



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 362

Book Summary

Your students have heard of kangaroos and koalas, but that is probably the extent of their knowledge about marsupials. Teach them more about a fascinating subclass of animals in *Where's the Joey?* This nonfiction book is broken into sections for easy reading, with photographs and maps providing supporting information. Emergent readers will ask and answer questions as they discern the main idea and details of the book.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Discriminate initial consonant /j/ sound
- Identify initial consonant *Jj*
- Recognize and use verbs
- Recognize and use measurement words

Materials

Green text indicates resources available on the website.

- Book—*Where's the Joey?* (copy for each student)
- Chalkboard or dry erase board
- Photographs of a kangaroo and a koala
- Rulers
- KWL / ask and answer questions, main idea and details, initial consonant *Jj*, verbs 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *very*, *what*
- Content words:

Story critical: *Australia* (n.), *habitat* (n.), *joey* (n.), *marsupial* (n.), *pouch* (n.), *Tasmania* (n.)

Before Reading

Build Background

- Tape photographs of a kangaroo and a koala to the board. Have students identify the animals. Write the words *kangaroo* and *koala* on the board. Read the words aloud with students. Ask students to share with a partner everything they know about koalas and kangaroos.

- Draw a KWL chart on the board. Review or explain that *K* stands for what they already *know* about a topic, the *W* stands for what they *want* to know, and the *L* stands for what they *learn* about the topic as they read. Call on random students and have them share one fact they know about kangaroos or koalas, and record the information in the *K* column.
- Introduce and explain the [KWL / ask-and-answer-questions worksheet](#). Have students fill out the *K* column on their worksheet, using the information on the board and anything else they already know about kangaroos and koalas.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Where's the Joey?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Remind students that good readers ask and answer questions as they read. Explain that readers use prior knowledge or information they read in the book to help them form questions. Remind students that asking and answering questions helps readers better understand and remember the information in the book.
- Direct students to the table of contents. Explain to students that the table of contents provides an overview of what the book is about. Each section title offers a clue about what they will read in the book.
- Model using the table of contents to generate questions.
Think-aloud: The first section in the book is titled What's a Joey? The title is a question! I don't know what a joey is either, so that is a question I have, too. I'll have to read that section to find out. I am going to record that question on my KWL chart so I remember to look for the answer. I will write the question in the W column, because it is something I want to learn about.
- Have students look at the other section titles and the cover and title page. Ask students to write questions they have, on the basis of this information, on their KWL worksheet. Invite volunteers to share some of the questions they recorded. Record these questions on the board.
- Preview the rest of the book with students and discuss the pictures. Remind students to record any further questions they think of as they go through this process.
- 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**

- Remind students that the main idea is the general topic of the book, and that details are the extra facts or descriptions that give the reader more information. Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, each section having its own main idea.
- Reread the section titles in the table of contents together. Explain to students that each section will have its own main idea and details. Identifying the main idea and details of each section will help the reader understand and remember the content of the book.
- Read page 4 aloud to students. Model how to identify the main idea and some supporting details.
Think-aloud: I know that titles can sometimes help me identify the main idea, so I begin by looking at the title of this section: "What's a Joey?" The title shows me that this section will be about joeys. I also know that in nonfiction, I can sometimes find the main idea in the first sentence. The first sentence of this paragraph tells me that a joey is a baby marsupial. I read the details on the page: that a marsupial is an unusual animal, that joeys are carried in a pouch, and that the joey stays hidden inside the pouch as it grows. These details all describe a joey. On the basis of what I've read, I think the main idea of this section is summed up in the first sentence: A joey is a baby marsupial.

Lesson Plan *(continued)*

Where's the Joey?

- Introduce and explain the **main-idea-and-details worksheet**. Draw a chart on the board similar to the one on the worksheet. Explain to students that the class can use this chart to keep track of the main idea and details of each section in the book. Write the main idea and three details from this section in the chart on the board.
- Ask students to write the main idea for the section titled "What's a Joey?" Explain to students that every section will have many details supporting the main idea of that section. They need to choose at least one detail to record on their worksheet. Encourage students to think about the details they will choose as they read the rest of the section.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *I see a tiny baby in this picture. Everyone point at the baby. A baby kangaroo is called a joey. What letter does the word joey begin with? That's right, the letter Jj. Find the word joey on this page.*
- Remind students to look at the picture and use the word-decoding strategy of looking at the first sound to figure out a difficult word. For example, point to the word *Australia* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a continent colored in red. I'm not sure what continent is spelled the way this word is spelled. The word begins with the letters Aus and I know the sound those letters together make. I know the beginning sound, and I know that it is a continent because of the picture and the rest of the sentence. The only continent that starts with that sound is Australia. I think Australia looks like that continent on the map. The sentence makes sense with this word. The word must be Australia.*

Set the Purpose

- Have students use their KWL charts to record the questions they ask about marsupials and the answers they find in the book. Remind them to focus on the main idea and details of each section.

During Reading


Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (*What's*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Discuss with students information they learned in this section. Record new facts in the *L* column of the KWL chart on the board, and have students record the information they learned on their own KWL worksheet. Ask students if any of this new information answered questions they recorded earlier.
- Model asking and answering questions.
Think-aloud: *I wanted to know what a joey was, and this section answered my question: a joey is a baby marsupial. I also learned that joeys live in a pouch on their mom's belly, and they grow there from a tiny baby to a big joey. I found out that marsupials are a special type of mammal that live in Australia. Now that I know all this, I have a new question. What other kind of marsupials are there? I will look for the answer to this question as I read.*
- Draw an arrow between the question and its answer (*What is a joey?, A joey is a baby marsupial.*) on the KWL chart on the board. Record the new question, *What other kinds of marsupials are there?* in the *W* column of the chart. Record the new information learned in the *L* column.
- Ask students if they have any new questions after reading this section in the book. Instruct them to record their new questions on their KWL worksheet.

Lesson Plan *(continued)*

Where's the Joey?

- Review the main idea of the first section with students. Ask students to share with a partner new details they learned that support that idea. Record these details in the chart on the board. Have students choose one to two details about joeys from the first section and record it on their worksheet.
- Have students look at the picture and title for the next section starting on page 7. Remind students that the title often gives clues about the main idea. Have students think-pair-share their prediction for the main idea of the next section: think about it on their own, pair with a partner and discuss, and share their ideas with the class.
- **Check for understanding:** Have students read to the end of page 10. Remind them to fill in their KWL chart as they read. Encourage them to share questions they asked as they read, and answers they discovered in the book. (Accept all answers that show students understand how to ask and answer questions.) Record new information in the KWL chart on the board.
- Point out that the students read two sections in the last few pages. Guide students in identifying the main idea for the second section of the book—*a kangaroo is one type of joey*. Have students compare the main idea with the predictions they made earlier. Call on students and have them share one detail that supports this main idea. Record the information on the board and have students fill in the appropriate box on their main-idea-and-details worksheet.
- Have students work in groups to identify the main idea and details for the next section in the book. Have them fill in the information on their worksheet.
- Have students read the remainder of the book. Remind them to ask and answer questions about marsupials.

 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

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for answers as they read kept them actively involved in the reading process. Ask students to share the answers they learned while reading.
- **Think-aloud:** *Now that I have finished the book, I know much more about marsupials than I ever did before. I learned that not only are kangaroos marsupials, but so are koalas and Tasmanian devils. A wombat is a marsupial, as well. This information answered the question that I had earlier, about other types of marsupials. I need to record the new information I learned in my KWL chart to help me remember it.*
- Record this information in the L column on the board. Have students complete their KWL worksheets with any final information they learned. Point out to students that not all questions they asked may have been answered by this book, and discuss how they could find the answers by using other resources.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the main ideas and details recorded on the board. Fill in more of the chart on the basis of information from the end of the book. Ask students to think about what all the main ideas of the different sections have in common. Lead students to the discovery that the main idea of each section is, in fact, a detail for the main idea of the entire book, which is about marsupials being an unusual animal.

Lesson Plan *(continued)*

Where's the Joey?

- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about marsupials and their joeys, from kangaroos to Tasmanian devils. What are some features that make marsupials unique animals? Do you think it is important to protect these animals? Why?

Build Skills

Phonological Awareness: Initial consonant /j/ sound

- Say the word *joey* aloud to students, emphasizing the initial /j/ sound. Have students say the word aloud and then say the /j/ sound.
- Read the table of contents aloud to students. Ask students to count the number of times they hear a word that begins with the /j/ sound in the section titles (five times). Have students hold up their fingers to show how many times they heard the /j/ sound.
- **Check for understanding:** Say the following words one at a time and have students tap their desk if the word begins with the /j/ sound: *jam, koala, jump, baby, jeep, jar, and pouch*.

Phonics: Initial consonant Jj

- Write the word *joey* on the board and say it aloud with students.
- Have students say the /j/ 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 /j/ sound in the word *joey*.
- Write the word *giraffe* on the board and read it aloud with students. Point out that sometimes the letter *Gg* can also make the /j/ sound, as in the word *giraffe*, but the letter *Jj* only makes the /j/ sound.
- Have students practice writing the letter *Jj* on a separate piece of paper while saying the /j/ sound.
- **Check for understanding:** Write the following words that begin with the /j/ sound on the board, leaving off the initial consonant: *joke, junk, jog, jet, and jaw*. Say each word, one at a time, and have students trace the letter that is missing in the air. Invite volunteers to come to the board and add the initial *Jj* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Jj worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Have students stand up and jump at their desks like a kangaroo. Write the word *jump* on the board and read it aloud with students. Review with students that *verbs* are words that name *actions*.
- Read page 5 aloud with students. Have students listen for words that describe actions. Have students reread the page with a partner and point at all the verbs they see on the page. Call on partners and have them share one verb; record the verb on the board. Continue until all verbs (except the word *is*) are recorded.
- Explain that the word *is* is also a verb. Write the word on the board and read it aloud with students. Explain that the word *is* is a form of the verb *to be*. Conjugate the verb: *I am, you are, he/she is, they are*. Point out that while this may not seem like an action word, *being something* is considered an action. Remind them that every time they see the words *is* or *are*, they are looking at a verb.
- Read page 6 aloud with students. Have students clap their hands when they hear a verb. When they clap their hands, stop the reading and have the class call the verb out.
- Write the sentences from page 7 on the board. Invite volunteers to come to the board and circle the verbs. Have the rest of the class give a thumbs-up signal if the circled word is, indeed, a verb.



Check for understanding: Have students read pages 9 through 12 with a partner. Ask them to locate and circle the verbs in those two sections. Remind them to look for the verbs *is* and *are*.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **Measurement words**

- Have students turn to page 8. Read the last two sentences aloud. Ask students how much the kangaroo can weigh (*200 pounds*). Ask students how far the kangaroo can jump (*30 feet*). Write the words *pounds* and *feet* on the board. Have students read the words aloud with you.
- Review or explain with students that these words are *measurement words*. Measurement words are words that we use to describe the unit we are measuring with. Ask students to think about why it is important to use a measurement word, and not just a number. Invite volunteers to share their ideas.
- Explain that there are many ways to describe how far an animal can jump. How can we be sure that everyone has the same idea of the distance? When we use a measurement word like *feet*, everyone knows how far that is, because the distance that a foot takes is the same and never changes. Sometimes we can measure the same thing using different units, for instance, we can use *feet* or *meters* to measure distances. Ask students to find in the book how far a kangaroo can jump in meters (*9 meters*).
- Brainstorm with the class other measurement words. Guide them by discussing different dimensions that need to be measured, such as *time* (minutes and seconds), *weight* (pounds or kilograms), *distance* or *length* (feet and inches, meters and centimeters), *volume* (gallons and ounces) and so on. Write all the measurement words on the board.
- Point out that in the book, the word *pounds* is abbreviated as *lbs* and the word *meters* is abbreviated as *m*. Explain that we often shorten measurement words when we write them. Write the abbreviations beside every measurement word written on the board.
- Pass out rulers. Have students share with a partner the units that the ruler measures in. Write these measurement words on the board, or circle them if they are already there.
- **Check for understanding:** Have students work with a partner to measure various objects around the classroom. Have them create oral sentences to describe what they are measuring, making sure to use a measurement word in every sentence.

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 describe the main idea and details of each section with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students choose an animal. Allow them to use the computer to look up research about their animal; provide guidance on how to locate websites with accurate information. Have students draw a picture of their animal. On the other side of the picture, have students write several sentences that describe three facts about the animal.

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

Science Connection

Break the class into groups. Give each group some information on a different type of mammal, using books, magazines or articles. Have groups read about their type of animal, and discuss how it compares and contrasts with a marsupial. Guide groups in creating a Venn diagram to compare the two types of mammals. Have groups present their animal and Venn diagram 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.
- 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 ask and answer questions to understand text
- accurately identify the main idea and supporting details of a book during discussion and on a worksheet
- consistently discriminate the initial consonant /j/ sound during discussion
- correctly identify and write the letter symbol that represents the /j/ sound during discussion and on a worksheet
- correctly use verbs during discussion and on a worksheet
- accurately identify and use measurement words during discussion

Comprehension Checks

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