

### Focus Question:

*Why are swamps important?*

### Book Summary

Text Type: Nonfiction/Informational

Swamps are a varied and diverse part of the global landscape. *Swamps* provides students with an introduction to the many ways this unique habitat supports the health of our planet. The book can also be used to teach students how to determine the main idea and supporting details and to effectively ask and answer questions.



## Lesson Essentials

### Instructional Focus

- ☐ Ask and answer questions
- ☐ Determine main idea and supporting details
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /h/ sound
- ☐ Identify initial consonant Hh
- ☐ Recognize and use simple subjects
- ☐ Identify and use antonyms

### Materials

- ☐ Book: *Swamps* (copy for each student)
- ☐ Main idea and details, simple subjects, antonyms 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](http://VocabularyA-Z.com).

- **High-frequency words:** *can, help, many*
- **Words to Know**  
**Story critical:** *clean* (adj.), *fresh water* (n.), *healthy* (adj.), *salt water* (n.), *soil* (n.), *swamp* (n.)
- **Academic vocabulary:** *area* (n.), *plant* (n.)

## Guiding the Reading

### Before Reading

#### Build Background

- Write the word *healthy* on the board and read it aloud to students. Have students work in small groups to discuss the definition of *healthy*. Invite them to share their discussions with the class. Then have students return to their small groups to discuss ways in which they help support the health of the planet. Point out to students that the health of the Earth is much the same as the health of their body; certain things support health, and other things can deteriorate it. Discuss with students different ways in which the health of Earth can be threatened.

#### Introduce the Book

- Give students their copy of *Swamps*. 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 consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge of swamps and record this information in the *K* column of the chart. Ask students what questions they have about swamps and record these questions in the *W* column. Point out that the *L* column is to record what they have learned from the book and the *S* column is for information they still want to know that was not included in the text.

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that books often have a main idea, or topic, that is the subject of the book. Point out that the details of a book give extra information to help readers better understand the main idea.

### Guiding the Reading (cont.)

- Explain that the title of a book often provides clues about the main idea and that the details in the book are also related to the main idea.
- Have students work in small group to predict the main idea of the book, using information from the title and from the pictures. Invite students to share predictions with the rest of the class.

### 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 swamps. 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 is a swamp?* (level 1) page 3
- *What kind of water can be found in a swamp?* (level 2) pages 4 and 5
- *In what ways are the effects of swamps on air and water the same?* (level 2) pages 9 and 10
- *In what ways do swamps help Earth stay healthy?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in small groups to review the photographs on pages 3 and 4. Ask students: *How do the photographs on pages 3 and 4 help you to better understand what a swamp is? How do these photographs give you more information than what is written in the book?* Have students review other photographs in the book and discuss as a class why the author chose to include each one.

### Skill Review

- Review the questions listed in the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column.
- Model identifying main idea and details.  
*Think-aloud: This book is providing me with information about swamps. Before I began reading, I considered the title of the book because it can give clues about the main idea. I know that main idea of this book is swamps help Earth stay healthy. I know that every book has details that help explain the main idea. For example, I read that swamps help keep the air and water clean. I know that clean air and water are an important part of keeping Earth healthy, so I know that these details support the main idea.*
- Model how to complete the [main-idea-and-details worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details in small groups.

### 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 recorded.

### 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. Responses should include the following information: *Swamps are important because they help Earth stay healthy. For example, swamps are home to many plants and animals, keep the air and water clean, and keep the soil healthy.*)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant /h/ sound

- Say the word *healthy* aloud to students, emphasizing the initial /h/ sound. Have students say the word aloud and then say the /h/ sound. Have students practice saying the /h/ sound to a partner. Have students place their hand in front of their mouth as they say the /h/ sound. Point out that they should be able to feel their breath against their hand as they make the sound.
- Read pages 4 through 8 aloud to students. Have them raise their hand when they hear a word that contains the initial consonant /h/ sound.
- **Check for understanding:** Say the following words one at a time, and have students put their hands on their heads when they hear a word with the initial consonant /h/ sound: *hat, water, happy, hello, swamp, house, clean, hop, handle*.

##### Phonics: Initial consonant Hh

- Write the word *help* on the board and read it aloud with students. Have students say the /h/ sound aloud. Then, run your finger under the letters in the word *help* as students say the whole word aloud. Ask students to identify which letter represents the /h/ sound in the word *help*. Repeat this process with the word *have*.
- Write the following words on the board leaving out the initial consonant Hh: *hit, hand, hop, hair, hope, hang, hush, him*. Invite volunteers to the board to add the initial consonant Hh to each word and then read the words aloud as a class.
- **Check for understanding:** Have students work in small groups to reread pages 7 through 10 and circle all the words containing the initial consonant Hh. Discuss each group's findings as a class.

##### Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a *noun that the sentence is about*. Explain that the subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.
- Write the following sentence on the board: *Swamps help Earth*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*Swamps*).
- Write several sentences on the board that describe swamps. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject of each sentence.
- **Check for understanding:** Have students reread pages 3 through 5 with a partner to circle the subject in each sentence. Discuss their findings as a class.

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

##### Word Work: Antonyms

- Write the word *big* on the board and read it aloud to students. Ask students to suggest words that mean the opposite of *big* and record them on the board. Point out that words that mean the opposite of another word are called *antonyms*. Have students say the word *antonym* aloud.
- Write the following words on the board: *fast, small, happy, tall, open, on, up*. Read the words aloud with students. Have them work in small groups to name an antonym for each word. Invite volunteers to share their findings and record these antonyms on the board.
- **Check for understanding:** Reread page 3 aloud with students. Have them circle the two words in the sentence that are antonyms (*wet, dry*). Review their findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

##### Connections

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