

### Focus Question:

*How does Ava care for her asters?*

### Book Summary

Text Type: Fiction/Realistic

How do you care for things you love? Ava loves her flowers, and she cares for them in different ways. *The Hard Frost* teaches students how one vigilant girl tends to her plants as the seasons come and go. The book can also be used to teach students how to make inferences and draw conclusions as well as to use past-tense verbs. The colorful illustrations and repetitive text support early readers.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Make inferences and draw conclusions using clues found in the text
- ☐ Describe details found in illustrations in the text
- ☐ Discriminate short vowel /o/ sound
- ☐ Identify short vowel o
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use content vocabulary

#### Materials

- ☐ Book: *The Hard Frost* (copy for each student)
- ☐ Make inferences / draw conclusions, past-tense verbs, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

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

- **High-frequency words:** *next*, *she*, *with*
- **Words to Know**  
**Story critical:** *asters* (n.), *blanket* (n.), *bloom* (v.), *cleared* (v.), *frost* (n.), *towel* (n.)
- **Academic vocabulary:** *though* (conj.), *through* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place pictures of different kinds of plants on the board. Ask students to work with a partner to identify the things that all plants need to live. Have volunteers share their answers. Discuss what might happen to a plant if it did not have everything it needed to live.
- Have students draw a picture of a plant on a separate piece of paper. Ask students to draw the things a plant needs around the plant. Invite volunteers to share their pictures with the rest of the class. Post pictures in the classroom to refer to during reading.

##### Introduce the Book

- Give students their copy of *The Hard Frost*. 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:

##### Make, revise, and confirm predictions

Explain to students that effective readers make guesses about what is going to happen as they read a story. Explain that these guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. Discuss with students that these predictions give readers a purpose while reading. Ask students to use the title and the picture on the cover page to make a prediction before reading this book. Invite them to share their predictions with the class, and record these predictions on the board.

##### Introduce the Comprehension Skill:

##### Make inferences / draw conclusions

- Explain to students that authors don't always write everything that happens in a story in the text. Point out that sometimes they give readers clues to figure out ideas that they did not include in the text. Discuss

### Guiding the Reading (cont.)

with students that readers have to use clues from the story and what they already know to make a guess. Explain that this is called *making an inference* or *drawing a conclusion*.

- Review with students a book the class has previously read. Have students work in groups to determine some of the clues the author gave and some of the inferences students formed on the basis of those clues.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about caring for plants throughout the seasons. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Ava cover her flowers with a sheet?* (level 3) page 4
- *Why does Ava need to lift the towel in the morning to let her asters see the sun?* (level 3) page 7
- *How are the towel and the blanket similar? How are they different?* (level 2) pages 6–8
- *What did the frost do to the asters?* (level 1) page 10
- *What happened to the asters in the spring?* (level 3) page 12

#### Text Features: Illustrations

Explain that pictures, or illustrations, are important when reading stories because they provide readers with extra information needed to make inferences or draw conclusions. Have students work with a partner to review the illustrations on pages 8 and 9. Ask students: *What did you learn from these illustrations?*

*What do the illustrations tell us that the text does not? What information can you infer from these illustrations?* Have students review other illustrations in the story and discuss in groups what they learned from them. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Draw students’ attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through any predictions that have been disproven. Remind students that making predictions is more important than whether or not their predictions are confirmed.
- Invite students to work with a partner to create new predictions for the end of the story. On the basis of the information in the text and what they know about plants, have students come up with a prediction about what happens to Ava’s plants after the story. Ask students: *Do the asters bloom again? Why do you think that?* Discuss as a group and come to a consensus.
- Model making inferences and drawing conclusions. **Think-aloud:** *I know that authors don’t always use details in the text to explain everything that happens in a story. But I know that I can use clues from the illustrations and the words to make inferences and draw conclusions. On page 3, I see Ava in a long-sleeved shirt, long pants, and boots. I can infer that Ava is cold. I can also infer that if Ava is cold, her plants must be cold too. Since plants cannot put on clothes to keep warm, I can infer that Ava is covering her plants with a sheet because she wants to keep her plants warm and that plants need to stay warm to survive.*
- Model how to complete the [make-inferences-draw-conclusions worksheet](#). Have students use clues from the illustrations and words in the story to make inferences and draw conclusions.

### 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.

### Skill Review

#### Graphic Organizer:

#### Make inferences / draw conclusions

Review the make-inferences-draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how using clues from the story and what they already know can help them make inferences and draw conclusions while reading.

### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Ava cares for her asters by giving them water and sun. She protects them from the cold weather by covering them with a sheet, a towel, and a blanket to keep them warm.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: **Short vowel /o/ sound**

- Say the word *frost* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the /o/ sound. Have students practice saying the short vowel /o/ sound to a partner.
- Have students work with a partner to generate words that have the short vowel /o/ sound. Have volunteers share their words with the whole class. Have the other students give a thumbs-up signal if they agree that the word has the short vowel /o/ sound.
- **Check for understanding:** Say the following words one at a time and have students clap their hands when they hear a word that has the short vowel /o/ sound: *pot, rat, kit, job, ten, lug, mom, top*.

##### Phonics: **Short vowel o**

- Write the word *frost* on the board and read it aloud with students.
- Have students say the /o/ sound aloud. Then, run your finger under the letters in the word *frost* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *frost*.
- Say the words *tin* and *ton* aloud, emphasizing the vowel sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in vowel sounds.
- **Check for understanding:** Write the following words on the board, leaving out the short vowel o: *bop, log, not, won, hot, and mop*. Invite volunteers to come to the board and add the short vowel o to each word and read the word aloud.

##### Grammar and Mechanics: **Past-tense verbs**

- Explain to students that a *verb* is an *action word*.

Write the following verbs on the board and read them aloud: *wait, turn, cover, and lift*. Explain to students that the words on the board are present-tense verbs, which means they occur now.

- Write the sentence *I wait in line* on the board. Ask students when this sentence happens. Add *-ed* to the end of *wait*. Have students discuss what the sentence means with the *-ed* ending. Explain to students that *past-tense verbs* are words that describe actions that have already happened and usually end in *-ed*. Have students change each word on the board into the past tense (*turned, covered, and lifted*).
- Point out to students that for some verbs, the *-ed* ending doesn't always work. Write the sentence *In August, they began to bloom*. Ask students to discuss with a partner whether adding *-ed* to the verb makes sense. Discuss with students that in the example, *began* is the correct way to say and write the past-tense form of *begin*.
- **Check for understanding:** Have students look through the book to locate past-tense verbs. Ask them to share the past-tense verbs they found with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

##### Word Work: **Content vocabulary**

- Write the following words from the story on the board: *asters, blanket, frost, and towel* and read them aloud with students. Explain to students that vocabulary words are important to the story and they help us understand what we read.
- Have students think of words or phrases they know that are associated with each word. For example, students may think of the words: *pretty, flowers, or plants* for the vocabulary word *asters*. Write students' descriptive words around each vocabulary word on the board.
- Have students work with a partner to find each vocabulary word in the book. Have students read the sentence containing the vocabulary word together and discuss the meaning. Invite volunteers to share their definitions with the rest of the class.
- **Check for understanding:** Provide students with four blank index cards to create vocabulary flashcards. Have students write the vocabulary word on one side of the index card and write or draw a definition on the other side. Have students compare their flashcards with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

##### Connections

- See the back of the book for cross-curricular extension ideas.