

Focus Question:

What is fog, and where can you see it?

Book Summary

Text Type: Nonfiction/Informational

What looks white and spooky and forms near the ground? Fog! In *Fog*, students will learn all about this amazing atmospheric phenomenon. Detailed photographs and the use of high-frequency words support emergent readers. This book can also be used to teach students how to determine an author's purpose for writing as well as to visualize to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /f/ sound
- ☐ Identify initial consonant Ff
- ☐ Recognize and use periods correctly in sentences
- ☐ Identify and use the high-frequency word *always*

Materials

- ☐ Book: *Fog* (copy for each student)
- ☐ Author's purpose, initial consonant Ff, periods 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. (*) word appears in the lesson but not the book

- **High-frequency words:** *always, over, where*
- **Words to Know**
Story critical: *fog* (n.), *form* (v.), *ice* (n.), *spooky* (adj.), *still* (adj.), *water* (n.)
- **Academic vocabulary:** *author* (n.), *purpose* (n.)*

Before Reading

Build Background

- Place on the board a variety of weather photographs with which students are familiar, such as rain, snow, hail, and so on. Have students discuss with a partner the type of weather depicted in each photograph. Invite volunteers to share their ideas with the class. Make a list of students' ideas on the board.
- Place on the board a photograph depicting fog. Ask students whether they know the name of this type of weather and whether they have ever seen this type of weather where they live. Invite volunteers to share the connections they make to their prior knowledge. Explain to students they will be reading a book all about fog.

Introduce the Book

- Give students their copy of *Fog*. 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: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.
- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Fog*.

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 fog. 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 does fog look like?* (level 2) pages 3 and 4
- *What shape do the water droplets form?* (level 1) page 5
- *Where can fog form?* (level 2) multiple pages
- *Can fog form when it is windy? Why or why not?* (level 3) page 11
- *Why does fog make it hard to see?* (level 3) multiple pages

Text Features: Photographs

Explain to students that photographs are pictures in a book, but they are taken with a camera. Point out that the pictures in this book are all photographs.

Explain that photographs can assist the reader by adding more details to the book. Have students turn to page 4 and look at the photograph. Ask students to describe what they see in the photograph. Then have students read the sentence aloud on page 4. Explain that by looking at the photograph, we can better visualize how fog looks white and spooky. Emphasize the importance of photographs and how they help readers better understand the text.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Draw students' attention back to the words on the board: *inform*, *entertain*, *persuade*. Remind students that authors have a purpose for writing.
- Model determining author's purpose.
Think-aloud: *The book is providing me with many details about fog: what it looks like, where it forms, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if the author has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify the author's purpose for writing this book. Then, have students write or draw details that support the author's purpose.

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: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Samples: *Fog is a thick cloud of tiny water droplets that forms near the ground where the air is still. You can see it near water, mountains, and wet land.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /f/ sound

- Say the word *fog* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound. Have students practice saying the /f/ sound with a partner.
- Read page 6 aloud to students. Have students put their hand on their head when they hear a word that begins with the /f/ sound.
- Have students work with a partner to create an oral list of things or people that are in the classroom that start with the /f/ sound.
- **Check for understanding:** Say the following words one at a time, and have students touch their head when they hear a word that begins with the /f/ sound: *friend, family, mom, fun, sister, celebrate, fair, and flower.*

Phonics: Initial consonant Ff

- Write the word *fog* on the board and read it aloud with students.
- Have students say the /f/ 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 /f/ sound in the word *fog*.
- Have students practice writing the letter *Ff* on a separate sheet of paper while saying the /f/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant *Ff*: *fall, fun, food, and fight*. Say each word one at a time, and have volunteers come to the board to add the initial *Ff* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Periods

- Write the following sentence on the board: *Fog looks like low clouds.* Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers know when to stop reading. Circle the period at the end of the sentence.
- Explain that the signal is called a *period*. Have students repeat the word. Explain that the period is similar to a stop sign because it tells readers when to stop.
- Invite volunteers to tell what they know about fog. Write all of the sentences on the board without periods. Read the sentences aloud without stopping. Discuss with students why the sentences don't make sense. Have students come to the board and add the periods to the ends of the sentences. Reread the sentences, making sure to clearly stop at the end of each one.
- **Check for understanding:** Have students locate and circle all of the periods in the book.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word *always*

- Write the word *always* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and that they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Fog always makes it hard to see.* Read it aloud with students and discuss with them the meaning of the word *always*.
- Have students practice spelling *always* in shaving cream spread on their desk or in rice spread out on a cookie sheet.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *always*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *always* correctly.

Connections

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