

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 132

Book Summary

This book informs students about the types of things located in the country. Students will learn about all of these places and their purposes. Detailed, supportive illustrations and repetitive phrases support early readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /f/ sound
- Identify initial consonant *Ff*
- Recognize and use question marks
- Recognize and use high-frequency word *this*

Materials

Green text indicates resources available on the website

- Book—*Country Places* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, initial consonant *Ff*, question marks worksheets
- Discussion cards

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

Vocabulary

- High-frequency words: *are, grow, in, is, it, the, there, this, what*
- Content words: *barn, city, corral, farm, farmhouse, field, garden, orchard, pen, place, shed*

Before Reading

Build Background

- Write the word *country* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to identify things they have seen in the country.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Country Places*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

Country Places

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *What is this place? It is a _____. Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.*

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title on the cover, it reminds me of barns I've seen in the country. It makes me think of the kinds of animals standing in and around it, such as cows, pigs, and chickens. I know that these animals live in the country and usually have a barn for a home.
- Invite students to share how they connected to prior knowledge based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main idea of this book is there are many kinds of places in the country. Write the following sentence on the board: *There are many kinds of places in the country.* Point to each word as you read the sentence aloud with students.
- Model how to identify details.
Think-aloud: I know that every book has details that help explain the main idea. I know that this story is about the kinds of places in the country. I see a picture on the title page of a field of corn. I know that corn grows in fields in the country. So I know that a field might be a place located in the country. Since this helps to explain the main idea, a field might be a detail in the book.
- Review the places students have seen in the country that were discussed in the "Build Background" section. List these ideas on the board. Discuss whether any of these places might be details in the book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the country is outside the city, and there are many places in the country.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *family* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows several people outside of a farmhouse. When I look at the first part of the word, it starts with /f/. However, the word people starts with the /p/ sound, so this can't be the word. I know that people who live together in a house can be a family. The word family starts with the /f/ sound. The sentence makes sense with this word. The word must be family.*

Set the Purpose

- Have students use what they already know about the types of places in the country to help them read the book. Remind them to think about the details that support the main idea as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: On page 5, I see some people gathered outside their house. I know that people who live together in a house are usually a family. Many times families go outside together to work or play. This house is in the country, and I know there is also a barn. I know that sometimes a house in the country with a barn is called a farmhouse.
- Invite students to share how they connected with what they already knew as they read.
- Review the main idea of the book: *There are many kinds of places in the country.* Ask students to explain whether a farmhouse is a detail that supports the main idea of the book and why (yes; a farmhouse is a place in the country).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *farmhouse* on the board. Have students write the word and draw a picture that represents the word *farmhouse* in one of the spaces on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to think about other details they read that support the main idea there are many kinds of places in the country. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the word from the book. Have students share the detail they drew and wrote about.
- Have students read the remainder of the book. Remind them to use what they already know about the kinds of animals that live in the country to help them understand new information 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

- **Think-aloud:** When I read page 11, I thought about the country and the places I've seen there. The picture shows rows of apple trees and people picking the apples from the trees. I know that rows of fruit trees are called an orchard. Farmers pick the fruit, and then they sell it to people. Orchards are usually found in the country.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about one of the places in the country. Invite them to share and explain their picture with the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details students drew on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the [main-idea-and-details worksheet](#).

- **Enduring understanding:** In this book, you learned about some of the places you might see in the country. Now that you know this information, why do you think it's a good idea for these places to be located in the country?

Build Skills

Phonological Awareness: Discriminate initial consonant /f/ sound

- Say the word *farm* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Read pages 5 and 6 aloud to students. Have them raise their hand when they hear a word that begins with the /f/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /f/ sound: *fruit, farmhouse, tools, pigs, field*.

Phonics: Identify initial consonant Ff

- Write the word *farm* on the board and say it aloud with students.
- Have students say the /f/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /f/ sound in the word *farm*.
- Have students practice writing the letter *Ff* on a separate piece of paper while saying the /f/ sound.
- **Check for understanding:** Write the following words that begin with the /f/ sound on the board, leaving off the initial consonant: *for, frog, fit*. Say each word, one at a time, and have volunteers come to the board and add the initial *Ff* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Question marks

- Write the following sentence on the board: *What is this place?* Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that the signal is called a *question mark*. Have students say the phrase *question mark* aloud. Point out that the question mark is like a stop sign because it tells readers to stop reading. It also tells the reader that a question is being asked.
- Reread the sentence aloud to students. Emphasize how the voice is inflected at the end of a question sentence.
- Ask volunteers to ask a question about one of the places in the country. Write each question on the board, leaving off the question mark. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add a question mark to each sentence. Reread the sentences, stopping at the question mark at the end of each sentence and adding the proper inflection.



Check for understanding: Have students locate and circle all the sentences in the book that end with question marks. Have them read the questions to a partner.

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

Word Work: High-frequency word *this*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *this* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *this* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 4 aloud to students. Point to the word *this*. Explain that the word *this* is often used to explain which object someone is talking about. Have students use the word *this* in oral sentences with a partner.



Check for understanding: Have students locate and highlight every occurrence of the word *this* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *this* in an oral sentence.

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 identify the main idea and details of the book to someone at home.

Extend the Reading

Informational Writing and Art Connection

Provide students with books about the country. Have them choose one place in the country and illustrate it. Under the picture, have students write one sentence telling about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational report writing.

Social Studies Connection

Work with students to create a list of places in the country and the city. Discuss how the places are alike and different.

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 connect to prior knowledge to understand text
- accurately identify the details that support the main idea of the book during discussion and on a worksheet
- accurately discriminate initial consonant /f/ sound during discussion
- identify and write the letter symbols that represent the /f/ sound during discussion and on a worksheet
- correctly understand and use question marks during discussion and on a worksheet
- correctly use and write high-frequency word *this*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)