

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 633

Book Summary

Ever wonder what it's like to be a park ranger? From preserving wilderness to teaching about historical events, park rangers are the backbone of our national and state parks. In *Park Rangers*, students will have an inside look at just what it takes to be one. Detailed photographs support a text that addresses various topics including where rangers work, what they do, and what they need to know to get the job done.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions
- Main idea and details
- Vowel diphthong /ou/
- Proper nouns
- Compound words

Materials

Green text indicates resources are available on the website.

- Book—*Park Rangers* (copy for each student)
- Chalkboard or dry-erase board
- Map of the United States
- KWLS / ask and answer questions, main idea and details, proper nouns: names of places, compound words worksheets
- Discussion cards



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

Vocabulary

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

- Content words:
 Story critical: *experts* (n.), *national* (adj.), *park ranger* (n.), *preserve* (v.), *public* (adj.), *visitors* (n.)
 Enrichment: *glaciers* (n.), *memorials* (n.), *museums* (n.)

Before Reading

Build Background

- Write the words *Park Rangers* on the board. Ask students to tell what they already know about park rangers and where they work.
- Show students a map of the United States and point out several national and state parks such as the Grand Canyon, Yellowstone, and several local state parks. Ask students to share what they know about national and state parks. Explain that these parks can be found in every state.

- Create a KWLS chart on the board and hand out the [KWLS / ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the *K* section with information students know about the topic. Have students complete the same section on their KWLS worksheet.
- Ask students what they would like to know about park rangers. Have them fill in the *W* section of their chart. Write their questions on the class chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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 and author's name).

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

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.
- **Think-aloud:** *I can use the table of contents to think of questions I have about park rangers. For example, the second section is titled "Where Do Rangers Work?" I know that rangers work in national and state parks, but I am curious to know if all the parks are similar. I wonder if all rangers work outside in the wilderness. I will record these questions in the W section on my KWLS chart. As I read the second section of the text, I will be sure to look for answers to these questions and record any answers in the L section of my chart.*
- Have students look at the other section titles. Have them write any questions they have on the basis of the covers and table of contents in the *W* section of their KWLS worksheet.
- Have students preview the rest of the book, looking at the photographs and maps. Invite students to read through the glossary. Have them add any additional questions they might have on the KWLS worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- *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**

- Explain that every book has a big idea, or main idea, that is the most important idea in the text. Review or explain that the main idea is often the title of the book. Have students look again at the book covers. Ask them to predict the main idea of the book.
- Explain that each page of the book contains supporting details that tell the reader more about the main idea.
- Model using the table of contents to infer supporting details in the text.
Think-aloud: *As I read the table of contents, I notice that the title of each section is listed as a question, such as "What Do Rangers Do?" I think each section of this book will answer the questions listed for each section. I think the answers to the questions presented will be the details that support the main idea of what it means to be a park ranger. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I am reading. Effective readers identify supporting details as they read.*
- Have students turn to the table of contents and list some other supporting details about being a park ranger (where rangers work, what they do, what they need to know, and so on).

Introduce the Vocabulary

- Write the following story-critical words on the board: *experts, preserve, public, visitors*. Read the words aloud with students and ask them to share what they know about each word. Point out to students that using familiar words might help them identify the meaning of each word. (For instance, the root word of *visitors* is *visit*.)
- Write each of the words listed on the board on separate sheets of poster board and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the poster board. Rotate the groups and have them repeat the process with the remaining words.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have each student work with a partner and use each word in a complete sentence.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

Set the Purpose


- Have students read to find out more about the job of being a park ranger. Encourage students to identify questions and answers as they read.

During Reading


Student Reading

- **Guide the reading:** Have students read pages 4 through 7. Remind them to look for information about park rangers that will answer their questions on the KWLS worksheet. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS worksheet that were answered and write any new questions that were generated.
- Model answering questions using details from the text to complete the L section of the KWLS chart.
Think-aloud: *As I read the section titled "Where Do Rangers Work?" I was sure to keep in mind the questions that I recorded in my KWLS chart. I wanted to know if all national and state parks are similar and if all rangers work outside in the wilderness. As I read this section I learned that national and state parks can be very different from one another. Some parks are beautiful natural areas, and other parks can be museums or memorials. On the basis of this information, I also learned that not all rangers work in the wilderness. I will record this information in the L section of my KWLS chart. As I read this section, I thought of several more questions I will record in the W section of my chart including: Do rangers get to choose which park they work in? How do rangers learn about the parks so that they are able to teach visitors?*
- Model how to identify the main idea and details for a section in the text.
Think-aloud: *In a book that is broken into different sections, each section contains a main idea and details that support the main idea. Often, the title of the section is a good clue for determining the main idea. For example, the section titled "Where Do Rangers Work?" is all about the different parks that rangers work in. In fact, the first sentence of this section states the main idea: Park rangers work in national and state parks. I know that the information in the remainder of this section contains details that support this main idea. Such details include: rangers work in beautiful natural areas, places from history, museums, memorials, and so on.*
- Create a main-idea-and-details web on the board. In the center of the web record the main idea: *Rangers work in national and state parks*. Have students offer details from the text to add to the web that support this main idea.

- Have students read pages 8 through 11. Have them write any answers they found while reading in the *L* section of their KWLS worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 4 through 7. Write shared responses on the class KWLS chart.

 **Check for understanding:** Have students work with a partner to identify and underline the main idea of the section “What Do Rangers Do?” and circle any supporting details. Review their responses as a class.

- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS worksheet questions, and to look for *the main idea and supporting details* in each section. Encourage them to add new questions they might have to their KWLS worksheet as they read.

 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

- **Think-aloud:** *I wanted to know if rangers are able to choose which park they work in and how they learn about the park so they can teach visitors. As I read, I paused often to reflect on these questions to see if I could find the answers in the text. I learned that most rangers go to college and study nature or history. A ranger usually chooses a park on the basis of their interests and what they studied in college. For example, a historian would work at the Statue of Liberty and teach visitors about its history. A ranger who studied nature would likely work in the wilderness with plants and animals. I will record this information in the L section of my chart. After reading the entire book, I am still left with some questions. For example, I read that many people want to be park rangers. I am curious to know how difficult it is to become a ranger. I will write these questions in the S section of the KWLS chart.*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the *L* section of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and help them enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the *S* section of their KWLS worksheet with information they would still like to know about park rangers.


Reflect on the Comprehension Skill

- **Discussion:** Discuss with students how stopping to review important details helped students remember the facts and better understand the information they read. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- **Independent practice:** Have students reread the section “What Do Rangers Need to Know?” Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, review their responses.
- **Enduring understanding:** In this book, you learned that being a park ranger is one of the riskiest jobs in the world. On the basis of what you have learned, would you want to be a park ranger? Why or why not?

Build Skills


Phonics: Vowel diphthong /ou/

- Write the words *cow* and *mound* on the board. Read the words aloud with students.
- Ask students what the two words have in common. Circle the *ow* and *ou*, and point out that both letter combinations make the /ou/ sound. Have students reread the words *cow* and *mound* aloud and stress the /ou/ sound.
- **Check for understanding:** Write the following words on the board: *how, couch, now, brown, grouch, pound, clown, town, round, sound*. Have students read each word aloud. Invite a volunteer to circle the letter combination in each word that makes the /ou/ sound.

 **Independent practice:** Make a T-chart on the board with the headings *Ow* and *Ou*. Have students reread the book with a partner and underline all of the words with *ow* and *ou* that make the /ou/ sound. Remind students that not all words containing *ow* and *ou* make the /ou/ sound, like the word *know*. Have students share their responses and ask volunteers to locate in which column each word from the text should be located.

Grammar and Mechanics: Proper nouns: Name of places


- Review or explain that a noun is a person, place, or thing. Have students turn to page 4 and identify examples of nouns from the text (*visitors, waterfall, people, battle, turtle, forest, hiker*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. Remind students that proper nouns always begins with a capital letter. Write the name of your school on the board. Point out that the name of the school is a proper noun because it is the name of a specific place. Have students explain why the name of the school is capitalized.
- Have students turn to page 6 and invite them to locate the proper nouns that name a specific place (*Yellowstone, Grand Canyon*). Write these proper nouns on the board and have students explain why the names of these places are capitalized.
- Remind students not to confuse the capital letter in a proper noun with the capital letter used at the beginning of a sentence or in the title of a chapter. Point out examples in the text where capital letters are used but proper nouns are not present.

 **Check for understanding:** Have students work in pairs to reread the section “What Do Rangers Need to Know?” Have them circle the names of places that are proper nouns. Review students’ responses as a class.

- **Independent practice:** Introduce, explain, and have students complete the [proper nouns: names-of-places worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Compound words

- Write the word *flashlight* on the board. Ask students which two words were joined together in the word *flashlight* (*flash* and *light*). Explain that this word is called a *compound word*. A compound word contains two words that together create one word meaning.
- Have students share other compound words they know. Write these words on the board. Have volunteers circle each word within the compound words. Use the definitions of each individual word to define the entire word with the students.

 **Check for understanding:** Have students work in pairs and circle compound words found in the text. As a class, review these words and record them on the board. Have students identify each word within the compound words. Ask volunteers to give a definition of each compound word based on the definition of each individual word.

- **Independent practice:** Introduce, explain, and have students complete the compound words worksheet. If time allows, discuss answers aloud after they are finished.

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 students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Writing Connection

Provide print and Internet resources for students to further research state and national parks in the United States. Have students pick one park of interest to research. Explain to students that they will be writing a letter to a park ranger to gather information about a typical day in the park. Remind students to use the information they gathered in their research to ask relevant questions. Review the basic letter-writing format. Have students create a rough draft of the letter. Be sure students include questions specific to the park they are researching. Have students create a final copy of their letter and send it to the corresponding national or state park. Display student's letters in the classroom and have them share any letters they receive back from the park rangers.

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

Social Studies Connection

Invite local park rangers from state or national parks to visit your classroom. If possible, have rangers from several parks visit so that students can compare and contrast the jobs and duties of different rangers. Invite students to ask questions from the S section of the KWLS chart during the ranger's presentation. If rangers from more than one park are able to present, provide each student with a Venn diagram template. Explain or review how to complete a Venn diagram. Have students compare and contrast the experiences of rangers from two different parks.

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 comprehend the text during discussion and on a worksheet
- understand and accurately identify main ideas and details in text, during discussion, and on a worksheet
- consistently recognize vowel diphthong /ou/ in the text
- correctly identify names of places in the text, during discussion, and on a worksheet
- accurately identify compound words during discussion, in the text, and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)