

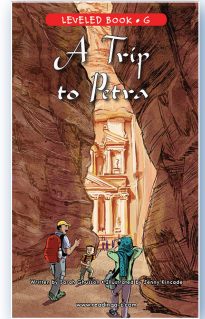
Focus Question:

Where is Petra, and what is known about it?

Book Summary

Text Type: Fiction/Realistic

Named as one of the Wonders of the World, Petra is an ancient city carved out of stone in the mountains of Jordan. In *A Trip to Petra*, Ahmed and his parents take a trip to this fascinating city where they learn about its history and wonder what life was once like there. The book can also be used to teach students how to retell as they read and identify the setting.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine setting
- ☐ Describe information provided by illustrations
- ☐ Identify long vowel /i/ sound
- ☐ Identify VCe pattern
- ☐ Recognize and use proper nouns as names of places
- ☐ Identify and use high-frequency words *look, more, saw*

Materials

- ☐ Book: *A Trip to Petra* (copy for each student)
- ☐ Story elements, VCe pattern, proper nouns 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.

- **High-frequency words:** *look, more, saw*
- **Words to Know**
Story critical: *canyon* (n.), *channels* (n.), *lost city* (n.), *temple* (n.), *tombs* (n.), *treasures* (n.)
- **Academic vocabulary:** *said* (v.), *thought* (v.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the words *lost city* on the board and read them aloud to students. Discuss with students the meaning of lost city. Explain that a lost city is a large settlement that was mostly or completely abandoned, or left, over time. Have students work in small groups to discuss why cities may have been left, such as a lack of resources or people being pushed out by enemies. Discuss students' reflections as a class.
- Show students a world map or globe and locate your town or city. Then, locate the country of Jordan on the map. Explain that in the southern part of Jordan, there is an ancient lost city called *Petra*. Write the word *Petra* on the board and read it aloud with students. Have students discuss in small groups why people might want to visit a lost city. Invite volunteers to share their discussions with the class.

Introduce the Book

- Give students their copy of *A Trip to Petra*. 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: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story, it is important that the details are explained in the correct order, or sequence. Point out that people retell stories as a part of their daily lives, such as what they did at school during the day. Use a story that the class has recently read and demonstrate how to retell the events of a story in the correct sequence using transition words such as *first, next,*

Guiding the Reading (cont.)

then, last, and so on. Invite volunteers to help you retell the story.

Introduce the Comprehension Skill:

Story Elements: Identify setting

- Discuss with students the difference between fiction and nonfiction. Explain that fictional stories are made up of five parts: *characters, setting, problem, events, and solution*. Write the word *setting* on the board and read it aloud. Explain that the setting is *the time and place in which the story takes place*. Point out that identifying the setting in a story helps readers remember and understand what they have read.
- Invite students to work in small groups to preview the illustrations in the story and make predictions about the setting. Remind them to consider where and when the story is taking place on the basis of clues found in the text and the illustrations. Explain that the setting may change throughout a story as characters move about. Point out that pausing to determine the setting while reading helps readers remember and understand the story.

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 Ahmed’s visit to Petra. 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.

- *Where is Petra located?* (level 1) page 3
- *How were the water channels and clay pipes used in Petra?* (level 1) page 6
- *What special features did people believe could be found in Petra?* (level 2) pages 8 and 9

- *How is Petra the same as your town or city? How is it different?* (level 2) multiple pages
- *Why do you think Ahmed and his parents want to learn about Petra?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for readers. Point out that illustrations often tell many things that are not written by the author. Reread page 12 aloud as students follow along. Have them work in small groups to look at the illustration and discuss how the illustration provides more information than is written in the text. Ask the students the following: *In what ways does the illustration show how Ahmed is the same as a boy that once lived in Petra? How does the illustration give more information about the city of Petra?* Invite volunteers to share their thoughts with the class. Have each group review the illustration on page 10. Invite them discuss what information the illustration provides about the setting that is not included in the text. Discuss students’ insights as a class.

Skill Review

- Model for students how to retell what you have read so far using transition words such as *first, next, last*, and so on. Have students retell the story from the beginning to a partner. Listen for whether they include events in detail and in the correct order. Have students give a thumbs-up signal if their partner retold the story correctly and used transition words in the retell.
- Model identifying setting.
Think-aloud: *As I read, I pause often to think about the setting, or where the story takes place. For example, on page 3 there is map of the country of Jordan, and Petra is marked on the map. This helps me understand where in the world the story is taking place. As I view the illustrations in the story, I notice that the story takes place in modern times and that Petra is located in the desert. Paying attention to the setting of a story helps me remember and understand what I have read.*
- Have students work in small groups to review the illustrations in the story and discuss the setting. Invite groups to share their discussions with the class. Discuss with them how understanding the setting of the story helps them when retelling.
- Model how to complete the **story elements worksheet**. Have students identify the main character and setting of the story.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Story elements**

Review the story elements worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include the following: *Petra is located in southern Jordan. It is a lost city that was carved out of the mountains. Petra had a system to bring water into the city, and it was believed that treasure could be found in the city. It is also believed that kings were buried there.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness: **Long vowel /i/ sound**

- Say the words *might* and *kite* aloud and have students repeat them. Ask students what sound they hear in both words. Have students turn to a partner and practice saying the long vowel /i/ sound. Repeat the process with the following words: *strike, night, fight, bite*.
- Read pages 9 through 11 aloud to students. Have them raise their hand when they hear a word that contains the long vowel /i/ sound.
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the long vowel /i/ sound: *sit, sight, pitch, flight, fit, bike, nip, right, fine, tin, like*.

Phonics: **VCe pattern**

- Write the word *like* on the board and read it aloud with students.
- Have students say the long vowel /i/ sound aloud. Then, run your finger under the letters in the word *like* as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the word *like*. Cover the letter e with your hand. Have students read the word *lik* aloud. Remind students that the vowel *i* can have two sounds: the short /i/ sound and the long /i/ sound. Uncover the letter e and have the students read the word *like* aloud with you. Explain to students that one way to make the letter *i* have the long vowel /i/ sound is by adding a silent -e to the end of the word.

- Explain to students that a silent -e at the end of a word makes the vowel say its name. Write the following words on the board leaving off the silent -e: *place, kite, flute, note*. Invite volunteers to the board to add the silent -e and read each word aloud.
- **Check for understanding:** Have students reread pages 8 and 9 and highlight all the words containing the VCe pattern. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. If time allows, discuss their answers.

Grammar and Mechanics:

Proper nouns: Names of places

- Explain that a *noun* is a *person, place, or thing*. Write the following sentence on the board: *It is a lost city in the mountains*. Underline the word *city* and point out that this word is a simple noun that names a thing.
- Write the following sentence on the board: *Petra is in the mountains*. Explain or review that *Petra* is an example of a *proper noun* because it names a specific place. In this case, *Petra* is the name of a city. Invite volunteers to name other cities.
- **Check for understanding:** Have students work with a partner to locate and circle all of the proper nouns that name places in the text. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **proper nouns worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency words look, more, saw**

- Write the words *look, more, and saw* on the board and read them aloud with students. Explain to students that they will often see these words in stories they read, and they should memorize them so they can decode them right away.
- Spell the word *look* aloud with students and have them clap as they say each letter. Invite students to turn to a partner and repeat this exercise several times.
- Read page 5 aloud as students point to the word *look*. Have students read the sentence aloud as a class. Invite students to turn to a partner and use the word *look* in a complete sentence. Repeat this process with the high frequency words *more* and *saw*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *look, more, and saw*. Call on students to share a sentence with the rest of the class.
- **Independent practice:** Have student reread the story with a partner and highlight the high-frequency words *look, more, and saw*

Connections

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