

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 368

Book Summary

From the deserts of Arizona to the streams and rivers of Japan, people have wondered *What Lives in This Hole?* Join the student author as he writes a class blog about burrowing animals from all over the world. Interesting photos and detailed maps give readers the opportunity to learn about animals they many never see above the ground.

The book and lesson are also available at Levels H and N.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Identify VCe pattern
- Recognize and use exclamation marks
- Identify and understand the use of suffix *-ing*

Materials

Green text indicates resources are available on the website.

- Book—*What Lives in This Hole?* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Ask and answer questions, main idea and details, suffix *-ing* 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.

- Content words:
 Story critical: *naked mole rats* (n.), *puffins* (n.), *salamander* (n.), *tunnels* (n.), *wombat* (n.)
 Enrichment: *blog* (n.), *claws* (n.), *webbed feet* (adj.)

Before Reading

Build Background

- Write the word *burrow* on the board and ask students if they are familiar with the word, and if they know what it means. Record their responses on the board, then turn to the glossary and read the definition, *a hole dug in the ground by an animal for use as a home*.
- Show students the cover of the book and read the title. Point out that the title of the book is a question, *What Lives in This Hole?* Explain to students they will be answering that question as they read. Ask them if they have any ideas about what animal may live in the hole pictured on the cover. Record their ideas on the board.

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: **Ask and answer questions**

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.
Think-aloud: Before I start reading, I always have several questions that come to mind about the topic or title of a book. From what I see on the cover and title page, it appears that this book is all about animal holes, or burrows, and what animals are making the holes pictured in this book. I wonder what animal has made this hole on the cover and on the title page. I also wonder if these animals all live in the same place. As I read, I will be curious to see if I can discover the answers to my questions. This helps me understand what I'm reading and makes it enjoyable.
- Introduce and explain the [ask-and-answer-questions worksheet](#) to students. Model how to record your questions on a projected copy of the worksheet. Have students write one or two questions in the first section of their worksheet. Invite students to share some of their questions and curiosities. Add any new ones to the projected copy.
- 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 that a book has a general topic that is the subject of the book; this is the *main idea* of the book. The extra information or the descriptions that help us to better understand the book are the *details*. We need both main idea and details in order to fully comprehend and enjoy a book.
- Explain that sometimes there is so much information on a topic that it is grouped into sections, and each section has its own main idea. Oftentimes, the reader has to read carefully to determine the main idea and the extra details that support or enhance the main idea.
- Read page 4 aloud to students. Model for students how to identify the main idea and details of the first section, "Animal Burrows."
- *Think-aloud: In this first section, I read that the author took a picture of a hole he found in the ground, and his teacher helped him find out what animal lived in it. Now he studies a different animal each week. On the basis of what I've read I think the main idea in this section is: The author studies animal burrows and then writes about them.*
- Show students a copy of the [main-idea-and-details worksheet](#). Write the main idea sentence in the correct bubble. Ask students to identify the details from the paragraph that support this main idea (*he took a picture of one he found, his teacher helped him, now he writes about what he learns on the class blog*). Write these details in the appropriate bubbles.

Introduce the Vocabulary

- Introduce the story critical words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words: *burrow*, *naked mole rats*, *puffins*, *salamander*, *tunnels*, and *wombat*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.

Lesson Plan *(continued)*

What Lives in This Hole?


- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word burrow, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read pages 4 and 5, I can guess the word must mean the hole an animal makes to live in.*

Set the Purpose

- Have students read to find out more about animals that live in holes. Encourage students to ask and answer questions while reading.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 6 and 7. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet, then circle or highlight any questions that were answered in this part of the text.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.
Think-aloud: *Before reading, more than one question came to mind about this book. I was curious about what animal made the hole in the cover photograph and title page photograph. I also wanted to know if the animals in this book were all from the same place. So far, I have not found out what animal lives in the hole shown on the cover, but I did read about two animals, the desert tortoise and the goliath bird-eating spider, and they live in very different parts of the world. I will write these answers on the ask-and-answer-questions chart on the board.*
- Ask students to share if any of their questions were answered in this first part of the reading. Write shared responses on the class ask-and-answer-questions chart on the board.
- Model identifying the main idea and details for a specific paragraph of the book.
Think-aloud: *On page 6, titled "Staying Cool," there was information about a desert tortoise and that it lives in a hole. I will highlight these facts. I also learned the desert tortoise digs a burrow to get away from the heat, and it spends most of its life in the burrow. I will highlight this information too. On the basis of what I have read, I think I can use the heading on this page as the main idea of this paragraph: staying cool.*
 Ask students to highlight the same words and phrases in their books. Next, model writing the main idea in the appropriate space on another blank worksheet. Ask students to assist you in identifying details that support this main idea (lives in the desert, digs to get away from heat, and so on). Remind them to refer to the words and phrases they highlighted. Record their responses in the appropriate bubbles on the worksheet. Repeat the process for page 7 (goliath bird-eating spider) if time allows.
- **Check for understanding:** Have students look at the picture of the puffin on page 8, and read the heading, "Making a Nest." Then ask them to write a question they might have about this bird and where it lives on their worksheet. Read pages 8 and 9 together. Have them write answers they found while reading on their worksheet and any additional questions that came to mind. Invite students to share the information they learned and the questions they generated as they read these pages.
- Have students work in pairs to read the section on pages 10 and 11 titled "Living in the Dark," underlining or highlighting the important words and phrases. Instruct them to work with a partner to identify the main idea of the section.

Lesson Plan *(continued)*

What Lives in This Hole?

- Distribute a two-sided copy of main-idea-and-details worksheet, so students have two copies of the graphic organizer. Have them work together to record the main idea, then use their highlighted words and phrases to record the supporting details. Check individual responses for understanding.
- Have students read the remainder of the book. Remind them to look for and write answers on their ask-and-answer-questions worksheet. Encourage them to add new questions they might have to their worksheet as they preview each new section of the book.



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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know what animals make burrows and where they live in the world. I now know many different animals that dig burrows, and that they live all over the world!*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions (e.g., websites, books, and so on). Invite students to write one more question they still would like to know about one of the animals in the book. Ask students to share questions they added.


Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the main ideas in the book.
- **Independent practice:** Have students complete the other side of their worksheet, using one of the other remaining sections of the book.
- **Enduring understanding:** In this book, you learned about many different burrowing animals. Now that you know this information, what will you think about the next time you see a hole in the ground?

Build Skills

Phonics: VCe pattern

- Write the word *hole* on the board, and have students read it with you. Ask students to identify the vowel sound in the word *hole*. Circle the e at the end of the word, and explain that often when a word ends with an e, the vowel sound is long. Write the letters VCe over the corresponding letters in the word.
- Have students turn to page 4 and read the last sentence aloud. Ask them which word in the sentence has the long /o/ sound in the middle of the word and an e on the end (*phone*). Write the word on the board. Circle the *-one* letter combination and remind students this is the VCe pattern (a vowel between two consonants followed by a silent -e).
- **Check for understanding:** Have students turn to page 6 to find another word that has a VCe pattern with a long vowel sound in the last sentence (*life*). Write the word on the board, write the letters VCe over the corresponding letters, and ask students to identify the long vowel sound in the word.

 **Independent practice:** Have students locate and circle other VCe long vowel words in the book. Remind them not all words that end in e have long vowel sounds. If time allows, discuss their answers.

Grammar and Mechanics: **Exclamation marks**

- Ask students to turn to page 5 and read the following sentence: *Check out what I've learned!* Point out the exclamation mark at the end of the sentence. Explain or review an *exclamation mark*, or exclamation point, is a *punctuation mark used to show strong feeling, surprise, or excitement*.
- Point out to students the author does not use exclamation marks to end every sentence even though he seems excited about his topic. Explain that the overuse of exclamation marks can become tiresome for the reader and is not an accurate way to convey the voice of characters or narrators.
- Have students turn to page 6 and read the first sentence (*A desert tortoise lives in this hole!*). Discuss with students why the author chose to use an exclamation mark (to show that the author was excited about discovering which animal lives in the hole).
- **Check for understanding:** Ask students to find other examples of exclamation marks in the text. Discuss why each example was an appropriate sentence to end with an exclamation mark.
- **Independent practice:** Ask students to write a sentence that ends with an exclamation mark on a separate piece of paper. Have them read their sentence aloud and explain why the sentence should end with an exclamation mark. If time allows, have them read their sentence with no injected voice inflection, and have others listen for the difference.

Word Work: **Suffix -ing**

- Write the word *digging* on the board. Ask students to identify the root word (*dig*), and write it next to *digging*. Have students use both words in a sentence.
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ing*.
- Write the words *play*, *jump*, and *kick* on the board. Have volunteers add the *-ing* suffix to each word (*playing*, *jumping*, *kicking*). Discuss how, when the suffix is added, it changes the verb tense of the words. The words now describe an action that is happening right now, or in the present tense.
- Have students turn to page 6, and read the heading aloud. Point out the word *staying*. Write the word *staying* on the board and circle the word *stay*. Discuss with students how adding the *-ing* suffix changed the word to better describe what the tortoise does. Have volunteers use each word in a sentence to demonstrate the difference between *stay* and *staying*.
- **Check for understanding:** Have student pairs find the words with the *-ing* suffix in all the section headings. Have them take turns identifying the root word.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ing worksheet**. If time allows, discuss answers aloud after they are finished.

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 students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Informational Writing and Art Connection

Provide print and Internet resources for students to further research one of the animals from the book. Citing information from their research and the book, have them create a small poster with at least three sections, such as habitat, what it eats, size, and so on. Encourage them to add an illustration or photograph to their poster. Require an error-free final copy.

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

Science Connection

Invite a wildlife or zoo educator to your class to speak on burrowing animals indigenous to your area (most local zoos have available presentations or curriculum). If possible, arrange a field trip to the zoo or wildlife center, and find out what other animals in your area live in holes.

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 asking and answering questions to comprehend the text during discussion and on a worksheet
- accurately identify the main idea and supporting details of paragraphs and sections in the text using a graphic organizer worksheet
- accurately identify words with the VCe pattern in the text and during discussion
- correctly understand and use exclamation marks in the text and during discussion
- accurately identify and understand the use of the suffix *-ing* in the text, during discussion, and on a worksheet

Comprehension Checks

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