



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 164

Book Summary

Is it better to ride, cling, or run with your family? The book *Ride, Cling, Run* examines the different ways animals travel from place to place. Students have the opportunity to identify the author's purpose as well as to connect to prior knowledge. Supportive photographs, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Determine the author's purpose
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Recognize and use verbs
- Understand and use high-frequency word *their*

Materials

Green text indicates resources that are available on the website.

- Book—*Ride, Cling, Run* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Author's purpose, verbs, and short vowel *i* 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: *from*, *their*, *they*
- Content words:
Story critical: *climb* (v.), *cling* (v.), *hatch* (v.), *pouch* (n.), *shelter* (n.), *travel* (v.)

Before Reading

Build Background

- Write the word *travel* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to tell what they know about the ways to travel. Discuss some of the different ways to travel from place to place and make a list on the board.

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 and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that effective 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 pictures and title.
Think-aloud: I made a connection to the title and covers of the story right away because when I am with my family, I run or walk with them and also ride in the car. We walk together in a group just like the picture of the zebras on the back cover and ride in the car together just as the animals on the front cover ride on each other. I will have to read to see whether there are any more connections I can make to the information or events in the book.
- Have students preview the rest of the book, looking at the pictures and front and back covers. Ask them to share 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 authors have a purpose for writing a book, a reason for choosing the subject, and how they write about it. Write the words *inform*, *entertain*, and *persuade* on the board and have students read them aloud with you. Explain to students that to *inform* means to give the reader information about a topic, to *entertain* means to amuse the reader, and to *persuade* means to convince the reader to feel or act in a certain way.
- Encourage students to consider how they, as the reader, feel while reading the book. Are they entertained, or do they feel the author is trying to convince them of something? Point out that thinking about how the details affect the reader will help them determine the author's purpose for writing.
- Model determining the author's purpose.
Think-aloud: To understand and remember new information in a book, I can look at how an author is stating things to see what his or her purpose may be. I can decide if the author's focus is to inform, to entertain, or to persuade. I know that engaged readers do this, so I am going to identify the author's purpose as I read. After reading the title and the first page of this book, I think the author wants readers to learn information about how animals travel from place to place. If I am learning something as I read, it makes sense that the author wrote this book to inform readers about the ways animals travel.
- Review several books the class has read previously. Choose books that feature different purposes. Have students work in groups to discuss and determine the author's purpose for writing each book. Have groups share their thoughts 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 4, you might say: *It looks as though swans and monkeys carry their young in two different ways. The swans' babies are riding and the monkey's baby is clinging.*

- Remind students to look at the picture and letters with which a word begins or ends to figure out a difficult word. For example, write the word *cling* on the board, then point to the word *cling* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a spider with baby spiders all over its back. I'm guessing that the baby spiders are holding tightly while they ride. Another word for hold tight is cling.*
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *cling* in the dictionary. Invite a volunteer to read the definition for *cling*. Have them compare this definition with their prior knowledge of the word.
- Have students follow along on page 8 as you read the sentence in which the word *cling* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about animals and the ways they travel from place to place. Remind them to think about what they already know about animals and the ways they travel and about the author's purpose as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (*many*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge and determining the author's purpose.
Think-aloud: *As I read, I have learned baby lions ride in their mother's mouth and that baby fish hatch from eggs and some ride in their father's mouth. This is similar to what I already know about the baby kangaroo and how it rides in its mother's pouch. I wonder how other baby animals travel from place to place. I will have to keep reading to find out.*
- Invite students to share how they connected what they already knew with information they discovered while reading.
- Review with students the three reasons authors write books: to inform, entertain, and persuade. Discuss with students the subject of this story (animals travel from place to place). Invite volunteers to share details from the story. Record details on the board using key words and pictures.
- Have students consider the effect these details have on them. Are they entertained or informed? Do the details persuade them to do something? Ask students to discuss with a partner their ideas on the author's purpose for the book. Encourage them to keep considering this purpose as they read.
- **Check for understanding:** Have students read to the end of page 10. Encourage them to share how they connected with prior knowledge as they read. (Accept all answers that show students understand how to connect with prior knowledge).
- Have students read the remainder of the book. Remind them to think about what they know about animals that travel from place to place as they read and to identify the author's purpose in each section.



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

- Reinforce with students how 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 the story, I thought about other baby animals and how they travel with their family. Horses run with their babies, geese fly in a V-shaped formation with their babies, and ducks waddle and swim together with their babies. Using what I already know about other animal babies made it easier for me to read the book. I could recognize how other animals travel with their families.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Review author's purpose by going over the words on the board: *inform, entertain, and persuade*. Have students work in groups to discuss their thoughts on the author's purpose for the book. Remind them they should be able to explain their choice.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. If time allows, discuss their answers aloud.
- **Enduring understanding:** In this book, you learned about different types of animals and how they travel from place to place. If you were going to go somewhere with your family, which method would you choose?

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *with* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound.
- Read pages 6 and 7 aloud to students. Have students raise their hand when they hear a word with the short vowel /i/ sound (*in, fish, live,*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short vowel /i/ sound: *swim, ride, in, with, like, if*.

Phonics: Short vowel i

- Write the word *live* on the board and say it aloud with students.
- Have students say the short vowel /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 *live*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short /i/ sound.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving off the short *i*: *fish, wish, in, did, with*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **short vowel i worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Write the following sentence on the board: *Lions sleep in dens*. Read the sentence aloud and ask students to name the word that identifies an action (*sleep*).
- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 4 in their book. Read the first sentence aloud together. Ask students to name the word that identifies an action (*travel*).



Check for understanding: Have students search the story to locate other action words and underline them. Have them work with a partner to make a list of action words from the book.

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

Word Work: **High-frequency word *their***

- Share with students that they are going to learn a word they will often see in books they read. Write the word *their* on the board and read the word aloud. Have students read the word with you.
- Have students turn to page 5. Read the first sentence together. Point to the word *their* and ask students to tell what the word means (something that belongs to someone). Have students use the word *their* in oral sentences.



Check for understanding: Have students locate the word *their* in the book and circle it. Then, have them discuss with a partner the meaning of the word.

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

Have students draw a picture of an animal baby from the book. Under their picture, have students write one sentence telling about their drawing. Remind students to explain how the animal baby traveled. Collect the pictures from students and display them in the classroom.

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

Science Connection

Have students research and create a list of various other types of animal babies. Make connections to the animals that are mentioned in the book. Make a list on the board of the animals, other than the ones mentioned in the book, that travel and have a discussion surrounding them. Discuss how they are alike and different from the animal babies in the book and why this might be the case.

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;
- accurately determine the author's purpose during discussion and on a worksheet;
- accurately discriminate short vowel /i/ sound during discussion;
- consistently identify short vowel *i* during discussion and on a worksheet;
- correctly understand and identify verbs in the text, during discussion, and on a worksheet;
- correctly identify and write the high-frequency word *their* in the text and during discussion.

Comprehension Checks

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