



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 249

Book Summary

In *We Make Maple Syrup*, students learn the steps for making syrup from maple sap. From tapping the maple tree to eating the syrup on pancakes, students see how one family spends time together. Students will have the opportunity to practice sequencing events as they read this informative story. Detailed illustrations support readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Segment syllables
- Identify short /i/ vowel
- Recognize and use commas after introductory words
- Recognize and use compound words

Materials

Green text indicates resources available on the website

- Book—*We Make Maple Syrup* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, short /i/ vowel, introductory commas 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 Vocabulary a-z.com.

- High-frequency words: *get*, *off*, *our*, *some*
- Content words:
 Story critical: *boil* (v.), *drill* (v.), *maple syrup* (n.), *sap* (n.), *spout* (n.), *tap* (v.)
 Enrichment: *real* (adj.), *steam* (n.)

Before Reading

Build Background

- Write the words *maple syrup* on the board. Have students repeat these words.
- Ask students whether or not they have eaten maple syrup. Discuss what maple syrup might be eaten on and what it tastes like. If possible, have some syrup for students to taste.

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, fiction or nonfiction, 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 good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I look at the pictures on the cover and read the title, I think about the syrup I put on my pancakes that I eat on Saturday mornings. It is sticky and sweet. Syrup tastes delicious on my warm, buttery pancakes. I have never thought about how syrup is made. I wonder where it comes from and how it is made. I will have to read the story to find out.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about taking a trip. Write key words about each event in order on the board as you describe them to students.
Think-aloud: If I want to tell someone a story about a trip to my grandmother's house, I need to include certain events in order to tell the story correctly. In my story, first we packed our bags. Next, my family and I loaded our bags in the car and started off on our journey. Then we stopped to eat lunch and get gas. Next, we got back into the car and continued on to my grandmother's house. Last, we arrived, and my grandmother was so happy to see us.
- Explain that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of the story of the trip (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide details for each event from the story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the family makes maple syrup every March.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *drill* 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 that the family makes a hole in the tree. When I look at the first part of the word, it starts with /drl/. However, the word makes starts with the /m/ sound, so this can't be the word. I know that*

Lesson Plan *(continued)*

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one way to make a hole in something is to drill it. The word drill starts with the /dr/ sound. The sentence makes sense with this word. The word must be drill.

Set the Purpose

- Have students use what they already know about maple syrup to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: As I read the story, I learned that maple syrup comes from maple sap. I also read that sap is the juice in trees. I have seen sap oozing out of a tree. When I touch the sap, it feels sticky. I guess that is why syrup is sticky. It is interesting that they can drill a hole in the tree to get the sap. I wonder what they will use to collect the sap.
- Invite students to share how they connected with what they already knew as they read.
- Write the following events on the board: *Real maple syrup come from maple sap. Sap is the juice in trees. It's sort of like blood in us. March is a good time to get the sap. It's still cold outside, but we wear our boots and hats. We look for maple trees. To tap a tree, we drill a hole.*
- Discuss and circle the events that are the most important to correctly tell the story. (Real maple syrup comes from maple sap. March is a good time to get the sap. We look for maple trees. To tap a tree, we drill a hole.)
- Ask students to tell what the story is mostly about so far (getting sap from a tree). Review the circled events on the board. Point out that the other information includes details that are not necessary to the sequence of events.
- **Check for understanding:** Have students read to the end of page 12. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to name additional important story events and locate them in the book. Discuss the important events as a class and write them on the board in order.
- Have students read the remainder of the book. Remind them to use what they already know about maple syrup and what they have learned about making maple syrup to help them understand new information as they read.



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

- **Think-aloud:** *When I read page 15, I thought about how many steps it takes to make maple syrup. The family works hard to collect the sap from the trees and make it into syrup. I thought about the family doing these things together. My family always plants a garden together in the spring. It takes lots of hard work to get the plants to grow. I know that even if the work is hard, it can be fun to do it with your family. I always enjoy spending time with my family.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about how to make maple syrup. Invite them to share and explain their picture to the rest of the class.

Lesson Plan *(continued)*

We Make Maple Syrup

- Ask students to explain how thinking about what they already knew about the topic of the book helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events in the story. Explain that good readers think about the sequence of events in a story to help them remember what they read.
- **Independent practice:** Introduce, explain and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the family collecting the sap from maple trees to make maple syrup. They worked hard, but then they got to eat the yummy syrup on the warm pancakes. Now that you have read and thought about this, why do you think it's a good idea for all the members of a family to work together to get things done?

Build Skills

Phonological Awareness: **Segment syllables**

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *maple*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words, one at a time. Have students clap the syllables and tell how many syllables are in each word: *syrup* (2), *drill* (1), *grandparent's* (3), *pancakes* (2), *spout* (1), *tap* (1).

Phonics: **Identify short /i/ vowel**

- Write the word *drill* on the board and say it aloud with students.
- Have students say the /i/ 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 short /i/ sound in the word *drill*.
- **Check for understanding:** Write the following words that contain the short /i/ sound on the board, leaving out the vowel: *sip*, *lick*, *will*. Say each word, one at a time, and have volunteers come to the board and add the letter *i* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Commas after introductory words**

- Write the following sentence on the board: *Every March, we collect sap*. Ask a volunteer to come to the board and circle the comma. Explain that the words *Every March* are introductory words leading into the sentence. Point out that a comma separates those words from the rest of the thought.
- Ask students to turn to page 9. Ask them to find the following sentence: *All that day, we let the sap drip*. Ask a volunteer to identify the introductory words (*All that day*). Discuss the location of the comma. Read the sentence aloud, emphasizing how the comma separates the introductory words from the rest of the sentence.
- Write the following sentence on the board: *That night we ate pancakes*. Have students turn to a neighbor and tell where the comma should be placed. Check individual answers for understanding.



Check for understanding: Have students search the text for other examples of sentences with introductory words set off by a comma. Monitor their answers and, if necessary, clarify the different uses of commas found in the text.

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

Word Work: Compound words

- Point to the word *pancakes* on page 13. Tell students that the word *pancakes* is two smaller words put together: *pan* and *cakes*. Explain that this type of word is called a *compound word*.
- Have students look on page 5 to locate and read the compound word (*outside*). Have them explain what the two smaller words are that make up the compound word (*out* and *side*).
- **Check for understanding:** Have students work with a partner to list other compound words they know on a separate piece of paper. Share the lists of compound words and discuss the two smaller words that make up each compound word. Have volunteers use the words from the list in oral sentences.

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 identify the sequence of events to someone at home.

Extend the Reading
Realistic Fiction Writing and Art Connection

Have students draw a picture of something they do with their family. Under the picture, have them write one or two sentences telling about their picture.

Visit [Writing A-Z](#) for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Locate places on the map where maple syrup is made. Discuss with students other food items that are made or harvested in your local area or across the United States. Make a map to show where foods are found or made.

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 connect to prior knowledge to understand text
- accurately identify the sequence of events during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that represents the short /i/ sound during discussion and on a worksheet
- correctly understand and use commas after introductory words during discussion and on a worksheet
- correctly identify, locate, and write compound words during discussion

Comprehension Checks

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