

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 458

Book Summary

The Igloo is a winter tale about the Hoppers, a family of rabbits who each have distinct personalities. Floppy Ears, Speedy Legs, Fluffy Tail, and Snubby Nose are young siblings who receive ski goggles as a New Year's gift. Excited to try them out, they run outside to build an igloo. In the process, they meet Grandpa Grizzly, who helps them carve an entrance. Papa and Mama Hopper come inside the igloo with supplies, and they build a fire and celebrate New Year's Day together. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to better understand the text
- Identify story elements
- Identify consonant blend *sn* in words
- Recognize and use proper nouns
- Alphabetize content vocabulary words

Materials

Green text indicates resources available on the website

- Book—*The Igloo* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Story elements, consonant blend *sn*, proper nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:** *chipping, Eskimo, except, goggles, grizzly, grumbled, hooray, Hoppers, igloo, kettle, peered, rainbow, snubby, surprised, toasty, tunneling*

Before Reading

Build Background

- Provide books that show pictures of igloos. Allow time for students to look at the illustrations and read about igloos. Ask them whether they have ever tried to build an igloo or a snow fort. Ask students whether they think it would take a long time to build. Encourage them to share their experiences.
- Discuss New Year's Day and the significance of this holiday. Ask students whether they have ever had a fun experience on New Year's Day, and invite them to share their stories.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, illustrator's name).

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

- Explain that good readers often make predictions, or guesses, about what will happen in a book, based on what the characters say, do, and think in the story. As they read the story, readers revise or confirm their predictions, based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions. Emphasize to students that making predictions is more important than whether the prediction is right, or confirmed.
- Model using the title and cover illustrations to make a prediction.
Think-aloud: When I look at the front cover, I see a group of rabbits rolling snowballs and smoothing out a dome in the snow. It seems as though they are all working together to build something. In the title, I see the word igloo. Perhaps the rabbits on the cover are building an igloo. On the back cover, I see a small rabbit crying and a larger rabbit looking at it. Maybe the little rabbit feels left out somehow. Perhaps the larger rabbit is the father and all these rabbits are a family. I'll have to read the book find out what happens.
- Have students preview all the illustrations in the story. Have volunteers use the illustrations to create a possible beginning, middle, and end for 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: **Story elements**

- Ask students to identify the elements that are important in writing a fictional story. Write them on the board (*characters, setting, problem, events, solution*). Explain to students that the *characters* are the people or animals in the story, and the *setting* is when and where the story takes place. The *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved. The *solution* is the answer to the problem, and the *events* are the things that happen to the characters as they are finding the solution.
- Ask students to turn to page 3. Read the first page of the story aloud while students follow along silently. Have them discuss with a partner the characters and setting of this story. Invite students to share the information aloud (*characters: the Hopper family, including Speedy Legs, Fluffy Tail, Floppy Ears, and Snubby Nose; setting: New Year's Day morning, in their bedroom*). Explain to students that the characters and setting are often explained first to provide information to begin the story.
- Explain to students that story elements, such as problem and solution, often are not directly stated. Readers use story clues to identify this information.
Think-aloud: To better understand what is happening in this book, I use story clues to identify elements of the story. For example, on page 3, I read that three of the Hoppers awoke excited about New Year's Day. The fourth, Snubby Nose, grumbled that he wanted to sleep in. This might be a problem that the family faces. As I read, I will continue to identify story elements. This strategy will help me to organize the information as I read.
- Have students explain how Snubby Nose sleeping in might be the problem (the rabbits might not be able to all play together, they might be late for an important meeting, and so on).
- Tell students that as the story progresses, they will learn more about the story elements.

Introduce the Vocabulary


- Write the following words from the content vocabulary on the board in order: *goggles*, *igloo*, *grizzly*, *tunneling*, *toasty*.
- Give groups of students several pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Give groups of students a dictionary to look up each vocabulary word. Review or explain that a dictionary contains words and their definitions.
- Model how students can use the dictionary to find a word's meaning. Have students look up the word *goggles*. Invite a volunteer to read the definition for *goggles*. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 5 as you read the sentence in which the word *goggles* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.
- Show students the illustration on page 12 and have them write a story about what they predict may happen in the book. Have them use the vocabulary words in the order in which they appear on the board. Have each student in the group use one vocabulary word to add on to the story. Repeat the activity after reading the book to check for student understanding of the vocabulary.

Set the Purpose

- Have students read the book, making predictions about what will happen in the story, based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage those who finish early to go back and reread the text.
 - **Model making, revising, and confirming a prediction.**
Think-aloud: *I predicted that the rabbits on the front cover were building an igloo. This prediction is yet to be confirmed because they are all still receiving their gifts. They haven't gone out into the snow yet. I'll have to read to find out more about the igloo. I also predicted that the little rabbit on the back cover feels left out somehow. I thought that maybe the larger rabbit was the father and all of the rabbits were a family. As I read page 6, I learned that Snubby Nose was worried that his parents forgot about him because of his funny nose. My revised prediction is that Snubby has to work hard to gain the respect of his family because he is so different from the rest of them.*
 - Have students read to the end of page 7. Say: *From the reading, I learned that Snubby Nose got a pair of goggles, just as his brothers and sisters did. That means that his parents love him and treat him the same as his siblings, even if he is a little different. All of this information makes me wonder whether Snubby Nose is able to contribute to the process of building an igloo just as much as his older siblings are. I will continue reading to find out.*
 - Ask students to explain why Snubby Nose might feel singled out because he looks different from the rest. Point out that this is the story's *problem*. Have volunteers identify important events that have occurred so far as a result of the problem (family continues to include him, and so on).
 - Invite students to read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.
-  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

- Ask students to explain how the strategy of making, revising, and confirming predictions helped them understand the story.
Think-aloud: I predicted that Snubby might not help to build the igloo with the others. I read that all of the rabbits created the igloo together. I also read that they encountered another problem: they did not make an entrance. As I continued to read, I found out that Grandpa Grizzly helped them carve an entrance from the inside. This information leads me to think that the family learned that working together is the best way to accomplish a large task. Ask students to share their thoughts about working together as a family.
- Ask students to share their predictions about what they thought might happen in the story. Ask them to compare their predictions with what actually happened in the story and to share any predictions that were confirmed. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy. The strategy of making, revising, and confirming predictions is a way to organize information to understand and remember what they have read.

Reflect on the Comprehension Skill

- **Discussion:** Remind students of the story elements already identified in previous discussions (*character, setting, problem*). Now that they have finished the story, ask them to tell whether those elements were added to or expanded upon (*the characters also include Mama, Papa, and Grandpa Grizzly; the setting changes from the Hopper's house to the igloo, and so on*).
- Ask students to recall the first problem of the story. (*Snubby Nose thought that his family wouldn't include him because he was different.*) Discuss some of the events leading to the solution of Snubby's problem: Mama and Papa gave him goggles like all the others, his siblings wanted him to join in the fun, and so on.
- **Check for understanding:** Ask students to identify the secondary problem introduced within the story (*the rabbits did not make an entrance to their igloo*). Ask them to identify the solution to the problem. (*Grandpa Grizzly helped carve an entrance from the inside of the igloo.*)
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Extend the discussion:** Discuss how including everyone in a task helps each person feel as if they are a part of the finished product. Ask students to tell how the rabbits, Grandpa Grizzly, and Mama and Papa were all a part of what made their New Year's Day celebration so special. Ask students to predict what might happen next in the story.

Build Skills

Phonics: Identify consonant blend *sn*

- Write the word *snow* on the board and say it aloud with students.
- Have students say the /sn/ 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 /sn/ sound in the word *snow*.
- Underline the *sn* letter combination. Explain to students that the letters *s* and *n* together represent the /sn/ sound in the word *snow*. Have students practice writing the *sn* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that begin with the /sn/ sound, leaving off the initial blend: *sneak, snort, snag*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have them read each word aloud to a partner.

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

Grammar and Mechanics: Proper nouns

- Review or explain to students that a *noun* names a person, place, or thing. Ask students to turn to page 5 and give examples of nouns from the text (*present, chair, ski goggles*, and so on).
- Review or explain to students that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Write examples of proper nouns from page 5 on the board, writing the common noun first and then changing it to a proper noun (common noun: *rabbit*, proper noun: *Speedy Legs*; common noun: *father*, proper noun: *Papa*). Point out to students that both of these proper nouns are names.
- Write the following sentence on the board: *They had a happy New Year's Day!* Ask a volunteer to come to the board and circle the proper noun (*New Year's Day*). Explain to students that this proper noun is the name of a holiday. Discuss how each word can be used in a different context and may not always be a proper noun. Write the following sentence on the board: *She was getting a new puppy this year!* Point out that in this sentence, the words *new* and *year* are not proper nouns.



Check for understanding: Have students turn to page 10 and highlight or underline examples of proper nouns. Remind them not to confuse a proper noun with the capital letter used at the beginning of a sentence. As students identify the proper nouns, write them on the board: (*Speedy Legs, Hoppers, Grandpa Grizzly*).

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

Word Work: Alphabetical order

- Write the words *rainbow* and *kettle* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *r* or *k*.
- Review or explain to students that words are sometimes placed in a list by ABC, or alphabetical, order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *kettle* would come first in an alphabetical list.
- Write the words *kettle* and *igloo* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *k* or *i*. Explain that *igloo* would come first in an alphabetical list.
- Write the words *goggles, toasty, rainbow, peer, and surprise* on the board. Have students work with a partner to decide the correct alphabetical order for the words. Discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing and Art Connection

Have students write another story about the Hoppers in a different situation. Talk about the story elements, and decide on them as a class. Brainstorm and write on the board the new setting, any new characters, and a different problem that the Hoppers encounter. Have students think of their own solution to the problem and then write their story. Allow time for them to read their story aloud and discuss their solutions.

Social Studies and Science Connection

Provide print and Internet resources for students to research igloos. Have them find out how they are made, what makes them so warm inside, what places in the world they may be found, and who makes igloos. Have students report any other interesting details they find. Invite them share their findings in the form of an oral presentation.

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 logical predictions, based on available pictures and text; revise and/or confirm predictions as they read the book
- correctly identify story elements during discussion and on a worksheet
- correctly identify consonant blend *sn* in words during discussion and on a worksheet
- accurately identify proper nouns in the text during discussion and on a worksheet
- correctly alphabetize content vocabulary words

Comprehension Checks

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