



### About the Book

Text Type: Fiction/Concept    Page Count: 12    Word Count: 135

#### Book Summary

Bailey is a dog who lives in Arizona. She likes many animals and plants that live in the desert. Students will have the opportunity to count Bailey's favorite things found in the desert. This text provides students with the opportunity to summarize and classify information. Detailed, supportive illustrations and repetitive phrases support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Classify information
- Segment onset and rime
- Identify short /i/ vowel
- Recognize and use verbs
- Recognize and use number words

#### Materials

Green text indicates resources available on the website

- Book—*A Desert Counting Book* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Dictionary
- *Classify information, short /i/ vowel, verbs 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

- **High-frequency words:** *are, can, for, kind, they, this*
- **Content words:** *Arizona, cactus, desert, hummingbirds, jackrabbits, javelinas, quails, rattlesnakes, roadrunners*

### Before Reading

#### Build Background

- Write the word *desert* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students if they have ever been to a desert. Discuss the desert and have students name some things they think they might see there.

## 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 *A Desert Counting Book*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, illustrator's name, author's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers make connections between what they already know and new information they read. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Tell students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.  
*Think-aloud: When I read the title and look at the pictures on the covers, I think about what I already know about deserts. I know that there are different kinds of deserts. All deserts get very little rain or moisture, but some deserts are hot, while other deserts are cold. I think that animals and plants that live in deserts might be different from animals and plants that live in other places. I will have to read the book to find out what types of things might live in the desert.* Explain that thinking about what they already know about the subject of a book as they read helps them stay actively involved in the book and remember new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Classify information**

- Write the following words on the board: *car, plane, rocket, bike, boat, ship, and tricycle*. (You may also choose to bring in pictures of these items.) Explain that placing things in a group, or category, is called *classifying*.
- Model how to classify information.  
*Think-aloud: As I thought about how to group these objects, I started by asking myself what they have in common. I noticed that a car, a bike, and a tricycle all travel on land. I will group these words on the board under the heading Travel on Land. I noticed that a rocket and a plane both travel in the air. I will group these words on the board under the heading Travel in Air. A boat and a ship both travel in water, so I will group these words under the heading Travel in Water.*
- Invite a volunteer to sort the words into groups in a different way and explain how he or she sorted them.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each group of information and to keep track of the names of the groups as they read.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use what they know about plants and animals as they preview the pictures.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 3 you might say: *Bailey lives in the state of Arizona. I wonder what some of Bailey's favorite things are in the desert.*
- Model for students how to use the pronunciation key in parentheses on page 5 to read and pronounce the word *javelinas*.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *javelinas* in the dictionary. Invite a volunteer to read the definition for *javelinas*. Have that student compare the definition with his or her prior knowledge of the word.

### Set the Purpose

- Have students use what they already know about the desert to help them read the book. Remind them to think about how information is classified as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud: I have seen a roadrunner on the side of the road and on television. I know they are fast birds. Since I already know about roadrunners, it was easier for me to read and understand that part of the book.*
- Introduce and explain the [classify information worksheet](#). Have students write the names of plants and animals they have read about so far.
- **Check for understanding:** Have students read to the end of page 10. Invite them to explain how they used prior knowledge to understand one of the desert plants or animals they have read about so far. (Accept all answers that show students understand how to connect to prior knowledge.)
- Have students read the remainder of the book. Remind them to connect to prior knowledge and think about classifying to help them understand information as they read.



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

- Ask students to explain how the strategy of connecting to prior knowledge helped them understand the book.  
*Think-aloud: When I read page 12, I thought about all the interesting things that live in the desert. I learned many amazing facts about these animals and plants. I know that these animals and plants must be special to survive in the Arizona desert.*
- **Independent practice:** Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about one of the plants or animals in the book. Invite them to share and explain their picture to the rest of the class.

#### Reflect on the Comprehension Skill

- **Discussion:** Write the headings *Plants*, *Reptiles*, *Birds*, and *Mammals* on a four-column chart on the board. Invite students to discuss which animals and plants from the book belong in each category. Have students brainstorm other things to add to the chart.
- **Independent practice:** Have students complete the classify information worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some animals and plants that live in the desert. Now that you know this information, do you think these animals and plants could live in a wet, cool environment? Why or why not?

## Build Skills

### Phonological Awareness: Segment onset and rime

- Say the word *spring* aloud to students. Explain that you are going to say the word a second time and leave off the /spr/ sound. Then say: *ling!*; *spring without /spr/ is ling!*
- Have students identify other words that end with the /ing/ sound (*thing, ring, sing*, and so on).
- Have students say the word *fast*. Then have them say the word *fast* without the /f/ sound (/ast/).
- **Check for understanding:** Say the following words aloud, one at a time: *grow, can, hide, need*. Say aloud the initial sound (onset) before the vowel. Ask students to say each word without the sound(s) of the onset.

### Phonics: Identify short /i/

- Write the word *six* on the board and say it aloud with students.
- Have students say the /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the word *six*.
- **Check for understanding:** Write the following words that have the /i/ sound on the board, leaving out the short vowel: *grin, sit, lizard*. Say each word, one at a time, and have volunteers come to the board and add the /i/ to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ vowel worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 6 in their book. Read the third sentence aloud together. Ask students to name the words that identify the actions (*catch* and *eat*).
- Write the following sentence on the board: *Roadrunners and jackrabbits can run quickly*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.



**Check for understanding:** Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.

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

### Word Work: Number words

- Explain that there are different groups, or categories, of words. Some words, such as nouns, name a person, place, or thing. Some words show an action. Some words refer to a concept or idea, such as a number.
- Provide an example by writing the word *four* and then the number 4 on the board. Run your finger under the word and explain that the word *four* refers to a quantity, or certain number of something. Say: *There are four jackrabbits. The word four represents how many things you see.*
- Have students turn to page 5. Ask them to find an example of a number word on the page (*two*).



**Check for understanding:** Have students look through the book to locate and circle all of the number words in the book. When they have finished, make a list of number words on the board together.

## 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 classify information from the book with someone at home.

### Extend the Reading

#### Concept Writing and Art Connection

Give students a large sheet of paper and crayons, and provide them with a manipulative of some sort. Ask them to figure out how many things Bailey loves and to draw or write on a sheet of paper how they arrived at their answer.

#### Science Connection

Provide Internet resources about the desert and the animals and plants that live in a desert. Ask students to classify the animals and plants into the categories used earlier in the lesson. Together as a class, write interesting facts about these fascinating creatures.

#### 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:

- accurately and consistently connect to prior knowledge to understand text
- accurately classify information from the book during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /i/ vowel during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly use number words during discussion and in oral sentences

#### Comprehension Checks

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