

Focus Question:

What makes foxes interesting animals?

Book Summary

Text Type: Nonfiction/Informational

All About Foxes introduces students to a fantastic, furry species. The text identifies foxes as mammals, describes their physical appearance, and notes their hunting abilities. Detailed photographs enhance the information provided by the text. The book can also be used to teach students how to identify the main idea and details as well as the proper use of pronouns in sentences.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Identify main idea and details
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /o/ sound
- ☐ Identify short vowel o
- ☐ Recognize and use pronouns
- ☐ Identify and use the high-frequency word *they*

Materials

- ☐ Book: *All About Foxes* (copy for each student)
- ☐ Main idea and details, short vowel o, pronouns 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:** *are, have, they*
- **Words to Know**
Story critical: *bushy* (adj.), *foxes* (n.), *fur* (n.), *hunters* (n.), *mammals* (n.), *pointy* (adj.)
- **Academic vocabulary:** *different* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place on the board photographs of various mammals, including foxes. Ask students to work with a partner to identify as many of the mammals as they can. Have students point to the foxes.
- Discuss with students what makes an animal a mammal. Have students draw on a separate piece of paper a picture of a mammal. Have them explain their drawing to a partner. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *All About Foxes*. 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).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while they read helps readers better remember and understand information in the book. Have students turn to the cover of the book and model asking questions about the fox shown. Have students work with a partner to create one question they hope the book will answer. Invite volunteers to share their questions with the rest of the class and record these questions on the board.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that most books have a main idea, which is what the book is mostly about. Point out that the supporting details are the facts used to describe the main idea and that these supporting details make the main idea clear to the reader.

Guiding the Reading (cont.)

- Discuss the cover pictures and title page with students, and explain that pictures often provide clues about the book's main idea. Have students work with a partner to predict the main idea. Invite volunteers to share their predictions with the rest of the class. Guide the class to an agreement that the main idea is *foxes are interesting animals*. Record the main idea on the board.

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 foxes. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 do foxes look like?* (level 2) multiple pages
- *How are the foxes different from one another?* (level 2) multiple pages
- *Why do foxes have long fur in winter and short fur in summer?* (level 2) multiple pages
- *What do foxes hunt? When do foxes hunt?* (level 1) pages 9 and 10
- *Why did the author write this book about foxes?* (level 3) multiple pages

Text Features: Photographs

Explain to students that photographs are pictures taken by a camera. Point out that nonfiction books often include photographs. Explain that photographs often include many details that tell readers more about the book. Have students look through the book and discuss details in the photographs with a partner. Ask students: *What did you learn about foxes? What details do you see in the photographs*

that are not given in the text? Have students choose one photograph in the book and describe the details they see to a partner. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you ask and answer questions as you read, and direct them to stop at several points during reading to ask and answer questions. Invite volunteers to share their questions or answers with the rest of the class. Discuss with students how this strategy helped them remember important information while reading.
- Have students work in groups to periodically review the main idea of the book and discuss the details they have read. Have groups share the details they found with the rest of the class. Record the details on the board.
- Model identifying details that support the main idea.

Think-aloud: *Earlier we agreed the main idea of the book is foxes are interesting animals. As I read the book, I learned details about foxes that make them interesting. They are mammals and have pointy faces, thin legs, as well as bushy tails. These are a few of the important details I learned about foxes. Thinking about the details that support the main idea helps me remember important information from the book.*

- Model how to complete the **main-idea-and-details worksheet**. Have students record the main idea on the worksheet. Then, have students discuss a detail with a partner and determine whether it supports the main idea. Have a volunteer share one detail with the class. Model how to place the detail on the worksheet.

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: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose. Have students justify why each detail supports the main idea.

Comprehension Extension

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

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make foxes interesting animals. Samples: *Foxes are mammals. They have pointy faces, thin legs, and bushy tails. Their fur can be different colors. It can be long or short. Foxes are great hunters. They hunt small animals, mostly at night.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /o/ sound

- Say the word *fox* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the short /o/ sound.
- Read page 7 aloud to students. Have students raise their hand when they hear a word that has the short vowel /o/ sound.
- Have students practice making the short vowel /o/ sound with a partner. Have student pairs generate words that have the short vowel /o/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole group.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word with the short vowel /o/ sound: *drop, top, hunt, fur, lot, let, frog, and box.*

Phonics: Short vowel o

- Write the word *foxes* on the board and say it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then, run your finger under the letters in the word *foxes* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *foxes*.
- Say the words *foxes* and *fixes* aloud, emphasizing the vowel sounds, and have students write the words on a sheet of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /o/ sound.
- **Check for understanding:** Write the following words with the short vowel /o/ sound on the board, leaving out the vowel: *shot, pop, and loft*. Say each word, one at a time, and have volunteers come to the board and add the short vowel o to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-o worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Pronouns

- Review that a *noun* is a word that names a person, place, or thing. Ask students to share some examples of nouns and record them on the board.
- Write the following sentence on the board: *Foxes have short fur in summer.* Invite a volunteer to come to the board and circle a noun (*foxes, fur, summer*).
- Erase the word *foxes* and replace it with the word *they*. Explain that a *pronoun* is a word that takes the place of a noun. Reread the sentence aloud with students and ask students to give the thumbs-up signal if the meaning of the sentence is the same with the pronoun.
- Have students turn to page 7 and read it aloud with a partner. Have students locate the pronoun *they* and explain to their partner which noun the pronoun *they* refers to (*foxes*). Explain that the word *they* means *more than one person or thing*.
- **Check for understanding:** Have students locate and circle the pronoun *they* and underline the noun it replaces throughout the book.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word *they*

- Write the word *they* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *They have long fur.* Read it aloud with students and discuss with them the meaning of the word *they*. Ask students to call out the noun that is replaced by the pronoun *they* in that sentence.
- Have students practice spelling *they* on the top of their desk with their finger.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *they*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *they* correctly.

Connections

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