

About the Book

Text Type: Nonfiction/Personal Narrative Page Count: 16 Word Count: 418

Book Summary

Do you love to go to the park? In this book, you will meet Nina, who loves to go to Chicago's city parks. Nina will introduce you to some famous parks there, including ones with beaches, theaters, sculptures, and fountains. Come spend the day with her!

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify author's purpose
- Read and categorize words with *r*-controlled vowels
- Recognize and use pronouns
- Identify and divide multiple-syllable words

Materials

Green text indicates resources available on the website

- Book—*I Love City Parks* (copy for each student)
- Chalkboard or dry erase board
- [Author's purpose, r-controlled vowels, pronouns 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

*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](#).

- **Content words:**
 Story critical: **audience** (n.), **elevated** (adj.), **fountain** (n.), **platform** (n.), **reflection** (n.), **theater** (n.)
 Enrichment: *canyon* (n.), *gigantic* (adj.), *millennium* (n.), *uniform* (n.)

Before Reading

Build Background

- Show students a picture of a park, perhaps one in your area. Ask if they have ever been to a park. Ask students to share things they like to do in the park.
- Ask students if they have ever been to parks in different cities or states. Have volunteers share their experiences.

Preview the Book

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 *I Love City Parks*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

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 parks I've been to in our city. It makes me think of the things I see there and the things I like to do.
- Invite students to share how they connected to prior knowledge, on the basis of 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: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose is either to *inform*, *entertain*, or *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Read the title page and pages 3 and 4 aloud. Model how to identify author's purpose.
Think-aloud: When authors write, they have a reason, or purpose, for writing their book—they want to inform me, entertain me, or persuade me. After reading the title and the first page of this book, I think the author wants readers to learn new facts and information about the city of Chicago, so I think her purpose was to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain us or persuade us.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 9, you might say: *It looks like fun to lie underneath that sculpture and see your reflection. It's just like a big mirror!*
- 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 *theater* on page 10 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the girl looking at a stage, and there are many seats facing it. When I look at the first part of the word, it starts with /th/. This looks just like a movie theater, but it's outside. Theater starts with the /th/ sound. The sentence makes sense with this word. The word must be theater.*

Set the Purpose

- Have students use what they already know about parks to help them read the book. Remind them to think about the author's purpose for writing the book as well.


During Reading

Student Reading

- **Guide the reading:** Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

Lesson Plan *(continued)*

I Love City Parks

- Model connecting to prior knowledge.
Think-aloud: On page 4, I see some people walking on a city street. One person is looking up at the tall buildings. The tall buildings are all around the people. I have walked on a street like that in our city. The buildings are so tall, I felt as though I was at the bottom of a canyon.
 - Invite students to share how they connected with what they already knew as they read.
 - Have students read pages 5 through 7. Model how to identify author's purpose.
Think-aloud: As I read page 6, I learned that some of Chicago's parks have beaches. I also learned that Chicago is next to Lake Michigan, one of the Great Lakes. That is a very interesting fact. I think the author's purpose was to inform me about Chicago's parks with beaches.
 - **Check for understanding:** Have students read to the end of page 11. 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 explain the author's purpose on page 10. Ask if they continue to think it is to *inform* or whether she has entertained or persuaded the reader in any way on these pages (for example, the author is also trying to entertain us by telling how Nina pretends to be listening to her favorite singer). Discuss why an author might want to entertain and inform readers at the same time.
 - Have students read the remainder of the book. Remind them to use what they already knew about parks to help them understand new information as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Discuss how making connections between information students read and what they already know or have experienced keeps them actively involved with the story and helps them remember what they have read.
- **Think-aloud:** *When I read about how Nina likes to play in the water at Crown Fountain (page 13), it reminded me of a park I used to take my children to. The water would bubble up from holes in the ground, and they would skip around and turn cartwheels in it.*
- Have students share examples of how they connected to prior knowledge to understand and relate to Nina and the information about the different parks.

Reflect on the Comprehension Skill

- **Discussion:** Review pages 3–8 with students, discussing the author's purpose on each page. Keep track of their responses on the board. If students disagree, have them defend their choice. Review again how an author may have more than one purpose for writing.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of Chicago's interesting parks. Now that you know this information, does this change your view of what you think a park can be like?

Build Skills

Phonics: **R-controlled vowels**

- Write the words *park*, *first*, *work*, and *soccer* on the board. Read the words aloud and have students repeat them with you.

Lesson Plan *(continued)*

I Love City Parks

- Tell students that the letter *r* affects the sound of the vowel that precedes it in many ways. Return to the words on the board, underline the vowel + *r*, and emphasize the different sounds.
- **Check for understanding:** Create a three-column chart on the board and label the columns *ar*, *er*/*ir*/*ur*, and *or*. Model how to place the words *park*, *first*, *work*, and *soccer* on the chart. Next, write the following words on the board in a separate place: *uniform*, *water*, *silver*. Have student volunteers tell which column each word should be placed in.
- **Independent practice:** Introduce, explain, and have students complete the [r-controlled vowels worksheet](#). Invite students to work in pairs to hunt through their book to find any *r*-controlled vowels and then record them on their worksheet.

Grammar and Mechanics: **Pronouns**

- Write the following sentences on the board: *People live and work in tall buildings*. Underline the word *People*. Review with students that a *noun* is a *person*, *place*, or *thing*. Ask students to identify whether *People* names a person, place, or thing (*People* is a plural noun that names many persons).
- Explain or review that a *pronoun* is a word used in place of a noun. Write the word *they* above the word *People* in the sentence. Explain to students that the word *they* takes the place of the word *people*. Have the group read the sentence aloud, and ask whether it makes sense.
- Discuss the reason authors use pronouns in place of nouns (to make the writing flow better, to avoid repeating the same words, to make the paragraph sound better, and so on).
- Write the pronoun *I* on the board and explain to students that this is a special pronoun. When a story is being told by a character in the book (first person), the character will refer to himself or herself as *I*.



Check for understanding: Write the following list of pronouns on the board (*she*, *he*, *we*, *they*, *it*, *you*, *her*, *them*, *his*). Say the following word(s) one at a time: *the children*, *Mary and I*, *John*, *the balloon*, *Jessica*. Ask students to identify which pronoun would replace the word(s).

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

Word Work: **Syllable patterns**

- Review or explain that a syllable is a part of a word that is spoken with an uninterrupted sound of the voice. Words are broken into syllables by their sound (and spelling), and each syllable must have a vowel sound.
- **Think-aloud:** *In the dictionary, words are shown divided into syllables. Let's look up canyon to see how it is written (can/yon). The pronunciation of the word follows the dictionary entry. The word canyon is divided into two syllables.*
- Write the word *platform* on the board. Have a volunteer divide the word into syllables (*plat/ form*). If necessary, model looking up *platform* in the dictionary to find the answer. Explain that when a word has two consonants next to each other (for example, *tf*), the syllable break comes between them.



Check for understanding: Write the following list of pronouns on the board (*she*, *he*, *we*, *they*, *it*, *you*, *her*, *them*, *his*). Say the following word(s) one at a time: *the children*, *Mary and I*, *John*, *the balloon*, *Jessica*. Ask students to identify which pronoun would replace the word(s).

- **Independent practice:** Have student pairs pick another page from the book and repeat the exercise of locating and dividing multisyllabic words. Have them share their work with the class.

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 share their connections to prior experiences with someone at home, as well as what they learned about author's purpose.

Extend the Reading

Informational Writing Connection

Provide students with internet access to your local parks and recreation page. Have them choose one park to find out information about. On an index card or small sheet of paper, have them write three sentences telling where the park is located, the hours that the park is open, and what is special or interesting to see and do there.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Invite a local park ranger or naturalist to speak to your students. Ask the person to share information about what can be learned about plant and animal life, even in parks located in the city. Have students be prepared to ask at least one question they would like the guest speaker to answer.

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 author's purpose during discussion and on a worksheet
- identify and categorize *r*-controlled vowels in the text during discussion and on a worksheet
- correctly recognize pronouns and the words they represent during discussion and on a worksheet
- correctly recognize and divide multiple-syllable words in the text

Comprehension Checks

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