

Focus Question:

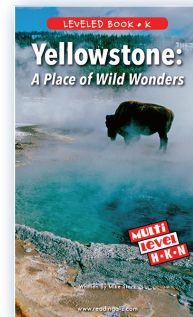
What is Yellowstone, and why do people visit there?

Book Summary

Text Type: Nonfiction/Informational

As the United States' first national park, Yellowstone paved the way for the protection of beautiful land throughout the country. *Yellowstone: A Place of Wild Wonders* provides students with an introduction to this magnificent area and all its natural wonders. Detailed photographs support the text. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of conjunctions.

The book and lesson are also available for levels H and N.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by photographs
- ☐ Identify initial and final consonant *st*-blends
- ☐ Recognize and use conjunctions
- ☐ Identify and use synonyms

Materials

- ☐ Book: *Yellowstone: A Place of Wild Wonders* (copy for each student)
- ☐ Author's purpose, conjunctions, synonyms 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.

• Words to Know

Story critical: *explorers* (n.), *hot spot* (n.), *national park* (n.), *Native Americans* (n.), *protected* (adj.), *wildlife* (n.)

- **Academic vocabulary:** *area* (n.), *became* (v.), *forever* (adv.)

Guiding the Reading

Before Reading

Build Background

- Provide each student with a piece of paper. Have students close their eyes and imagine a beautiful natural area they have seen, such as a forest, mountains, the ocean, and so on. Invite students to consider what they saw, heard, smelled, and so on as they picture this area in their mind. Have students draw a picture and share it with a partner.
- Write the word *national parks* on the board and read it aloud to students. Explain that national parks are areas of land owned by the government that are protected, meaning that no one can buy or sell this land. Point out that national parks are protected either because of some kind of historical importance or because of their natural beauty.

Introduce the Book

- Give students their copy of *Yellowstone: A Place of Wild Wonders*. 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).
- 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: **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 6 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their

Guiding the Reading (cont.)

visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

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 *Yellowstone: A Place of Wild Wonders*.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Yellowstone. 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 is a national park?* (level 1) page 4
- *Why do people go to Yellowstone to see Old Faithful?* (level 1) page 5
- *How does Yellowstone being located on top of a hot spot create unusual land features?* (level 2) pages 5 and 6

- *What kinds of animals live in Yellowstone?* (level 2) pages 7–10
- *Who visited Yellowstone before it was a national park?* (level 2) pages 11 and 12
- *How are other national parks similar to Yellowstone? How are they different?* (level 1) page 13
- *Why is it important that Yellowstone and other national parks are protected?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the text. Have students work in small groups to review the photographs on page 6. Ask students: *How do these photographs help you understand the difference between a mud pool and a hot spring? What information can you gather from these photographs that was not included in the text?* Have students work in small groups to review other photographs in the book and discuss as a class why the author chose to include each photo.

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.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book is providing me with many details about Yellowstone National Park: the beautiful and unusual land features, the wildlife, the history of the park, 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 he has a different main purpose or more than one purpose.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

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.

Guiding the Reading (cont.)

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 to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include: *Yellowstone is a national park where many people enjoy hiking, fishing, camping, and observing the natural beauty and the wildlife.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Initial and final consonant st-blends**

- Write the words *stand* and *vest* on the board and read them aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word *stand* as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *stand*. Repeat this process with the word *vest*.
- **Check for understanding:** Write the following words on the board, leaving off the initial or final consonant blend on each: *stuck, trust, stop, rest, still, fist*. Say the first word aloud, and have students call out whether the word begins or ends with the consonant *st*-blend. Invite a volunteer to come to the board and add the initial or final consonant blend. Repeat with the remaining words.

Grammar and Mechanics: **Conjunctions**

- Write the following sentence on the board: *They roll in the dust to fight off flies and to get rid of their old fur*. Read the sentence aloud with students.
- Underline the word *and*. Explain that this word is a *conjunction*. The words *and*, *but*, and *or* are examples of conjunctions. They join together parts of sentences.

- Read page 6 aloud as students follow along. Invite students to circle all of the conjunctions. Discuss students' findings as a class.
- **Check for understanding:** Have students reread the section "Wildlife" with a partner to locate all of the conjunctions. Invite students to work in small groups to share their findings. Review the conjunctions in the book as a class.
- **Independent practice:** Introduce, explain, and have students complete the **conjunctions worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms**

- Write the word *fast* on the board and read it aloud with students. Ask them to suggest a word that means almost the same thing as *fast*. Explain that a word that means the same or almost the same as another word is called a *synonym*. Write the word *synonym* on the board and have students read it aloud.
- Write the following words on sentence strips: *big, hot, small, old*. Invite volunteers to hold the sentence strips and stand in the front of the room. Invite students to line up behind a student holding a sentence strip when they have a corresponding synonym to share. Invite students to share their synonym and use it in a complete sentence. Have students give a thumbs-up signal if the speaker has correctly used the synonym.
- **Check for understanding:** Have students work in pairs to use a thesaurus to identify synonyms for the following words: *weak, short, chilly*. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their answers.

Connections

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