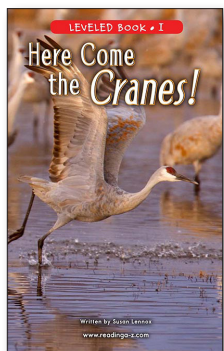


## Lesson Plan

## Here Come the Cranes!



Text Type: Nonfiction/Informational Page Count: 16 Word Count: 252

### Book Summary

As students read *Here Come the Cranes!*, they will learn why sandhill cranes make the long journey north each spring, and how they do it. The beautiful photographs and descriptive captions will hold their attention. Use this interesting book to teach sequence of events and visualizing.

### About the Lesson

#### Targeted Reading Strategy

- Visualize


#### Objectives

- Visualize to understand text
- Sequence events
- Discriminate long vowel /a/ sound
- Identify VCe pattern
- Recognize and use the pronoun *they*
- Recognize and use the suffix -s

#### Materials

Green text indicates resources that are available on the website.

- Book—*Here Come the Cranes!* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Photographs cut out from an extra copy of the book
- Sequence events, VCe pattern, pronoun *they* 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

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

- High-frequency words: *their*, *they*, *will*
- Content words:  
Story critical: *cranes* (n.), *flocks* (n.), *mate* (n.), *migrate* (v.), *predators* (n.), *shelter* (n.)

#### Build Background

- Show students one of the photographs of a crane from the book. Write the word *crane* on the board. Read it aloud with students.
- Have students draw a picture of a crane on a separate sheet of paper on the basis of ones they have seen in real life or in books. Have students describe their picture to a partner and share with their partner everything they know about cranes.

- Invite volunteers to share their pictures with the class, along with one fact about cranes. Record details about cranes on the board using key words.

### 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 and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers visualize, or create pictures in their mind, while reading. Readers use what they already know about a topic, in connection with what they are reading in the book, to make their visualizations.
- Model visualizing.  
**Think-aloud:** *The title of this book is Here Come the Cranes! On the basis of this information, I can create my first visualization. I think about cranes I have seen before. They are tall birds with long, thin legs and big wings. They have long, pointed beaks. They travel in large flocks as they migrate from the south to the north each spring. This visual image helps me understand what a book called Here Come the Cranes! will be about.*
- As you are speaking, draw a picture that represents what you are describing in your think-aloud. Point out that one way to visualize is to draw what you see in your mind.
- Ask students to close their eyes while you read page 4 aloud and focus on what they see in their mind. After listening, have students draw a picture representing their visualization. Invite volunteers to share their pictures with the class.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Ask students to share with a partner the steps they take to get ready for bed at night. Invite volunteers to share with the class their evening preparations. Record these events on the board, using key words and pictures.
- Rewrite the events so they are out of order. For instance, put *going to sleep* before *getting in bed*, *putting on pajamas* before *taking a bath*, and so on. Retell the evening with this wrong sequence of events. Have students explain what is incorrect about the retelling.
- Remind or explain to students that a sequence of events is the order in which events occur. When we describe events in the wrong order, the description does not make sense.
- Write the following phrases on index cards and place them on the board: *get out of bed, prepare and eat breakfast, wash my face and brush my teeth, get dressed*. Draw simple pictures that accompany each phrase.
- Model how to sequence events.  
**Think-aloud:** *When I get ready in the morning, I follow a certain sequence of events to get everything done. First, I get out of bed. Next, I prepare and eat my breakfast. Then, I wash my face and brush my teeth. Finally, I get dressed. Then, I am ready to go. If I don't follow the steps in this order, I won't be ready to go to school. Knowing the right sequence of events is very important.*
- As you speak, rearrange the cards so they are presenting the correct sequence of events.

- Explain that most books, like the scenarios just discussed, also have a sequence of events. When taking about the book, readers must be sure to describe events in the right order for their retelling to make sense. Explain to students that readers use connecting words like *first*, *next*, *then*, and *finally* to help them correctly organize a sequence of events.
- Have students work with a partner to discuss the sequence of events of their school day and remind them to use appropriate connecting words. Invite pairs to share their sequence with the rest of the class.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the photograph on page 5, you might say: *Point to the cranes. What are they doing? When groups of the same type of birds are together it is called a flock. The word flock begins with the letters fl. Find the word flock on this page.*
- Write the following story-critical words on the board: *cranes*, *predators*, *shelter*, and *migrate*.
- Point out that these words can be found in the story and that they give insight into cranes. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *cranes* in the dictionary. Invite a volunteer to read the definition for *cranes*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *cranes* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


### Set the Purpose

- Have students read to find out more about cranes. Remind them to think about the order of events described in the book as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- **Model visualizing.**  
**Think-aloud:** *On page 5, I read that cranes fly north in flocks and they fly many miles each day. When I read this, I saw in my mind many large birds soaring together in the air. They were flying high up in the sky, but I could see their large wings spread out. They were not flapping their wings but gliding on the wind. I think this is how they are able to fly as many as three hundred miles per day. When I looked at the photo in the book, I saw that it was similar to my visualization, but different. My visualizations will always be a little different from pictures in books because they are my personal images that I create in my mind.*
- As you speak, draw a picture on the board representing your visualization.
- Ask students to draw a picture representing a mental image they had as they read page 6. Have students orally describe this visualization to a partner, using their drawn picture for reference.
- Using pages cut out from an extra copy of the book, place photographs from pages 4 through 6 on the board. Arrange the photographs so they are in the wrong order.
- Ask students to point to the photograph representing the event that happened first in the book. Write the word *first* on the board, and place the photograph under that word. Write the words *next* and *then* on the board, and ask students to point to the next event that occurred in the book. Place that photograph under the word *next* and the final photograph under the word *then*.

- Retell the events from the book in the correct sequence, using the photographs and the connecting words written on the board.
- **Check for understanding:** Have students read to the end of page 9. Encourage students to draw another picture of an image they visualized while they read. Invite volunteers to share and explain their picture to the rest of the class.
- Place photographs from pages 7 and 8 on the board, out of order. Ask students to discuss with a partner which event came first in the book. Invite a volunteer to come to the board and add the correct event (from page 7) to the sequence already started with pages 4 through 6.
- Write the word *next* above the photograph. Point out that when retelling a long sequence of events, students can repeat the words *next* and *then* as connecting words for events that occur in the middle. The word *first* can only be used for events at the beginning, and the word *finally* can only be used at the end.
- Have students read the remainder of the book. Remind them to visualize as they read and to pay attention to the order of events in 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.
- 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.

### After Reading

#### Reflect on the Reading Strategy

- **Think-aloud:** *On page 12, I read about the crane dances. I have seen different types of birds doing mating dances on television. When I read this, I visualized two beautiful birds stretching their wings and bowing their heads. I also pictured them jumping high up in the air. It is such an unusual, yet interesting sight. This visualization, along with the others I had as I read, helped me to understand and remember information from the book.*
- Invite volunteers to share with the class any of the pictures they drew representing visualizations. Discuss with students how their visualizations compare and contrast. Point out that since students are visualizing the same text, they will be similar, but remind students that all visualizations will be unique because they are personal.

#### Reflect on the Comprehension Skill

- **Discussion:** Have students share with a partner why they need to know that cranes find a mate before they fly north. Discuss the importance of sequencing events in the correct order.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Allow time for students to retell events from the book to a partner, as the worksheet directs.
- **Enduring understanding:** In this book, you learned about how the cranes migrate from spending the winter in the south to the spring and summer in the north. What other animals change their habits with the seasons? How do they change?

### Build Skills

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

- Say the word *mate* aloud to students, emphasizing the long vowel /a/ sound. Have students say the word aloud and then say the long /a/ sound.
- Say the following words from the book one at a time: *lay, nests, stay, time, place, life*. Have students give the thumbs-up signal when they hear a word with the long /a/ sound as in the word *mate*.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the long /a/ sound: *crane, weeks, ate, day, eat, miles, made*.

### Phonics: **VCe pattern**

- Write the word *mate* on the board, and say it aloud with students. Explain that the sound they hear in the middle of the word is the long /a/ vowel sound.
- Have students find the word *mate* on page 13 and read the sentence in which it is found. Ask them to run their finger under the word as they read it. Write another word with the long /a/ vowel sound on the board, such as *place*. Ask students to identify which letter represents the long /a/ sound. Review or explain that the silent e on the end of the word causes the vowel sound to be long.
- Ask students to turn to page 4, and reread the first sentence. Ask them to identify a word that has the long /a/ sound and a silent e on the end of it (*cranes*). Write the word *cranes* on the board next to *mate* and *place*. Blend the words aloud as you run your finger under the words.
- **Check for understanding:** Have students look on page 13 to find a word that has the long vowel /i/ sound and a silent e on the end (*life*). Explain to students that a silent e on the end of a word will give any vowel its long sound most of the time.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Pronoun they**

- Review that a *noun* is a *person, place, or thing*. Ask students to share some examples of nouns.
- Write the following sentence on the board: *Cranes migrate north in the spring*. Invite a volunteer to come to the board and circle the noun (*cranes*).
- Erase the word *cranes* and replace it with the word *they*. Explain that a *pronoun* is a *word that takes the place of a noun*. Reread the sentence aloud with students and ask students to give the thumbs-up signal if the meaning of the sentence is the same.
- Have students turn to page 5 and read it aloud with a partner. Have students locate the pronoun *they* and explain to their partner which noun the pronoun refers to (*cranes*). Explain that the word *they* means more than one person or thing.



**Check for understanding:** Have students locate and circle the pronoun *they* in the book. On the same page, have students write the noun it stands for.

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

### Word Work: **Suffix -s**

- Write the following nouns on the board: *eggs*, *chicks*, and *nests*. Remind students that *nouns* are *words that name a person, place, or thing*. Invite volunteers to come to the board and circle the last letter in each noun. Ask students which letter is at the end of each of these nouns.
- Erase the letter *Ss* and read the words aloud with students. Add the letter *Ss* back to the words and read the words aloud with students. Have students discuss with a partner how each word's meaning changes when the letter *Ss* is added.
- Explain to students that when we add one or more letters to the end of a word, we are adding a suffix. A *suffix* is a *letter or group of letters added to the end of a word that changes its meaning*.
- Point out that we make plural nouns by adding the suffix *-s* to the end of nouns. Explain that the letter *Ss* changes the meaning of the word, from a singular noun to a plural noun. Explain that a *singular noun* names *only one person, place or thing* and a *plural noun* names *more than one person, place, or thing*.
- Write several nouns on the board and have students copy them on a separate piece of paper. Have them add the suffix *-s* to the end of each noun and draw a picture to go with each plural noun.



**Check for understanding:** Have students work with a partner to find and circle the plural nouns in the book.

### 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 the sequence of events in the book with someone at home.

### Extend the Reading

#### Informational Writing and Art Connection

Have students choose a bird. You can have them choose from a list or allow them the freedom to choose any bird they prefer. Guide students in researching their bird, using references such as books, magazines, and the Internet. Have them draw a picture that represents their bird. Ask students to choose one activity their bird performs, such as building a nest, finding food, and so on. Have them make a list of the steps the animal follows to complete this activity. Then, have students use the list to write a paragraph that tells about the animal and the activity performed in the correct sequence of events.

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

#### Science Connection

Carefully study and discuss the map on page 4 with students. Discuss why the author might have included the map in the book and how it helps the reader better understand the facts. Choose another bird that migrates and create a map with students to show its migration pattern. Compare and contrast the patterns of migration with the cranes' migration pattern. Discuss with students why might they be the same or 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 use the strategy of visualizing to understand text during discussion;
- accurately sequence events during discussion and on a worksheet;
- accurately discriminate long vowel /a/ sound during discussion;
- identify words with the VCe pattern in text, during discussion, and on a worksheet;
- correctly understand, identify, and use the pronoun *they* during discussion, in the text, and on a worksheet;
- accurately use the suffix -s during discussion.

#### Comprehension Checks

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