

About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 97

Book Summary

Calming Down explores many ways to deal with the angry feelings we all have sometimes. Detailed illustrations of children practicing healthy ways to calm down will help students be excited to read and learn. Repeated sentence patterns and high-frequency words support readers as they learn about determining the author's purpose and connecting to prior knowledge.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Determine author's purpose
- Discriminate initial consonant *s/-*blends
- Identify initial consonant *s/-*blends
- Capitalize the beginnings of sentences
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Calming Down* (copy for each student)
- Chalkboard or dry-erase board
- Author's purpose, initial consonant *s/-*blends, capitalize sentence beginnings 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](https://www.readinga-z.com/vocabulary).

- High-frequency words: *can*, *down*, *to*, *you*
- Content words:
Story critical: *angry* (adj.), *breathe* (v.), *calm* (v.), *feelings* (n.), *slowly* (adv.), *think* (v.)

Before Reading

Build Background

- Ask students to think about different kinds of feelings or emotions they might have. Invite them to share these and make a list on the board.
- Write the words *calm down* on the board. Read the words aloud and have students repeat. Explain to students that people often need to calm down when they feel angry or upset.
- Lead a short discussion about things that make students angry and ways they calm down.

Book Walk

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, authors' names, illustrator's name).
- Write the following repetitive sentence on the board: *You can _____ to calm down.* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

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. 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 as you preview the book.
Think-aloud: When I read the title of the book, Calming Down, I think about times I have been upset or angry. When I feel this way, I have to find a way to get my emotions under control. As I look at the pictures on the covers of the book, I see a girl counting on her fingers and a boy drawing a picture. I know these are both good ways to calm down when you are angry or upset. I often count to ten when I am angry because it helps me begin to think more clearly about my feelings. I wonder if this book will tell about some other ways to calm down. We will have to read to find out.
- Have students preview the rest of the book, looking at the pictures on the covers, title page, and content pages. Ask them to share with the class any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

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 is to inform, to entertain, or to persuade. Explain that to *inform* means to give someone information about something, to *entertain* means to amuse someone, and to *persuade* means to convince someone to think or do something in a new way.
- Write the words *inform*, *entertain*, and *persuade* on the board.
- Model how to identify author's purpose using the cover and title page pictures.
Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading the title and looking at the pictures on the covers, I think the authors' purpose is to inform us about ways to calm down when we are angry. Sometimes authors write for more than one purpose, so I will have to read the book to see if the authors also want to entertain us or persuade us as well.
- Have students give reasons why they think the authors want to inform the reader, on the basis of the pictures and title of the book. (Accept any answers students can justify.)
- Discuss several other books the class has read. Have students work in groups to consider the author's purpose for each book. As a class, come to consensus on the author's purpose for each book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Everyone feels angry sometimes. Let's look at the pictures and learn about some ways to calm down.*

- Explain to students that one way to decode difficult words is by breaking bigger words up into smaller parts and checking the picture. For example, point to the word *slowly* on page 4, and say: *I see this longer word on the page that shows you can breathe to calm down. The word begins with the /s/ sound. If I take off the ending by covering the letters ly, I get a much simpler word. I can decode this word by using the picture and thinking about what makes sense. I know when people are angry or upset they breathe fast, so when they want to calm down, they need to slow their breathing. The word slow makes sense with the sentence and the picture. Now, I just need to add the ending. I know the letters ly make the /ly/ sound. When I add this sound to the word slow, I make the word slowly. You can breathe slowly to calm down. The sentence makes sense with this word. The word must be slowly.*
- Write the word *slowly* on the board. Discuss with students the meaning of the word. Have students copy the word on an index card and draw a picture on the back that illustrates the word's definition.
- Repeat this process for the remaining vocabulary words. Have students use their index cards to quiz a partner about the meaning of the vocabulary word.

Set the Purpose

- Have students read to find out more about calming down. Remind them to think about what they already know about being angry and to think about the authors' purpose as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.
Think-aloud: *On page 3, I read that everyone feels angry sometimes. I learned that there are several ways to calm down when we feel angry. I see a boy breathing slowly and a girl counting to ten. These are both things I do when I am upset. They help take my mind off of my anger and help me refocus. I know it is not good for me or the people I am around to stay angry. By connecting to my prior knowledge, I understand what the people in the story are trying to do. I understand they are trying to calm down and not be angry anymore.*
- Invite students to share their connections they made while reading.
- Have students think about what they have read so far in the book. Ask them to share with a partner whether they think the authors are informing them about a topic, persuading them to think a certain way, or entertaining them.
- Point to the words *inform*, *entertain*, and *persuade* on the board. Have students record the word they believe describes the authors' purpose on a piece of paper. Observe student responses. Encourage students to continue thinking about the authors' purpose as they read the rest of the book.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to think about what they have read so far and determine the authors' purpose even though they have not read all of the book. Guide their thinking with questions, such as: *Are the authors convincing us to think a certain way about calming down? Are the authors telling a funny story about calming down? Are the authors informing us about ways to calm down?* Lead students to a consensus that the authors are informing the reader about ways to calm down when they are angry. Have students identify the authors' purpose aloud (*to inform*). Erase the words *entertain* and *persuade* from the board.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with being angry and calming down as they read and to consider the authors' purpose in writing the book.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section 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

- Reinforce with students that thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read page 14, I thought about other ways I calm down when I am upset or angry. Sometimes working outside in my garden makes me feel better. I see the girl in the picture planting plants in the ground. This reminds me how much I enjoy working in my garden. When I need to calm down, I often go outside and prune my rosebushes or plant some new flowers. When I am outside looking at my beautiful flowers and working hard in my garden, I usually forget about being angry.*
- Have students draw a picture that represents prior knowledge they connected to the text. Invite volunteers to share their pictures with the class and explain how they made connections between their prior knowledge and the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the authors' purpose with the class: The authors want to inform readers about how to calm down when they are angry or upset. Have students share with a partner what information they learned about calming down. Invite volunteers to share their information with the class. Record these details from the book on the board under the word *inform*.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about some strategies for calming down when you get angry. Now that you know this information, what will you do the next time you get angry? How do you think this will help?

Build Skills

Phonological Awareness: Initial consonant *sl*-blends


- Say the word *slowly* aloud to students, emphasizing the initial /sl/ sound. Have students say the word aloud and then say the /sl/ sound.
- Say the words *sap* and *slap* aloud to students, emphasizing the initial sounds. Have students discuss with a partner the difference between the two words. Point out that in the second word, there are two sounds blended together at the beginning, the /s/ sound and the /l/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sl/ sound: *sleek, sing, slip, song, sly, think, sling*.

Phonics: Initial consonant *sl*-blends

- Write the word *slowly* on the board and say it aloud with students.
- Have students say the /sl/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sl/ sound in the word *slowly*.
- Remind students that this word begins with two sounds blended together, the /s/ and the /l/ sounds blended into one. Circle the letters *sl*. Point out that these letters together create this blended sound.

- Have students practice writing the letters *sl* on their desk with a finger while saying the /sl/ sound.
- **Check for understanding:** Write the following words that begin with the /sl/ sound on the board, leaving off the initial consonant blend: *slid*, *sled*, *slug*, *slip*, and *slit*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *sl*-blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant sl-blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalize sentence beginnings

- Write the following sentence on the board: *Everyone feels angry sometimes*. Read the sentence aloud with students. Invite a volunteer to come to the board and circle the first word in the sentence.
- Explain that every sentence has a signal at the beginning so readers will know that a new sentence has started. Underline the capital letter in the word *Everyone*. Explain that this capital letter *E* is the signal in this sentence. Emphasize that all sentences begin with a capital letter.
- Call on volunteers and have them share with the class one way to calm down they read about in the book. Write this information in a sentence on the board, using a lowercase letter at the beginning of each sentence. Invite volunteers to come to the board and correct the sentences.
-  **Check for understanding:** Have students locate and circle all of the capital letters in the book.
- **Independent practice:** Introduce, explain, and have students complete the capitalize-sentence-beginnings worksheet. If time allows, discuss their responses.

Word Work: Alphabetical order

- Explain to students that words are sometimes placed in a list in alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *feelings* and *breathe* on the board. Have a volunteer explain which word would appear first in alphabetical order (*breathe*) and why (because *b* comes before *f* in the alphabet).
- Write the words *slowly* and *think* on the board. Have students identify the initial letter in each word (*s* and *t*). Ask students to identify which letter comes first in the alphabet (*s*). Explain that the word *slowly* would come first in an alphabetical list.
- **Check for understanding:** Write these words in the following order on the board: *angry*, *walk*, *calm*, *run*, *sing*, *draw*, *talk*. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. When they have finished, discuss their answers.

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 discuss the connections they made to the book with someone at home.

Extend the Reading

Informational Writing Connection

Visit the websites of *Kids Health* and *Kids Matter* for additional resources on the topic of calming down. Also ask your school librarian or counselor for assistance in gathering books on the topic. Have student pairs research, read, and then write a paragraph entitled *Ways to Calm Down*. Encourage them to include new or surprising information they learned in their research and to think about how it can help other kids or adults when they get angry.

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

Social Studies Connection

Invite the school counselor, school resource officer, or principal to talk about what programs your school has in place for dealing with anger and to lead a discussion that reinforces or connects to the information in this book.

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 use the strategy of connecting to prior knowledge to understand text during discussion and on a worksheet
- accurately determine the authors' purpose during discussion and on a worksheet
- accurately discriminate initial consonant *s/-blend* during discussion
- correctly write the letter symbols that represent the initial consonant *s/-blend* during discussion and on a worksheet
- correctly capitalize sentence beginnings during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**