

Focus Question:

What are the steps for making a sunflower hut?

Book Summary

Text Type: Nonfiction / How To

What is a sunflower hut? And how do you make one? *The Sunflower Hut* provides students with simple step-by-step instructions for making this magical and whimsical play space. Detailed illustrations and simple sentences support emergent readers. This book lends itself to teaching the importance of sequencing events correctly and can also be used to teach students to place commas after introductory words.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine the sequence of events
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *pl*-blends
- ☐ Identify initial consonant *pl*-blends
- ☐ Recognize and use commas after introductory words
- ☐ Identify and use the high-frequency word *make*

Materials

- ☐ Book: *The Sunflower Hut* (copy for each student)
- ☐ Sequence events, initial consonant *pl*-blends, commas after introductory words 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:** *make, put, then*
- **Words to Know**
Story critical: *enough* (adj.), *hut* (n.), *plant* (v.), *roof* (n.), *seeds* (n.), *sunflower* (n.)
- **Academic vocabulary:** *enough* (adj.), *farther* (adv.)

Guiding the Reading

Before Reading

Build Background

- Ask students if they have ever helped plant seeds. Ask them to identify some of the steps that need to be followed to make sure the seeds grow and the plant is cared for. Have students turn to a partner and name some of these steps. Invite volunteers to share their answers with the class.
- Ask students to think of the many different ways plants can be used. For example, they are used for food, shelter, or just to look beautiful. Invite volunteers to share their answers with the class. Have students choose one way a plant can be used and draw a picture illustrating this use. Have students share their pictures with the class.

Introduce the Book

- Give students their copy of *The Sunflower Hut*. 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: **Visualize**

Explain to students that engaged readers visualize, or make pictures in their mind, while they read. Explain that readers can make visual images using information from the text and what they already know about the subject before or during reading. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to act out what they visualized. Invite volunteers to share their visualization with the rest of the class. Then, show students the picture on page 4 and have them compare the actual picture with what they visualized. Assure students that the pictures in the book don't have to be exactly the same as the pictures they visualized. Reiterate that both visualizations and pictures can help engaged readers better understand and remember the story.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the order in which they do things is very important. Refer back to planting seeds and ask students if it is important to perform the steps in order. When an author writes a book about how to do something, he or she is describing a *sequence of events*. Point out that authors usually use transition words such as *first*, *next*, *then*, and *last* when they are telling events in a specific sequence, or order.
- Write the words *first*, *next*, *then*, and *last* on the board. Have students work in groups to discuss the steps they would need to follow to make a bowl of cereal. Have them use the words *first*, *next*, *then*, and *last* as they retell the steps for making a bowl of cereal. Have one or two pairs of students share their steps and point out their use of the transition words.

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 how to make a sunflower hut. 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.

- *What shape should you make with the sticks?* (level 1) page 6
- *How far should you dig into the dirt?* (level 1) page 8
- *What would happen if you didn’t make a circle with sticks to know where to dig before you started planting?* (level 3) pages 7–8
- *What does a plant need in order to grow?* (level 2) pages 5 and 8–10

- *How do you make the roof for a sunflower hut?* (level 1) page 11
- *What types of games would you play inside your sunflower hut?* (level 3) page 12

Text Features: Illustrations

Explain that an illustration can help readers know exactly what something looks like. Illustrations can provide important information that helps explain something in the book, or they might provide additional information that helps readers visualize what they are reading. Ask students: *How do the illustrations in this book help readers understand the text? How do the illustrations help readers follow the directions?* Cover the illustration on page 3 and read the words. Ask students: *Does the text make sense without the illustrations?* Have students share their answers with the class. Review other pictures in the book and discuss in groups if the illustrations help the reader better understand the text. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you create visual images as you read, and have them stop at several points during reading to turn to a partner and describe what they visualize. Invite volunteers to share their ideas with the rest of the class. Discuss with students how the pictures they imagine compare with the pictures in the book.
- Have students turn to a partner and discuss the first step to create a sunflower hut. Invite a volunteer to share the answer and record it on the board, using key words and pictures. Write the word *first* before the first step to model using transition words.
- Model how to sequence events.
Think-aloud: Now that I know the first step to create a sunflower hut is mixing sunflower seeds with other flower seeds, I need to figure out what comes next. I will look at the next page in the book to find out what happens next. I can use the text and pictures to figure out that the girl found a sunny place to plant the seeds. I will use the word next before I say this step, because this is the next step in the sequence. I will continue reading and looking at the pictures to sequence the events in the rest of the story.
- Model how to complete the **sequence events worksheet**. Have students tell a partner what is going on in each picture before they decide what order in which the pictures should be placed. Then, have students retell the directions to a partner using the pictures and transition words.

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: **Sequence events**

Review the sequence events worksheet that students completed. Invite volunteers to share with the rest of the class the way they sequenced their pictures using the transition words *first*, *then*, *next*, and *last*. Discuss with students that transition words can be used to retell any stories or directions in the correct order.

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 will vary. Answers should include transition words and the steps from the book retold in the correct order. Sample: *There are many steps you need to follow when making a sunflower hut. First, mix the seeds. Next, find a sunny place and plant the seeds in a circle. Then, water the seeds. Finally, tie the roof and play inside your hut.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /p/-blend

- Say the word *play* aloud to students, emphasizing the initial consonant /p/ sound.
- Have students say the word aloud and then say the /p/ sound. Have students practice saying the /p/ sound to a partner.
- Have students brainstorm to generate a list of words that begin with the /p/ sound. Invite volunteers to share one of their words with the rest of the class, and have the other students give a thumbs-up sign if they hear the /p/ sound at the beginning of each word.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the /p/ sound: *plant, park, place, plot, plane, pack, pot, and plug.*

Phonics: **Initial consonant /p/-blend**

- Write the word *plan* on the board and read it aloud with students.
- Have students say the /p/ sound aloud. Then, run your finger under the letters in the word *plan* as students say the whole word aloud. Ask students to identify which letters represent the /p/ sound in the word *plan*.

- Write the word *pan* on the board and read it aloud with students. Have students compare the words *plan* and *pan* with a partner.
- Have students practice writing the letters *pl* on a separate sheet of paper while saying the /pl/ sound.
- Have students identify words that begin with the initial consonant /pl/ sound in the book and circle them.
- **Check for understanding:** Write the following words on the board: *pay, pump, pants, and pot.* Say each word aloud. Have students work with a partner to change each word by adding the letter *l* to create the *pl*-blend. Have students read their new words aloud.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-pl-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics:

Commas after introductory words

- Write the following sentence on the board: *First, get sunflower seeds to make your hut.* Ask a volunteer to circle the comma in the sentence. Point out that the word *first* is an introductory word and that introductory words are often used when an author is explaining the steps in a sequence. Explain that when introductory words are used, a comma separates the word from the rest of the sentence.
- Read page 8 aloud. Ask a volunteer to identify the introductory word (*Then*). Reiterate that the comma separates the introductory word *Then* from the rest of the sentence.
- **Check for understanding:** Have students search through the book to locate commas after introductory words. Ask them to put one finger on the introductory word and a thumb on the comma.
- **Independent practice:** Introduce, explain, and have students complete the **commas-after-introductory-words worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency word make**

- Write the word *make* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *You can make a hut.* Read it aloud with students and discuss with them that the word *make* means to build or create something.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *make*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *make* correctly.

Connections

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