

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 227

Book Summary

This book for emergent readers shares concise and fascinating information about pocket parks. Placed on small lots of land, these parks are sometimes no bigger than a parking space. Large, colorful photographs reinforce the details described and feature pocket parks from across the United States. The book draws on a child's natural interest in outdoor play areas to teach about pocket parks while delivering a simple geography lesson. Other potential teaching points include identifying main idea and details, summarizing information, and adjectives.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize information to understand text
- Identify main idea and details
- Manipulate final sounds
- Identify final consonant *ck*-blends
- Recognize and use adjectives
- Identify and define compound words

Materials

Green text indicates resources are available on the website.

- Book—*Pocket Parks* (copy for each student)
- Chalkboard or dry-erase board
- Rubber band
- Main idea and details, final consonant *ck*-blends, adjectives 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.

- High-frequency words: *can*, *many*, *they*
- Content words:

Story critical: *decorated* (v.), *lot* (n.), *pocket parks* (n.), *relax* (v.), *statue* (n.), *waterfall* (n.)

Before Reading

Build Background

- Have students describe to a partner a park they have visited. Invite volunteers to come to the board and draw a picture of a park they know.
- Write the word *park* on the board and read it aloud with students. Discuss with the class similarities and differences among the parks. Guide students in forming a class definition for the word *park*.

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, 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 Comprehension Skill: **Main idea and details**

- Explain to students that every book has a main idea, or a big topic that the book is mostly about. Remind students that the title of the book frequently provides clues about the main idea. Read the title to students. Ask students to discuss with a partner their suggestions for the main idea of this book, on the basis of the title and cover picture. Invite volunteers to share.
- Guide students to a consensus that the main idea of this book will have something to do with a special type of park, a pocket park. Point out that they cannot finalize a main idea for this book until they read more information.
- Explain to students that sometimes the amount of information in a topic is so large that the author groups it into sections. Each section has its own main idea and that information is also a detail that supports the main idea of the entire book. Just as the title of a book provides clues about the main idea of the book, the title of each section provides clues about the main idea of that section.
- Read pages 4 through 5 aloud to students. Model identifying the main idea and details of this section.

Think-aloud: I first noticed that the title of the section was "What is a Pocket Park?" Since titles can provide clues to main ideas, I thought about this title. It clearly showed that the section would be about the nature of pocket parks. I remembered that the book was also about pocket parks. I thought that the main idea of this section might also be a detail for the main idea of the entire book. As I read pages 4 and 5, I paid close attention to the details. I learned that when a city doesn't have a large space for a typical park, it can create miniature parks that are much smaller but have some of the same features as regular parks. Pocket parks are these smaller parks. They can be the size of a city block or the size of a parking space. I thought about these details and decided that the main idea for this section is: A pocket park is a smaller version of a regular park.

- Write the title of the section on the board, and beneath that, write the main idea for that section. Call on students to name one detail from these pages and explain how it supports the main idea. Record these details on the board. Draw simple images to accompany the main idea and details. Remind students that they still don't know the main idea of the entire book, but this information will be a part of it.
- Review the table of contents with the class. Have them think about possibilities for the main idea of each section. Invite volunteers to share.

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to summarize, or review in their mind, what they have read. Point out that for a nonfiction book, we summarize by describing the main idea and the important supporting details.
- Remind students that this book has sections and each section has its own main idea and details. These main ideas and details all support the main idea of the entire book. Explain to students that to make summarizing easier, they will focus on summarizing each section individually. Later, they will combine the summaries from each section with the main idea of the entire book to create a summary for the whole book.

- Review the main idea and details recorded on the board for the first section, “What is a Pocket Park?” Model how to summarize the first two pages.
Think-aloud: We’ve already identified the main idea and details for the first section of the book, which will make summarizing it very simple. All I need to do is describe in my own words the main idea and the supporting details. Here is my summary: The first part of the book describes a pocket park, which is a park that is a smaller version of a regular park. Pocket parks can be as small as a city block, or even smaller, the size of a parking lot. *As I read, I will stop after each section of the book to summarize, by explaining the main idea and details of that section in my own words.*
- Have students work with a partner to create an oral summary of the first section of the book. Encourage them to use the information recorded on the board, but remind them that they need to use their own words when summarizing.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 8, you might say: *This beautiful park has a waterfall in it. Point to the waterfall in the picture. What is a waterfall?*
- Have students point to the words in boldface on page 4 (*pocket parks*). Explain to students that some books put the vocabulary words in boldface so readers will notice them. Review with the class the meaning of the phrase *pocket parks*, on the basis of the previous discussions. Write a class definition for *pocket parks* on the board.
- Have students write on a separate sheet of paper a sentence that correctly uses the phrase *pocket parks*.
- Point out the glossary at the back of the book. Explain that a glossary is a small dictionary that contains a list of words and their definitions for that specific book. Ask students to find and point to the phrase *pocket parks*. Remind students that the list is in alphabetical order. Invite a volunteer to read the definition from the glossary aloud. Discuss the differences between the glossary definition and the class definition.
- Repeat this activity—creating a class definition, writing an original sentence, and then comparing definitions—with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about pocket parks. Ask students to summarize the details and think about the main idea of each section and the book as a whole.


During Reading

Student Reading

- **Guide the reading:** Have a volunteer point to the first word on page 4 (*Some*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Have students 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.
- Model identifying main idea and details.
Think-aloud: The title of this section, “Lots of Empty Lots,” gave me the clue that the main idea of the second section is about empty lots. As I read, I discovered details describing empty lots. I learned that empty lots are good places for pocket parks. I also learned that it takes many workers to build a pocket park and that people living close by can help. I discovered that people can plant flowers and trees in the empty lot, and they can keep the new pocket park safe and clean. These details led me to form the main idea of the section: People work hard to transform empty lots into pocket parks.

Lesson Plan *(continued)*

Pocket Parks

- Write the title of the section on the board, and beneath that, write the main idea. Ask students to give the thumbs-up signal if they agree with that main idea. Have students discuss with a partner how the details from the section support the main idea.
 - Introduce and explain the **main-idea-and-details worksheet**. Have students write the main ideas for the first two sections of the book. Encourage students to use simple sentences, phrases, or drawings to record the main ideas.
 - Model summarizing.
Think-aloud: Now that I know the main idea and details for the second section of the book, I can summarize that section. I start with the main idea, followed by the details. Here is my summary, in my own words: People work hard to change an empty lot into a pocket park. They plant flowers and trees, clean the area, and keep it safe. Sometimes, people who live nearby help to build the pocket park. After I finish reading the third section of the book, I will stop to summarize again.
 - Remind students that to summarize the second section, they need to describe the main idea and details in their own words. Have students share their oral summary of the section with a partner.
 - Explain to students that we often record our summaries by writing them down. Have students write a few sentences that summarize the second section. Encourage them to use simple sentences, phrases, and drawings to express their summary in words.
 - **Check for understanding:** Have students read to the end of page 11. Have students write on their worksheet the main idea for the third section of the book, using their own words.
 - Ask students to summarize in their mind everything they have read in the third section, using the main idea and the supporting details to guide the summary. Have students share their summary with a partner. Invite volunteers to share with the rest of the class. Record some of these summaries on the board.
 - Have students read the remainder of the book. Remind them to look for the details that support the main idea of the third section, and to think about the main idea of the entire 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 section 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 Skill

- **Discussion:** Review the main ideas of the first two sections in the book. Have students share with a partner what they wrote as the main idea of the third section in the book. Discuss with the class the details of the third section, and come to a class consensus on a main idea for the third section.
- Discuss the conclusion section. Ask students if this small page has a main idea. Explain that a conclusion is a wrap-up to a book and usually repeats ideas from earlier.
- Have students work in groups to review the main ideas of the three big sections and to decide on a main idea for the entire book. Ask each group to share their main idea. Come to an agreement as a class over the main idea of the entire book.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their answers.

Reflect on the Reading Strategy

- Have students read their written summaries from the second section of the book. Review the summaries written on the board from the third section of the book. Remind students that in a nonfiction book, summaries include the main idea and the important supporting details, but are told in the student's own words.


- Review the main idea of the book, along with the main ideas of each section and the supporting details. Have students use their main-idea-and-details worksheet to help them create a summary of the entire book. Explain that their summary should start with the main idea for the entire book, followed by the main idea and supporting details of the three sections. Have them think of the summary and share it with a partner.
- Have students write the summary on a separate sheet of paper. Encourage them to use simple sentences, phrases, and drawings to capture their thoughts on paper. Invite volunteers to share their summaries with the class. Point out that each summary should be a little different, because they should all be in the student's own words.
- **Enduring understanding:** In this book, you learned about a unique type of park, a pocket park, which is smaller than a regular park. Why do you think parks are important? Do you have any pocket parks near you? How are the parks near you different from the parks shown in the book? How are the parks the same?

Build Skills

Phonological Awareness: **Manipulate final sounds**

- Say the word *lot* aloud to students, emphasizing the final /ot/ sound. Have students say the word aloud and then say the final /ot/ sound. Repeat with the word *hot*.
- Remind or explain to students that words can be broken into beginning and ending sounds. Explain to students that stretching out the word into initial and final sounds helps readers decode new words. Use a rubber band as a visual aid to demonstrate a word being stretched. Say the word *park* slowly, stretching the rubber band, and emphasizing the final sound. Release the rubber band and say the word *park* at a normal pace. Encourage students to focus on the final, or ending, sounds during this lesson.
- Ask students to listen to the following words, focusing on the final sounds: *fat, big, nod, cap, hit, bed, mug, and red*. After they hear each word, have students call out the final sound in the word.
- **Check for understanding:** Have students work with a partner to practice final sounds. Have one student say a word (direct students to use one-syllable words, if necessary), and have their partner say the final sound. Then have students switch roles. Have partners repeat until each student has given five words to the partner.

Phonics: **Final consonant ck-blends**

- Write the word *duck* on the board and say it aloud with students.
 - Have students say the /k/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /k/ sound in the word *duck*.
 - Explain to students that the letters *ck* blend together to create the /k/ sound in the word *duck*. Explain to students that when a word ends in the /k/ sound, it often ends in the consonant *ck*-blend, instead of only the letter *c* or only the letter *k*.
 - Have students work with a partner to think of words that end with the /k/ sound. Call on each partner to share a word, and write it on the board. Ask students to point to all the words that end in the *ck*-blend.
-  Point out that the *ck*-blend can also occur in the middle of words. For instance, the word *pocket* has a *ck*-blend in the middle. Have students locate and circle all examples of the *ck*-blend in the book, whether in the middle or at the end of words.
- **Check for understanding:** Write the following words that end in the consonant *ck*-blend on the board, leaving out either the letter *c* or the letter *k* from each word: *block, check, hack, dock, sack, clock, and peck*. Say each word, one at a time, and remind students that words that end in the /k/ sound often use a *ck*-blend. Have volunteers come to the board and correct the words by adding either the letter *c* or the letter *k* to create a *ck*-blend.

- **Independent practice:** Introduce, explain, and have students complete the [final consonant ck-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Adjectives**

- Have students read along as you read the first sentence on page 4. Ask students to point at the two words that describe the word *parks* (*big* and *grassy*). Write these words on the board. Have students share with a partner how those words help them to see what a park looks like.
- Ask students if the word *parks* is a noun or a verb. Point out that the words *big* and *grassy* describe the noun *parks*. Explain to students that an *adjective* is a word that *describes nouns*. *Big* and *grassy* are both adjectives.
- Ask students to read the first sentence on page 6. Have them point at the adjectives on the page (*empty*, *great*, *pocket*). Call on random students to share one adjective, and have the rest of the students give a thumbs-up signal if they agree the word is an adjective. Point out that even the word *pocket* is an adjective describing a certain kind of park.
- Write the word *house* on the board. Have students work with a partner to think of four different adjectives that could describe that noun. Invite volunteers to share, and record the correct adjectives on the board.
- **Check for understanding:** Write six sentences that do not use any adjectives on the board. Have students work in groups to write down the sentences and identify and underline the nouns. Have the groups discuss what adjectives could describe each noun, and then have them rewrite the sentences, inserting an adjective before every noun.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *waterfall* on the board. Ask students to look for two words they know in this bigger word. Have them share with a partner the two words. Circle the words *water* and *fall* that are inside the compound word. Explain to students that *waterfall* is a compound word. A compound word is a word containing two complete words that join together to create one new word meaning.
- Ask students to think about what a waterfall is. Invite volunteers to share a definition. Point out that two smaller words in a compound word give clues about the meaning of the word. A *waterfall* is a body of *water* that *falls* over rocks.
- Write the following compound words on the board: *firework*, *schoolhouse*, *sunflower*, and *basketball*. Have students work in pairs to determine the two words that join together to create the compound words. Invite volunteers to come to the board and circle the smaller words in each compound word. Have students discuss with their partner the meaning of each compound word, using the two joined words as clues. Guide the class to a consensus of a definition for each compound word, and record the definition on the board.
- **Check for understanding:** Write the following words in a column on the board: *rattle*, *back*, *after*, *sea*, *under*, and *key*. Next to them, write a new column using the following words: *ground*, *noon*, *hole*, *bone*, *shore*, and *snake*. Have students work in groups to pair a word from the first column with the correct word from the second column to create a compound word. Have groups determine definitions for all of the finished compound words. Have groups share their words and confirm that everyone arrived at the same compound words. Invite groups to share the definitions they created for each word.

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 connections they made to the book with someone at home.

Extend the Reading

Informational Writing Connection

Write on the board a list of community locations, such as the library, the community pool, local grocery shops, and so on. Ask students to choose one of these places and describe it to a partner. Ask them to think about the details they used to describe their chosen location, and decide on one sentence that best describes that location. Have students draw a picture that represents their location and then write beneath the picture their one sentence describing the place.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Give each student a copy of a blank map of the United States. Write a numbered list of cities on the board, including those mentioned in the book. Have students work in groups to find these cities on a map of the United States, using class maps, social studies books, or globes. After they find the city, have students mark it on their personal map by writing the number of the city in the appropriate state. Students can color their map once finished.

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 summarizing to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately manipulate final sounds of words during discussion
- correctly write the letters that represent the *ck*-blend sound during discussion and on a worksheet
- correctly use adjectives during discussion and on a worksheet
- properly define and use compound words during discussion

Comprehension Checks

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