

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 215

Book Summary

Most people use ice to keep items cold, but some people use ice to create works of art. *Statues in the Ice* introduces readers to the beautiful world of ice statues—sculptures that are as lovely as any piece in a museum but are carved entirely out of ice. The accompanying photographs will amaze readers and increase their interest in the topic of the book. The book can also be used to teach students about main idea and details and adjectives.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Identify main idea and details
- Discriminate initial consonant *st*-blend
- Identify initial consonant *st*-blend
- Recognize and use adjectives
- Understand the purpose of boldface words in text

Materials

Green text indicates resources that are available on the website.

- Book—*Statues in the Ice* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Cup of ice
- Index cards
- Pictures cut out of an extra copy of the book
- Main idea and details, initial consonant *st*-blend, adjectives 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.

- High-frequency words: *make*, *they*, *use*
- Content words:
Story critical: *artists* (n.), *carve* (v.), *melt* (v.), *shape* (v.), *statue* (n.), *tools* (n.)

Before Reading

Build Background

- Shake a cup of ice in front of the class. Have students call out what's inside the cup. Write the word *ice* on the board and read it aloud with students.

- Ask students to describe aloud the shape of ice cubes. Then, ask students to share with a partner any unusually shaped ice cubes they have seen before, and invite volunteers to share their prior knowledge with the rest of the class. Invite volunteers to come to the board and draw pictures of the different ice shapes described.
- Discuss with students how people make ice cubes into specific shapes, using molds and tools. Ask students to discuss with a partner what someone could do with a giant block of ice instead of a small ice cube.

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, 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 minds, as they read. Explain that readers make visual images using information from the words they read and details from what they already know about the subject. Point out that pictures in a story can also provide information to add to visualizations or can inspire readers to revise their mental images to be more accurate.
- Model visualizing.
Think-aloud: *When I read books, I constantly make pictures in my mind to accompany the words I read. Visualizing while I read helps me understand what I am learning and allows me to enjoy a book. For example, when I read the title of this book, Statues in the Ice, I immediately see an image that matches the words. I see a statue of a person, riding a horse that is rearing in the air. This statue is made out of ice, so it is translucent and twinkles in the sun. When I look at the cover, I also see a statue made entirely out of ice. However, this statue is of a dragon holding a ball in one hand. I know that my mental images will often be different from the pictures in the book because they are personal pictures I created. As I read, I can enjoy both the pictures in the book and the pictures in my mind.*
- Have students close their eyes while you read page 4 aloud. Ask students to focus on the pictures they see in their mind as you read. Have students open their eyes and draw a picture of what they saw in their mind. Ask students to share their picture with a partner. Have partners discuss the differences in their visual images.
- Have students examine the picture on page 4. Discuss with students how their visual images compare with the picture in the book. Remind students that each person's visualization will be different from the picture in the book and from the mental images created by others.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a main idea, or a general topic that is the subject of a book. The extra information or descriptions that help explain the main idea are the details of the book. Point out to students that the title of a book often provides clues about the main idea. Read the title aloud, and have students discuss with a partner their predictions about the main idea of this book.
- Invite volunteers to share their predictions about the main idea of the book. Guide students to an understanding that *statues made from ice* is a general topic that serves as the main idea since the book is all about this subject. Write the phrase *statues made from ice* on the board.

- Model identifying details that support the main idea of the book.
Think-aloud: *I know the main idea of this book: statues made from ice. Since every main idea needs details to explain it, I will be looking for details that explain or describe statues in the ice. On the cover, I see a huge dragon carved out of ice. On the title page, I see a glowing octopus carved out of ice. Seeing the variety of statues on just these two pages, I know that people can carve ice into many different shapes. One detail, therefore, that describes the main idea is ice statues come in many different shapes. I will continue to look for more details that describe statues in the ice as I read.*
- Remind students of the information they previewed in the table of contents. Explain to students that each section contains different information about statues made of ice. Have students discuss with a partner the details they believe the section titles suggest.
- Draw a circle around the words *statues made from ice*. Draw lines extending outward from the circle to create a web diagram. At the end of one line, write the phrase *come in many different shapes*, the detail from the think-aloud. Invite volunteers to share with the class details they discussed with their partner. Record appropriate details at the ends of other spokes of the web diagram, using key words and pictures.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 7, you might say: *What tools are the artists using to shape the ice in this picture? One artist is using a little blowtorch, and the other is using a big chainsaw. Remember, tools are specialized objects that make a job easier.*
- Remind students to look at the context of the word and the letters with which it begins or ends to help decode a difficult word. For example, point to the word *carve* on page 12 and say: *I am going to check the context surrounding this word and its initial and final letters to help me decode it. In the picture, a man is taking a photograph of a big bug. The sentence says people can do this to ice to make it look like giant bugs. Do they take pictures to turn ice into giant bugs? No, that doesn't make sense. How do people make ice into statues? They cut it and shape it. The word in the sentence begins with the letter Cc, so the word shape does not work here. The word cut also begins with the letter Cc, but this word is too long to be the word cut. What is another word for cut, related to making statues? I know that people carve wood and metal to make statues, so maybe they can carve ice as well. A person could carve ice into a bug shape. The word carve is longer, and it ends with the /v/ sound, just like this word. It makes sense with the sentence and the picture. The word must be carve.*
- Have students turn to the glossary on page 16. Explain that a glossary contains a small list of words specific to the book and their definitions. Point out to students that the six words in the glossary are the vocabulary words for the book. Explain that these words are also in boldface print in the text.
- Have students search the book and find and point to the first word from the glossary. Ask students to identify the artist in the picture, and discuss with students the definition for the word *artists*. Repeat with remaining vocabulary words, always using the pictures to aid in the definition of the words.
- Pass out six index cards to each student, and have students write one vocabulary word on each card. On the other side of the card, have students draw a picture that depicts the meaning of the word. Have students complete a card for each word. Ask students to show to a partner one of the pictures they drew, and have the other student identify the word that matches the picture. Continue the activity as time allows.

Set the Purpose

- Have students read to find out more about how people build statues out of ice. Remind them to visualize as they read and to identify important details from each section that support the main idea of the book.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.
 - Model visualizing.
Think-aloud: On page 6, I read that some artists add dyes to make different ice colors. When I read this, I immediately thought of a statue with colored ice. I saw in my mind a carving of an ice castle. The walls were made with blue ice; the flags were colored pink, yellow, and green; and the drawbridge was shimmering clear ice. How pretty the colored ice statue looked! The picture in the book showed another attractive ice statue, only this one was of fish and coral. The artist used yellow and pink colored ice. Visualizing my own picture helped me engage with the book, and it was also fun comparing my mental image with the picture in the book.
 - Draw a picture on the board to represent your visualization from the think-aloud.
 - Have students work with a partner to practice visualizing. One student rereads a page from the first part of the book aloud to his or her partner, and the partner listens and creates a visual image. Then, the second student draws a representation of what he or she visualized. Have students switch roles and repeat, rereading from a different page. Then, have students discuss their pictures with their partner.
 - Review the main idea of the book: *statues made from ice*. Have students work in groups to discuss the details they learned about ice statues in the first few pages of the book. Remind students that details provide extra information and descriptions about the main idea, and encourage students to find details from the text and the pictures.
 - Remind students that a web diagram helps readers to organize information. Review the web diagram for main idea and details on the board. Invite volunteers to share a detail with the rest of the class, and use key words and pictures to record the details on the web diagram.
 - Point out to students that the details of this part of the book are all about the work an ice artist does. Have students find the title of this section ("Ice Artists"). Explain to students that sections organize a book by grouping details together by topic.
 - **Check for understanding:** Have students read to the end of page 11. Ask students to draw another picture to show a visual image they made as they read.
 - Have students work with a partner to identify new details from the book that support the main idea. Invite volunteers to come to the board and add details to the web diagram, using key words and pictures. Call on students to explain how each detail supports the main idea of the book.
 - Have students read the remainder of the book. Remind them to visualize their own pictures for each page they read and to continue identifying important details about ice statues from 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

- **Think-aloud:** *When I read the last page of the book, I learned that sooner or later all the statues melt away. As I read these words, I thought of the statues I had seen in pictures in the book—the dragon, the octopus, the unicorn, and the slide. This time, though, all of these statues were melting away. Water was dripping off their sides, and their shapes were deforming as they melted into lumps of ice. The image was a bit sad, but it felt like a great closing image for the book. Visualizing while I read made the book feel more real to me, and I really enjoyed reading it while creating my own mental pictures.*

- Have students draw another picture to represent what they visualized as they read the final sections of the book. Ask students to review the pictures they drew as they read and then share with a partner what they visualized for each section of the book. Discuss with students how their visual images compared to the pictures in the book.
- Explain to students that as they get older, they will read more and more books without any pictures at all. Point out that when they read those books, they will need to visualize all the images for themselves.
- Have students discuss with a partner how visualizing helped them to remember and enjoy the book. Invite volunteers to share their thoughts with the rest of the class.

Reflect on the Comprehension Skill

- **Discussion:** Review the web diagram on the board. Have students think about the final details they read in the book, and call on students to share a detail with the rest of the class. Finish filling in the web diagram using key words and pictures.
- Discuss with students how using a graphic organizer like the web diagram helped them track information about the main idea and supporting details. Have students describe to a partner everything they learned about statues made from ice, referring to the web diagram as a guide.
- Have students share with a partner the most interesting detail they learned about ice statues, and invite volunteers to share their detail with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). Have them work in pairs to check their work.
- **Enduring understanding:** In this book, you learned about the fascinating art of carving ice statues. Would you enjoy making ice statues? Why or why not?

Build Skills

Phonological Awareness: Initial consonant *st*-blend

- Say the word *stay* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Say the word *say* aloud, emphasizing the initial /s/ sound, and then repeat the word *stay* aloud. Have students discuss with a partner the difference between the beginning sounds of each word. Point out that the sounds are similar, but the word *stay* has a sharper sound in the initial phoneme.
- Have students practice saying the /st/ sound to a partner and then brainstorm to generate a list of words that begin with the /st/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree the word begins with the *st*-blend.
- **Check for understanding:** Say the following words one at a time and have students clap every time they hear a word that begins with the /st/ sound: *stop, sop, statue, stick, sick, sun, stun, and storm*.

Phonics: Initial consonant *st*-blend

- Write the word *stay* on the board and read it aloud with students.
- Have students say the /st/ 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 /st/ sound in the word *stay*.
- Write the word *say* and read it aloud with students. Have students discuss with a partner the difference between the two words. Point out that the *st*-blend creates the different initial sound in the word *stay*.
- Have students practice writing the letters *st* on a separate sheet of paper while saying the /st/ sound.
- **Check for understanding:** Write the following words on the board: *sag, sir, sill, sat, and sack*. Say each word, one at a time. Have students work with a partner to change the words by adding the letter *t* to each word to create the *st*-blend and then say the new words aloud. Have volunteers come to the board and change each word so it begins with an initial *st*-blend. Point to the new words and have students read them aloud.

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant st-blend worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Adjectives**

- Place on the board the picture from page 9 cut out of an extra copy of the book. Have students describe to a partner the ice statue in the picture. Call on students to share one descriptive word with the rest of the class, and record the words on the board.
- Explain to students that *adjectives* are *words that describe nouns*. Explain to students that adjectives bring greater detail and clarity to the writing. Ask students to give a thumbs-up signal if the ice statue is a noun. Point out that the words on the board are adjectives describing the ice statue.
- Have students read the sentence that accompanies the picture on page 9. Ask them to point to the adjective that describes the ice statue in the sentence (*big*).
- Write the sentence from page 12 on the board: *They can carve ice to look like giant bugs*. Have students point to the adjective that describes the noun *bugs* (*giant*). Ask students to think of a different adjective that could replace the word *giant*. Invite volunteers to share an adjective with the rest of the class, and record them on the board.
- Point out to students that more than one adjective can describe the same noun. Rewrite the sentence on the board so multiple adjectives are applied to the word *bugs*.
- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the book. Call on students to share with the rest of the class an adjective they found, and have other students give a thumbs-up signal if the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

Word Work: **Boldface words**

- Have students find and point to the word *artists* on page 4. Have students discuss with a partner how the word is different from other words on the page. Invite students to share a difference with the rest of the class.
- Explain to students that the word *artists* is in boldface print. Explain that *boldface* means *the text is written in darker print than the other words on the page*. Have students turn to page 8 and locate another example of boldface print (*statue*). Have students call out the word.
- Ask students to turn to the glossary on page 16, and have them find the word *statue*. Remind students that the words in the glossary are vocabulary words for the book.
- Explain to students that boldface print is used as a tool to draw attention to a word, heading, or subject on a page. Explain that in this book, the boldface print draws attention to important vocabulary words in the book, which are also defined in the glossary. Point out that boldface print is most often used in nonfiction books.
- Have students search the book and find the word *melt*. Have students call out the page number where they found the word. Discuss with students how the boldface print made it easier for them to find the word.
- Ask students to look for another example of words in boldface print besides the vocabulary words. Point out that the section titles are also in boldface print to make them stand out from the rest of the text.
- **Check for understanding:** Have students work in pairs to find and circle all the words in boldface print in the text. Have students call out the number of boldface words they found. Have students explain to a partner why some books use boldface print.

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 demonstrate how to visualize while reading to someone at home.

Extend the Reading

Informational Writing and Art Connection

Discuss with students other art forms, such as painting, sculpting in other media, music, and so on. Record on the board a predetermined list of various art forms, and set up centers around the room corresponding to each type of art in the list. At the centers, provide books and photographs about that art form, samples of artwork in that medium, as well as books or articles on artists and the method of creating the particular type of art. Have students visit each center in groups and discuss the artwork and information. Ask students to choose one art form from the list that interests them. Have students write one paragraph describing their chosen topic, both what the art looks like and the method of creating it. Then, have students create their own work of art of that nature.

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

Science Connection

Divide students into pairs, and assign one student the job of writer and the other student the job of illustrator. Pass out to each group a plastic cup containing an ice cube. Have students observe the ice, with the writer taking notes using key words and the illustrator drawing a picture. Ask students to observe how the ice cube looks, feels, and smells. Guide students in weighing their block of ice, and have the writer record its weight along with the notes. Have partners make a hypothesis about what will happen to the ice cube after an hour has passed, and have students share their hypothesis with the rest of the class. Have students check their ice cube in ten-minute increments, each time writing new observations and drawing a new picture. However, have students switch roles of writer and illustrator for each new visit. After sufficient time has elapsed for the ice to melt entirely, ask partners to observe their cup of ice once more. Again, have partners switch roles as writer and illustrator. Have students observe, write notes, and draw a picture. Have partners weigh the water and record its weight with their notes. Place on the board some of the students' consecutive drawings of the ice to visually reinforce the melting process. Discuss with students the changes they found in their ice, and explain to students that water is a liquid and ice is simply water frozen into a solid form.

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 visualizing to understand text during discussion;
- accurately identify details that support a main idea during discussion and on a worksheet;
- consistently discriminate initial consonant *st*-blends during discussion;
- properly write the letter symbols that represent the *st*-blend during discussion and on a worksheet;
- correctly use adjectives during discussion and on a worksheet;
- accurately understand the application of boldface print in text and during discussion.

Comprehension Checks

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