



### About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 63

### Book Summary

*Why Does an Octopus Need Eight Arms?* is a charming story about an active octopus and the ways she uses her many arms throughout the day. Colorful illustrations, patterned text, and high-frequency words support early readers. Students will have the opportunity to make, revise, and confirm predictions as well as to identify the main idea and supporting details.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Identify main idea and details
- Discriminate initial consonant /h/ sound
- Identify initial consonant *Hh*
- Identify and create complete sentences
- Place words in alphabetical order

#### Materials

Green text indicates resources that are available on the website.

- Book—*Why Does an Octopus Need Eight Arms?* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Main idea and details, initial consonant *Hh*, complete sentence 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](http://VocabularyA-Z.com).

- High-frequency words: *for*, *is*, *why*
- Content words:  
Story critical: *arms* (n.), *catch* (n.), *combing* (v.), *eight* (adj.), *high fives* (n.), *octopus* (n.)

### Before Reading

#### Build Background

- Ask students to name animals that live in the ocean. List students' responses on the board. Write the word *octopus* on the board and read it aloud. Have students share what they know about octopi. Explain that an octopus is an animal that lives in the sea, has a soft body, and has eight arms. Discuss with students why an octopus might need eight arms.

- Have students consider what they use their arms for (hugging, throwing a ball, and so on). Have them turn to a partner and share their responses. Explain to students that they will read a story about why an octopus needs eight arms. Invite students to turn back to their partner and discuss what they would do if they had eight arms.

### 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, illustrator's name).

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that effective readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction on the basis of clues from the story is more important than getting the prediction right, or confirmed. Remind students that they can always change, or revise, a prediction as they read.
- Model making predictions using information from the title and cover:  
*Think-aloud: When I first look at a book before I begin reading, I take a moment to consider the title and the picture on the cover. As I read the title, Why Does an Octopus Need Eight Arms? I am given a clue about what this book will be about. When I look at the picture on the cover, I notice that the octopus is wearing a bow, necklace, and bracelets. I know that this book is fiction, or made up, and so I can really use my imagination when thinking about why this octopus needs eight arms. As I look at the picture on the title page, I notice that the octopus is using one of her arms to brush her teeth. I think that this book will tell about how the octopus uses her arms to get ready for the day. For example, maybe she will use her arms to wash her face or to pack her lunch for the day. As I read, I will pause to think about my prediction, or guess, and then see if I am correct. Making predictions helps me to remember and enjoy what I am reading.*
- Invite students to make their own predictions on the basis of the clues provided from the title and cover illustration. Encourage them to be specific as possible in their predictions. Record these predictions on the board. Remind students that being correct in their predictions is not as important as learning to look for important clues in the story and in the illustrations. Point out that students can always revise a prediction and that doing so will help them to stay engaged with the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most stories have a big idea, or a *main idea*. A main idea is what the story is mostly about. Review the title of the story with students. Explain that the title often provides clues about the story's main idea. Invite students to share predictions about the main idea of this story.
- Discuss students' predictions and guide them to the understanding that the main idea of this story is *an octopus needs eight arms*. Write the main idea on the board and read it aloud with students.
- Model identifying the main idea and details.  
*Think-aloud: The main idea of this story is an octopus needs eight arms. I know that the story will have details that help support the main idea. Details are the descriptions that help the reader understand the main idea of the story. I will use the words and the illustrations in the story to help identify the details that support the main idea.*
- Explain to students that as they read, they should pause often to identify details from the story that support the main idea.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *When I look at this picture, I see a picture of an octopus combing her hair in front of a mirror. As I read the sentence on the page, I notice a word that starts with the /c/ sound.* Have students point to the word *combing* and read it aloud. Explain to students that using the pictures in a story can be helpful when they come across an unfamiliar word. Discuss with students that *combing* means to arrange or style hair using a comb.
- Write the following story-critical words on the board: *arms*, *catch*, *eight*, and *high fives*.
- Point out that these words can be found in the story. Have students work with a partner and give each group two sheets of blank paper and assign two of the words. For each word, have them draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Have students follow along on page 3 as you read the sentence in which the word *arms* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students pause to make and revise predictions as they read the story. Remind them to think about the details that support the main idea as they read.

## During Reading

### Student Reading

- Point out to students where to begin reading on each page. Remind them to read words from left to right.
- Ask students to place their finger on the page number on the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Remind students to use the strategy of looking at the pictures to help determine unfamiliar words. Encourage students who finish before others to reread the text.
- Model making, revising, and confirming predictions:  
**Think-aloud:** *As I am reading the story, I pause often to make guesses, or predictions, about what will happen. I make predictions on the basis of clues in the story. While reading, I also pause to see if my predictions were correct. For example, I predicted that the octopus would use her arms to get ready for her day by washing her face and packing her lunch. I learned that she used her arms to brush her teeth and comb her hair. Even though my prediction was not correct, pausing to make a guess in this way helps me understand and remember what I have read. On the basis of what I have read so far, I think the octopus might use her arms to carry something. As I continue to read, I will pause to see if my prediction is correct.*
- Have students turn to a partner and share their predictions. Remind students to use clues from the story and the illustrations to help make predictions.
- Review the main idea of the story: *an octopus needs eight arms*. Ask students to share details from pages 3 through 5 that support the main idea. Have students explain how they know that a detail supports the main idea.
- Introduce and explain the **main-idea-and-details worksheet**. Write the phrase *brush her teeth* on the board. Have students write the phrase and draw a picture in one of the spaces provided on the worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to pause and consider their predictions. Have students work with a partner to share their predictions and discuss whether these predictions were accurate.
- Ask students to consider other details they read that support the main idea. Have students record and draw a picture of each supporting detail on the main-idea-and-details worksheet. Ask them to label their drawings using words from the story. Have students share with the class the details they illustrated and labeled.

## Lesson Plan *(continued)*

## Why Does an Octopus Need Eight Arms?

- Have students read the remainder of the story. Remind them to pause to make, revise, and confirm their predictions.
- ✎ 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

- Reinforce with students how pausing to make, revise, and confirm predictions helps a reader understand, remember, and enjoy a story. Point out that it is not important if a prediction is correct, only that it is formed on the basis of clues and details in the story.
- **Think-aloud:** *As I read the remainder of the story, I paused several times to think about my predictions. I predicted that the octopus would use her arms to carry something. On page 9, I learned that she used one of her arms to carry a bag. My prediction was correct, or confirmed. I used the clues and details in the story to help me make my prediction. Stopping while I am reading to guess what will happen next helps me to understand, remember, and enjoy what I have read.*
- Have students turn to a partner and share their predictions. Invite students to share with their partner whether or not their predictions were accurate. Have students share with the class.

### Reflect on the Comprehension Skill

- Read the main idea on the board with students: *an octopus needs eight arms*. Review the details students illustrated and labeled on the worksheet. Invite them to explain why each of the details supports the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about why an octopus needs eight arms. What are some other reasons the octopus in the story might need eight arms?

### Build Skills

#### Phonological Awareness: Initial consonant /h/ sound

- Say the word *hug* aloud to students, emphasizing the initial /h/ sound. Have students say the word aloud and then say the /h/ sound.
- Read pages 4 and 5 aloud to students. Have students raise their hand when they hear a word that begins with the /h/ sound (*her, hair*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /h/ sound: *handle, basket, hose, hot, fin, bat, hat, sea*.

#### Phonics: Initial consonant Hh

- Write the word *hold* on the board and say it aloud with students.
- Have students say the /h/ 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 /h/ sound in the word *hold*.
- Have students practice writing the letter *Hh* on a separate piece of paper while saying the /h/ sound.
- **Check for understanding:** Write the following words that begin with the /h/ sound on the board, leaving off the initial consonant: *hat, hit, hop, hand*. Say each word, one at a time, and have volunteers come to the board and add the initial *Hh* to each word.

## Lesson Plan *(continued)*

## Why Does an Octopus Need Eight Arms?

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Hh worksheet**. If time allows, discuss their answers.

### Grammar and Mechanics: **Complete sentences**

- Write the following sentence on the board: *The sixth arm is for carrying a bag.* Read the sentence aloud with students. Explain that every sentence has two parts: a subject and a predicate. The *subject tells who or what the sentence is about, and the predicate tells what the subject is doing.*
- Circle *The sixth arm*, and explain that it is the subject of the sentence because it tells what the sentence is about. Underline the rest of the sentence, and explain that this part of the sentence is the predicate because it tells what the sixth arm is doing.
- As a class, brainstorm to generate a list of original sentences about the octopus and record them on the board. Ask volunteers to come to the board and circle the subject in each sentence. Remind students that the subject tells who or what the sentence is about. Next, ask volunteers to come up and underline the rest of the sentence. Remind them that the other part of the sentence is the predicate, which tells what the subject is doing.



**Check for understanding:** Have students reread the story with a partner. Invite them to circle the subject in each sentence and underline the predicate. Review their responses as a class.

- **Independent practice:** Introduce, explain, and have students complete the **complete sentence worksheet**. If time allows, discuss their responses.

### Word Work: **Alphabetical order**

- Explain to students that words are sometimes placed in a list in alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *catch* and *hug* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *Cc* or *Hh*. Explain that the word *catch* comes first in an alphabetical list because the letter *Cc* comes before the letter *Hh* in the alphabet.
- Write the words *umbrella* and *bag* on the board. Have students identify the initial letter in each word. Ask students to identify which letter comes first in the alphabet (*Bb*). Explain that the word *bag* would come first in an alphabetical list.
- **Check for understanding:** Write the following words in the board: *hug, arm, brush, comb*. Give each student a sheet of paper and divide it into two columns. Have students write the words on the paper in the first column. Then have students underline the initial letter of each word. Ask students to rewrite the words in alphabetical order in the second column. When they have finished, discuss their answers.

## 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 them identify the main idea and supporting details with someone at home.

### Extend the Reading

#### Writing and Art Connection

Have students share examples of animals with many arms or legs such as spiders, centipedes, starfish, and so on. Record their responses on the board. Explain to students that they will create their own version of *Why Does an Octopus Need Eight Arms?* using a different creature. Have students choose an animal to write about. Provide each student with several sheets of paper to create a small book. Invite students to illustrate each page and have them dictate or write one sentence for each illustration. If time allows, have them share their books with the class.

#### Science Connection

Share with students photographs of octopi. Discuss the similarities and differences between the photographs of octopi and the illustrations of the octopus in the story. Provide students with factual information about octopi such as habitat, use of tentacles, and so on. Have students work in small groups to create a poster showing factual information about octopi. Invite each group to share their work with 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.
- 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 make, revise, and confirm predictions;
- accurately identify details that support a main idea during discussion and on a worksheet;
- accurately discriminate initial consonant /h/ sound during discussion;
- identify and write the letter symbol that represents the /h/ sound in text, during discussion, and on a worksheet;
- correctly identify complete sentences in the text and on a worksheet;
- consistently place words in alphabetical order.

#### Comprehension Checks

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