

## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 217

### Book Summary

From the deserts of Arizona to the streams and rivers of Japan, people have wondered *What Lives in This Hole?* Join the student author as he writes a class blog about burrowing animals from all over the world. Interesting photos and detailed maps give readers the opportunity to learn about animals they many never see above the ground.

The book and lesson are also available at Levels K and N.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Identify and discriminate long vowel /o/ sound
- Identify vowel digraph ea
- Recognize and use exclamation marks
- Identify and understand the use of suffix *-ing*

### Materials

Green text indicates resources are available on the website.

- Book—*What Lives in This Hole?* (copy for each student)
- Chalkboard or dry-erase board
- Ask and answer questions, main idea and details, suffix *-ing* 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: *in* (prep.), *this* (adj.)
- Content words:

Story critical: *burrows* (n.), *naked mole rats* (n.), *puffins* (n.), *salamander* (n.), *tunnels* (n.), *wombat* (n.)

## Before Reading

### Build Background

- Write the word *burrows* on the board and ask students if they are familiar with the word, and if they know what it means. Record their responses on the board, then turn to the glossary and read the definition, *holes dug in the ground by animals for use as homes*.

## Lesson Plan *(continued)*

## What Lives in This Hole?

- Show students the cover of the book and read the title. Point out that the title of the book is a question, *What Lives in This Hole?* Explain to students they will be answering that question as they read. Ask them if they have any ideas about what animal may live in the hole pictured on the cover. Record their ideas on the board.

### 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 *What Lives in This Hole?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of the book and the author's name).

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

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.  
*Think-aloud: Before I start reading, I always have several questions that come to mind about the topic or title of a book. From what I see on the cover and title page, it appears this book is all about animal holes, or burrows. I wonder what animal has made this hole on the cover and on the title page. I also wonder if these animals all live in the same place. As I read, I will be curious to see if I can discover the answers to my questions. This helps me understand what I'm reading and makes it enjoyable.*
- Introduce and explain the [ask-and-answer-questions worksheet](#) to students. Model how to record your questions on a projected copy of the worksheet. Ask students what questions they might have about what they see on the cover and title page. If necessary, model once more for students how to ask questions about the book. Add any new questions they have to your projected copy.
- 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 main idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book covers. Ask them to predict what the main idea might be (what lives in holes). On the board, write *Main Idea*. Write *What lives in holes* underneath. Draw a circle around it for later use as a web diagram.
- Explain that each page in the book contains details that tell readers more about the book's main idea.
- Model how to identify details.  
*Think-aloud: I know every book has details that help explain the main idea. I know this book describes animals that live in holes. I notice the photograph on page 3 shows elf owls. This might mean that elf owls are one detail about the main idea of what lives in holes.*
- Return to the board and draw a line out from the circled main idea. At the end of the line write *elf owls*.
- Ask students to review the pictures in the book. Ask them to share any ideas they have about details that might support the main idea.

#### Introduce the Vocabulary

- Introduce the story critical words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *burrows*, *naked mole rats*, *puffins*, *salamander*, *tunnels*, and *wombat*.

## Lesson Plan *(continued)*

## What Lives in This Hole?

- Turn to the glossary on page 16. Read the words and discuss their meanings aloud. Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word burrows, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read page 4, I now know the word means holes that animals make to live in.*

### Set the Purpose

- Have students read to find out more about animals that live in holes. Encourage students to ask and answer questions while reading.


### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Read pages 4 and 5 together. Ask students to place their finger on the bottom corner of page 6. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Return to the projected copy of the ask-and-answer-questions worksheet, and circle or highlight any questions that were answered in this part of the text.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.

**Think-aloud:** *Before reading, more than one question came to mind about this book. I was curious about what animal made the hole in the cover photograph and title page photograph. I also wanted to know if the animals in this book were all from the same place. So far, I have not found out what animal lives in the hole shown on the cover, but I did read about two animals, the desert tortoise and the goliath bird-eating spider, and they live in very different parts of the world. I will write these answers on the ask-and-answer-questions chart on the board.*

- Ask students to share if any of their questions were answered in this first part of the reading. Write shared responses on the class ask-and-answer-questions chart on the board.
- Have students read pages 8 and 9. Introduce and explain the **main-idea-and-details worksheet**. Direct them to the board and show them how your web on the board looks similar to the one on their worksheet. Guide them to fill in one bubble with the word *desert tortoise*, then to fill in two more bubbles with details (*goliath bird-eating spider* and *puffins*) they have learned so far in the book.
- **Check for understanding:** Have students look at the picture of the naked mole rat on page 10, and read the heading, *Living in the Dark*. Then ask them to write a question they might have about this animal and where it lives on their worksheet. Read pages 10 and 11 together. Have them write answers they found while reading on their worksheet. Invite them to share the information they learned and the questions they generated as they read these pages.
- Have students read the remainder of the book. Remind them to look for and write answers to their ask-and-answer-questions worksheet questions. Encourage them to add new questions they might have to their worksheet as they preview each new section of the book.

 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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know what animals make burrows and where they live in the world. I now know many different animals dig burrows and they live all over the world!*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions (e.g., websites, books, and so on). Invite students to write one more question they still would like to have answered about one of the animals in the book. Ask students to share questions they added.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the main ideas in the book.
- **Independent practice:** Have students complete the main-idea-and-details worksheet, adding the remaining animals to the graphic organizer.
- **Enduring understanding:** In this book, you learned about many different burrowing animals. Now that you know this information, what will you think about the next time you see a hole in the ground?

### Build Skills

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

- Ask students to listen carefully as you say words that contain the long /o/ sound (*hole, phone, mole, road*), stretching the words out as you say them. Ask students to identify the sound that is the same in all of the words.
- Read page 4 aloud to students. Have them raise their hand when they hear a word that has the long /o/ sound (*know*). Repeat with page 8 (*most*) and page 13 (*burrow*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the long /o/ sound: *food, told, night, phone, stole*.

#### Phonics: Vowel digraph ea

- Have students turn to page 5 and find the word *teacher*. Have a volunteer read the word while you write it on the board. Ask students what sound they hear in the middle of the word.
- Explain that the letters e and a together stand for the long /e/ sound they hear in the middle of the word *teacher*. Explain that sometimes this digraph stands for the long /e/ sound and sometimes it stands for the short /e/ sound.
- Point out the word *learned* on page 5. Explain to students that, while e and a are together in this word, the vowel sound is being controlled by the r, so when we read the word *learned*, we hear the /er/ sound.
- **Check for understanding:** Ask students to turn to page 7 and find a word with the vowel digraph ea, making the long /e/ sound (*leaves*).



**Independent practice:** Have students locate and circle other vowel digraph ea words in the book (*sea, heat, streams*). Challenge them to think of other words they know with the vowel digraph ea and write them in the margin. Remind them that not all words with ea make the long /e/ sound. If time allows, discuss their answers.

## Grammar and Mechanics: Exclamation marks

- Ask students to turn to page 5 and read the following sentence: *Come see what I learned!* Point out the exclamation mark at the end of the sentence. Explain or review an *exclamation mark*, or exclamation point, is a *punctuation mark used to show strong feeling, surprise, or excitement*.
- Point out to students the author does not use exclamation marks to end every sentence even though he seems excited about his topic. Explain that the overuse of exclamation marks can become tiresome for the reader and is not an accurate way to convey the voice of characters or narrators all the time.
- Have students turn to page 6 and read the first sentence (*A tortoise lives in this hole!*). Discuss with students why the author chose to use an exclamation mark (to show the author was excited about discovering which animal lives in the hole).
- **Check for understanding:** Ask students to find other examples of exclamation marks in the text. Discuss why each example was an appropriate sentence to end with an exclamation mark.
- **Independent practice:** Ask students to write a sentence that ends with an exclamation mark on a separate piece of paper. Have them read their sentence aloud and explain why the sentence should end with an exclamation mark. If time allows, have them read their sentence with no injected voice inflection, and have others listen for the difference.

## Word Work: Suffix -ing

- Write the word *digging* on the board. Ask students to identify the root word (*dig*) and write it next to *digging*. Have students use both words in a sentence.
- Explain or review a *suffix* is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ing*.
- Write the words *play*, *jump*, and *kick* on the board. Have volunteers add the *-ing* suffix to each word (*playing*, *jumping*, *kicking*). Discuss how, when the suffix is added, it changes the tense of the words. The words now describe an action that is happening right now, or in the present tense.
- Have students turn to page 6, and read the heading aloud. Point out the word *staying*. Write the word *staying* on the board and circle the word *stay*. Discuss with students how adding the *-ing* suffix changed the word to better describe what the tortoise does. Have volunteers use each word in a sentence to demonstrate the difference between *stay* and *staying*.
- **Check for understanding:** Have student pairs find the words with the *-ing* suffix in all the section headings. Have them take turns explaining what the root word is.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ing worksheet](#). If time allows, discuss answers aloud after they are finished.

## 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 students demonstrate how a reader asks questions then reflects on the answers while reading.

## **Extend the Reading**

### **Informational Writing and Art Connection**

Provide print and Internet resources for students to further research one of the animals from the book. Citing information from their research and the book, have them create a small poster with at least three sentences, such as habitat, what it eats, size, and so on. Encourage students to add an illustration or photograph to their poster.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### **Science Connection**

Invite a wildlife or zoo educator to your class to speak on burrowing animals indigenous to your area (most local zoos have available presentations or curriculum). If possible, arrange a field trip to the zoo or wildlife center, and find out what other animals in your area live in holes.

### **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 comprehend the text during discussion and on a worksheet
- accurately identify the main idea and supporting details of paragraphs and sections in the text using a graphic organizer worksheet
- accurately discriminate the long vowel /o/ sound during discussion
- accurately identify words with the ea vowel pattern in the text and during discussion
- correctly understand and use exclamation marks in the text and during discussion
- accurately identify and understand the use of the suffix *-ing* in the text, during discussion, and on a worksheet

### **Comprehension Checks**

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