



About the Book

Text Type: Nonfiction / Personal Narrative Page Count: 16 Word Count: 661

Book Summary

The Earth's surface is always changing. The beautiful and impressive landforms of the United States are evidence of this powerful process. Students will enjoy tagging along on this road trip from coast to coast, during which various landforms are highlighted and explained. Detailed text features support students' understanding of the science behind these landforms while photographs offer examples of the stunning results of the ever-changing Earth. Book and lesson also available at Levels Q and T.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize
- Identify main ideas and supporting details
- Identify initial consonant *tr*-blend
- Identify proper nouns
- Identify closed compound words

Materials

Green text indicates resources that are available on the website.

- Book—*A Landforms Adventure* (copy for each student)
- Chalkboard or dry-erase board
- Map of the United States
- Chart paper
- Photographs of landforms found in the United States
- Main idea and details, proper nouns: names of places, closed-compound-words 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](https://www.readinga-z.com).

- Content words:
 Story critical: ***erosion*** (*n.*), ***isthmus*** (*n.*), ***landforms*** (*n.*), ***peninsula*** (*n.*), ***plateau*** (*n.*), ***weathering*** (*n.*)
 Enrichment: ***continents*** (*n.*), ***delta*** (*n.*), ***gorge*** (*n.*)

Before Reading

Build Background

- Write the word *landforms* on the board. Ask students to name the two words that make up the word *landforms*. Invite students to use their knowledge of the words *land* and *forms* to help define *landforms*. Explain to students that landforms are natural formations on the Earth's surface, such as valleys, mountains, hills, and so on.

Lesson Plan *(continued)*

A Landforms Adventure

- Ask students to share other examples of landforms and record their responses on the board. Show students images of several examples of landforms and invite students to connect to their prior knowledge.
- Show students a map of the United States and identify Interstate 90. Point out that this is a major road that extends from the east coast to the west coast of the United States. Have students name the states that Interstate 90 runs through. Discuss with students how landforms change throughout different regions of the United States. Invite students to share their experiences traveling to these states.

Preview the Book

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).

Introduce the Reading Strategy: **Main idea and details**

- Explain to students that a book has a general topic that is the subject of the book. The topic of the book is called the *main idea*. The extra information and descriptions in the book that help the reader better understand the text are called the *details*. In order to fully comprehend a book, readers should identify both the main idea and supporting details.
- Write the following list of words on the board: *carrots, cucumbers, peppers, broccoli, squash*. Ask students to describe what these words refer to (different vegetables). Point out that the description of these words helps identify the main idea (*there are many different types of vegetables*). The words *carrots, cucumbers, peppers, broccoli, and squash* are all details that support this main idea.
- Explain that sometimes there is a large amount of information about one topic in a book. If there is a large amount of information, an author may choose to divide the book into different sections. Each section contains its own main idea and supporting details.
- Guide students to the table of contents on page 3. Have students discuss the purpose of a table of contents. Explain to students that the table of contents can be very helpful in determining the main idea of each section. Often, the title of each section gives a clue about its main idea. Have students review the table of contents with a partner and make predictions about the main idea of each section.
- Read the section "Road Trip!" aloud with students. Model how to identify the main idea and supporting details.
Think-aloud: The title of the section "Road Trip!" gives me a clue about the main idea. After reading this section, I know that the main idea is we are taking a trip to see amazing landforms. Next, I will identify the details that support the main idea, such as my class has been learning about landforms in school, and my parents and I are driving from Boston to Seattle. As I continue to read, I will pause at the end of each section to determine the main idea and supporting details.
- Write the main idea and supporting details for the section titled "Road Trip!" on the board. Ask students whether there are any more supporting details from the text that should be included.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Summarize**

- Explain to or review with students that one way to understand and remember information in a book is to create a summary. Write the heading *Summary* on the board underneath the main idea and details listed from the first section. Explain to students that a summary is a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, when, where, what, and why*.

- Model summarizing the section titled “Road Trip!”
Think-aloud: *To summarize, I decide which information is most important to the meaning of the section I have just read. When creating a summary, I must first identify the main idea and a couple of supporting details. When I consider the main idea and details I recorded on the board from this section, my summary might be the following:* The narrator is going on a trip with her parents across the country. She has been learning about landforms in school and is excited about all the landforms she will see during their trip.
- Write the summary on the board and read it aloud with students. Have students identify the main idea and details in the summary. Point out to students that it is important to use your own words when creating a summary.

Introduce the Vocabulary

- Write the following story-critical words on the board: *erosion, peninsula, isthmus, plateau*. Write each of the words listed on the board on separate sheets of chart paper and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the chart paper. Rotate the groups and have them repeat the process with the remaining words.
- Review all four words as a class. Read the students’ definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students’ definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

Set the Purpose

- Remind students to pause as they read to identify the main idea and supporting details of each section. Encourage students to summarize as they read to better understand the text.

During Reading

Student Reading



Guide the reading: Have students read pages 5 through 7. Have students underline the sentence or sentences that help identify the main idea of the section titled “In Class.” Encourage them to identify details that support the main idea.

- Model identifying the main idea and supporting details.
Think-aloud: *After reading the section “In Class,” I paused to consider the main idea of this section and the supporting details. The title of this section gave me a clue about the main idea because I knew that I would be reading about what the narrator has learned in class about landforms. After I finished reading, I went back and underlined the information that states the main idea. I underlined the phrase Earth’s surface is always changing. Next, I need to identify details from the text that support the main idea.*
- Write the main idea on the board: *the Earth’s surface is always changing*. Invite students to reference the text to provide details that support the main idea. Record the supporting details on the board (*some changes are fast; some are slow; some landforms result from changes underground, while others result from changes happening on the surface*).
- Model summarizing.
Think-aloud: *Now that I have identified the main idea and supporting details of the section “In Class,” I can create a summary. I know that when creating a summary, I will include the main idea and several of the most important details. I will be sure to use my own words when I summarize. A summary for this section might be the following:* The Earth’s surface is always changing. These changes to the Earth’s surface are called *landforms*. Landforms can be created very slowly over time or can be created very quickly. Landforms can be formed by changes beneath the Earth’s surface and by changes on the surface.

- Have students turn to a partner and summarize pages 5 through 7. Remind them to use their own words when they summarize.
- Have students read page 8. Remind them to pause at the end of the section to identify the main idea and supporting details.



Check for understanding: Invite students to choose one section of the book from pages 4 through 8. Have students underline the sentence or sentences that identify the main idea. Review the main idea and supporting details for each section as a class. Then, have students work with a partner to verbally summarize each section.

- **Independent practice:** Have students read the section “On the Road” on pages 9 through 14. Introduce, explain, and have students complete the [main-idea-and-details worksheet](#) for this section.
- Have students read the remainder of the book. Remind them to continue to pause to identify the main idea and supporting details.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- **Discussion:** Discuss with students how stopping to consider the main idea and supporting details of each section helps them to understand and remember the text.
- Invite students to share their responses from the main-idea-and-details worksheet. Write the main idea and supporting details on the board. Discuss with students how they identified the main idea and supporting details.
- **Independent practice:** Have students work with a partner to identify the main idea of the book in its entirety. Remind students that although the main idea can be identified for each section, it is also important to be able to identify the main idea for the entire book. Point out that although the book is full of important details, students must be able to discern only the most important details that support the main idea.

Reflect on the Comprehension Skill

- Review with students how to combine the main idea and supporting details from the section “On the Road” to develop a summary. Have students read their summaries from the main-idea-and-details worksheet with the class.
- Point out that although it is important to be able to summarize each section of a book, it is also important to be able to summarize the entire book. Discuss with students why it might be useful to provide a summary of a book.
- Have students work with a partner to write a brief summary of *A Landforms Adventure*. Have students share their summaries with the class.
- **Enduring understanding:** Why do you think it is important to understand how different landforms are created?

Build Skills

Phonics: Initial consonant **tr**-blend

- Write the word *trip* on the board and say the word aloud with students, emphasizing the /tr/ sound at the beginning of the word.
- Have students say the /tr/ sound aloud. Run your finger under the letters in the word as students say the word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trip*.

Lesson Plan *(continued)*

A Landforms Adventure

- Ask students to name words that contain the initial consonant *tr*-blend. Record their responses on the board and have volunteers come to the board and circle the initial consonant blend.
- **Check for understanding:** Write the following words on the board without the initial consonant *tr*-blend: *tree, track, trace, truck, trip, trunk, tromp*. Invite volunteers to the board to add the initial consonant *tr*-blend to each word and then to read each word aloud.



Independent practice: Have students identify and circle all of the words in the book that contain the initial consonant *tr*-blend. If time allows, review their responses as a class.

Grammar and Mechanics: **Proper nouns: Names of places**

- Review or explain that a noun is a *person, place, or thing*. Write the following sentence from page 5 on the board: *Some of the plates are larger than continents!* Underline the words *plates* and *continents*, and point out that these words are examples of regular nouns because they name things.
- Write the following sentence from page 4 on the board: *My parents and I are driving from Boston to Seattle*. Ask students why *Boston* and *Seattle* are capitalized. Explain or review that these are examples of proper nouns, which name specific places and therefore are capitalized.



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: names of places worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: **Closed compound words**

- Explain to students that a *compound word* is a word that is made by joining two words. Write the phrase *Closed Compound Words* on the board. Explain to students that there are three types of compound words and that today they will be looking at just one type.
- Write the word *landform* on the board. Explain that *landform* is a *closed compound word* because it is made by joining two words into one word (*land* and *form*). Have students use the word *landform* in a sentence.
- Have students think of examples of closed compound words. Have volunteers come to the board and record their responses on the board.



Check for understanding: Have students work with a partner to locate and circle all of the closed compound words in the text.

- **Independent practice:** Introduce, explain, and have students complete the **closed-compound-words worksheet**. If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Invite 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 students demonstrate how a reader pauses to identify the main ideas and supporting details.

Extend the Reading

Personal Narrative Writing Connection

Invite students to consider a time they went on a trip and were able to make a connection between something they learned at school and something they experienced while traveling. Review with students the format of a personal narrative. Guide students through the writing process to create a personal narrative piece about a trip they took with their family.

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

Social Studies Connection

As a class, choose another major interstate and map out a road trip as a class. Discuss which states would be visited. Have students work with a partner to choose one of these states to research. Provide students with Internet and text resources to learn more about the landforms found in their chosen state. Have each group create a poster with visual representations of the landforms. Invite each group to present its findings to the class.

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.
- Conduct a class discussion as a review before the book quiz.

Monitor students to determine if they can:

- consistently summarize to comprehend the text during discussion;
- understand and accurately identify main ideas and supporting details in text, during discussion, and on a worksheet;
- accurately identify initial consonant *tr*-blends;
- correctly identify proper nouns in the text, during discussion, and on a worksheet;
- accurately identify and use closed compound words during discussion and on a worksheet.

Comprehension Checks

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