paragraph that describes their journey to make a park and that finishes with a description of the pocket park they create. Ask students to draw a picture that illustrates their paragraph. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### Math Connection

Have students work in groups to use rulers to measure the classroom. Draw a representation of the classroom on the board, and then simplify it to a rectangle with dimensions rounded to whole numbers. Discuss the meaning of an area of space, and show students how to calculate the area of a rectangle, first by blocking the space in the rectangle off in square units, and then by using the mathematical formula of length times width. Record the area of the classroom on the board. Gain permission for students to measure some of the other classrooms near their class, and have students work in groups to acquire data. Afterward, record the dimensions of the other rooms on the board. Again, simplify each room to a rectangle drawing, and calculate the area of each room. Have students vote on the classroom that would make the best pocket park. Still working in groups, have students design a pocket park that would fit in that classroom, and draw a picture to represent their pocket park on a poster. Have groups share their posters.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of asking and answering questions to understand text during discussion
- accurately determine problem and solution during discussion and on a worksheet
- consistently discriminate long vowel /a/ sound during discussion
- correctly identify and write the letter symbols in the vowel pattern *igh* during discussion and on a worksheet
- accurately use quotation marks during discussion and on a worksheet
- correctly choose synonyms during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**