

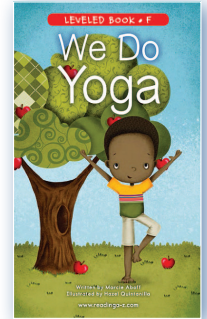
Focus Question:

How are yoga poses similar to things you see around you?

Book Summary

Text Type: Fiction/Descriptive

Yoga is a great form of exercise that can be lots of fun! In *We Do Yoga*, a boy and girl demonstrate several different yoga poses while associating them with animals and objects. Entertaining and colorful illustrations and engaging text support emergent readers. Students will also have the opportunity to identify the author's purpose as well as connect to prior knowledge.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant /b/ sound
- ☐ Identify initial consonant Bb
- ☐ Recognize and use verbs
- ☐ Arrange words in alphabetical order

Materials

- ☐ Book: *We Do Yoga* (copy for each student)
- ☐ Author's purpose, initial consonant Bb, verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *do, I, my*
- **Words to Know**
Story critical: *arch* (v.), *balance* (v.), *cobra* (n.), *pose* (n.), *reach* (v.), *yoga* (n.)

Guiding the Reading

Before Reading

Build Background

- Ask students to raise their hand if they know what exercise is. Invite volunteers to share examples of different forms of exercise and record them on the board.
- Write the word *yoga* on the board. Ask students if they have ever heard of yoga. Explain that yoga is a form of exercise where the stretches and poses sometimes look like animals and objects.

Introduce the Book

- Give students their copy of *We Do Yoga*. 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:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Point out that when they think about what they already know, it helps them better understand and enjoy what they are reading. Have the students look at both the cover and the title page of the story and discuss with a partner any connections to prior knowledge they made. Invite volunteers to share their connections with the rest of the class.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that an author usually has a reason, or purpose, for writing a book. The purpose could be to entertain, to inform, or to persuade. Explain that to *entertain* means to amuse someone, to *inform* means to give someone information about something, and to *persuade* means to convince someone to think or do something the same way you do.

Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work with a partner to figure out the author's purpose. Discuss students' answers and come to a class consensus. Have students work with a partner to predict the author's purpose for *We Do Yoga*.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about yoga poses. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What does yoga do for us?* (level 1) page 3
- *What is the pose where you balance on one leg called?* (level 1) page 9
- *How would you compare the dog pose to the cat pose?* (level 2) pages 4 and 5
- *How would you classify the different yoga poses?* (level 2) multiple pages
- *How does yoga make us strong?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, help readers understand what is going on in a story. Pictures are especially useful to help draw out the prior knowledge of the reader. Have students look at the picture on page 5 with a partner. Ask students to discuss the answers to the following questions with their partner: *Have you ever seen a cat stretch with its back arched? Have you ever wondered what it would feel like to stretch your own back like that, or have you ever done a stretch like that?* Have students look at the picture

on page 10 and ask the following questions: *Have you ever pretended to fly around like a plane? What do you think makes this yoga pose difficult?* Invite volunteers to share their answers with the class.

Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students draw a picture of one of their connections to the story. Explain that their drawing should show what they already knew about the topic, not just what they learned from the story. Invite students to share their drawing and connections with the class. Discuss as a class the importance of connecting to prior knowledge. Ask students if it helped them better understand and remember what was happening in the story.
- Have students work with a partner to discuss the details of the book and their effect on the reader. Have them share their opinion on the author's purpose for writing the book.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book has lots of information about different yoga poses and real life things that they resemble, such as frog pose, which looks like a frog does when it's about to hop. All of the poses are information about the topic of yoga, so I think the author's purpose is to inform. I will continue to read the rest of the book to see if the author had a different main purpose or multiple purposes for writing this book.*
- Model how to complete the **author's purpose worksheet**. Have students underline or highlight details in the book. Then have them compare their details with a partner and determine the author's purpose for the book.

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.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students get in groups to share their work. Ask volunteers to share the details they chose with the rest of the class. Write the words *inform* and *entertain* on the board. Discuss with students that *inform* is the main purpose, but that it was also entertaining to see the poses next to the animals and objects that they resemble, so to *entertain* is another purpose.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include animals and objects that yoga poses look like. Sample answer: *Many yoga poses are similar to animals and objects. Some yoga poses look like things that dogs, cats, frogs, cobras, and storks do. Other poses look like trees, airplanes, and tables.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /b/ sound

- Say the word *balance* aloud to students, emphasizing the initial /b/ sound. Have students say the word aloud and then say the /b/ sound. Have students practice saying the /b/ sound with a partner.
- Read page 5 aloud to students. Have students touch their finger to their nose when they hear a word that begins with the /b/ sound.
- Have students work with a partner to create a list of things or people that are in the classroom that start with the /b/ sound.
- **Check for understanding:** Say the following words one at a time, and have students touch their head when they hear a word that begins with the /b/ sound: *bend, dog, back, both, pose, feet, bath, and bench.*

Phonics: Initial consonant Bb

- Write the word *bend* on the board and read it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word *bend* as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bend*.
- Have students practice writing the letter *Bb* on a separate sheet of paper while saying the /b/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant *Bb*: *bat, bell, boat, and bin.* Say each word one at a time, and have volunteers come to the board to add the initial *Bb* to each word.

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

Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name some action words they know. Record their answers on the board and invite volunteers to act the verbs out.
- Have students turn to page 6. Read the second sentence aloud with students. Invite volunteers to name the word that names an action (*hop*).
- Write the following sentence on the board: *I won't bite if you won't!* Invite a volunteer to come to the board and underline the verb. Ask another volunteer to act out the underlined verb.
- **Check for understanding:** Have students turn to page 9. Ask them to find the verb in each sentence (*do, balance*).
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain to students that sometimes words are placed in a list in alphabetical order. In order to figure out which word comes first, we need to look at the first letter of each word and determine which letter comes first in the alphabet.
- Write the words *cobra* and *reach* on the board. Invite a volunteer to explain which word would come first in alphabetical order (*cobra*) and why (because *Cc* comes before *Rr* in the alphabet).
- Write the words *yoga* and *pose* on the board. Have students identify the initial letter in each word (*Yy* and *Pp*). Ask students which letter comes first in the alphabet (*Pp*). Explain that *pose* would come first in alphabetical order.
- **Check for understanding:** Write the following words on the board: *strong, dog, balance, wings, arch, cat, tree.* Have students write the words in alphabetical order. When they have finished, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.