

Focus Question:

What do people do at the airport?

Book Summary

Text Type: Nonfiction/Informational

At the Airport explains the purpose of an airport and the steps people take to get on an airplane before traveling. Informative photographs support the text to maintain students' interest. The repetitive word pattern, simple sentence structure, and high-frequency vocabulary make this an enjoyable book for early emergent readers.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions
- ☐ Determine author's purpose
- ☐ Use photographs to support understanding
- ☐ Discriminate initial consonant *tr*-blend
- ☐ Identify the /tr/ sound
- ☐ Identify complete sentences
- ☐ Place words in alphabetical order

Materials

- ☐ Book—*At the Airport* (copy for each student)
- ☐ KWL / ask and answer questions, initial consonant *tr*-blends, complete sentences, alphabetical order 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.

- **High-frequency words:** *at, the, their*
- **Words to Know**
Story critical: *airline* (n.), *airport* (n.), *check in* (v.), *planes* (n.), *searched* (v.), *travelers* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the word *airport* on the board. Ask students if they have ever been to an airport. Encourage students to explain their experiences at an airport.
- Draw a KWL chart. Review or explain that *K* stands for things we know, *W* stands for questions we have and things we want to know, and *L* stands for things we learned after reading. Fill in the first section of the chart with some of the information students know about airports. Give students their copy of the [KWL / ask-and-answer-questions worksheet](#). Have them write what they know in the *K* section of their worksheet.

Introduce the Book

- Give students their copy of *At the Airport*. 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:

Ask and answer questions

- Explain to students that engaged readers ask questions about the topic of the book before and during reading, and then look for answers using what they know and what they read. Explain to students that readers do this to help them understand and remember what they read.
- **Think Aloud:** *The title of the book is At the Airport. Just looking at the pictures in the book, I think this book tells the purpose of an airport. I am not sure about all of the steps travelers have to take before flying on an airplane, so I'll write this question on the KWL chart under the W section: What do people do at the airport? I will have to read the book to find out.*

Guiding the Reading (cont.)

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 can be 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.
- Have students discuss what they think is the author's purpose of *At the Airport*, on the basis of the front and back covers. Invite students to share any answer they can justify.

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 the 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 what people do at the airport. Ask students to continue asking questions and looking for answers as they read. Encourage students to write additional questions on their KWL / ask-and-answer-questions worksheet. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *How can travelers get to the main building at the airport?* (level 1) page 5
- *Why are travelers searched at the airport?* (level 1) page 8
- *What are moving sidewalks for at the airport?* (level 1) page 9
- *What are the steps travelers take at the airport?* (level 3) pages 4–12

Text Features: Photographs

Explain that photographs are helpful when reading because they provide important information and help to keep the reader's interest. Have students review the photographs throughout the book and discuss how they helped students to answer the questions they wrote on their KWL/ask-and-answer-questions worksheet. Have students describe different photographs that could have been added to the book. Ask students: *What do people do in parking lots at the airport? What does check in mean? What do travelers get on to fly away from the airport?*

Skill Review

- Guide students to understand that the author's purpose is to inform the reader about what happens at the airport. Write *many things happen at the airport* on the board.
- Discuss what people at the airport do. Have students read questions they came up with while reading and invite them to give the answers to their own questions. Encourage students to complete the L section of their KWL / ask-and-answer-questions worksheet.
Think-aloud: When I came to page 12 and saw the photograph of a boy watching an airplane leave, I discovered that this was the end of what people do at the airport. The photographs helped me ask and answer questions about the story and understand the author's purpose.
- Check student understanding by encouraging them to show how they used their KWL / ask-and-answer-questions worksheet as they read.

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.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. Students should include that travelers park their cars, take buses to the main building, stand in line to check in, hand over their large bags, get searched, ride on moving sidewalks, buy food and magazines, wait to get on planes, and fly away.

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness: **Discriminate initial consonant tr-blend**

- Say the word *travelers* aloud to students, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound.
- Have students practice saying the /tr/ sound to a partner and then brainstorm a list of words that begin with the /tr/ 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 that the word begins with the tr-blend.
- **Check for understanding:** Say the following words one at a time and have students clap when they hear a word that begins with the /tr/ sound: *tree, truck, trio, try, trick, trunk, true, and triangle*.

Phonics: **Initial consonant tr-blend**

- Write the word *tree* on the board and read it aloud with students.
- Have students say the /tr/ 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 /tr/ sound in the word *tree*.
- Write the word *tee* and read it aloud with students. Have students discuss with a partner the difference between the two words. Point out that the tr-blend creates a different initial sound in the word *tree*.
- Have students practice writing the letters *tr* on a separate sheet of paper while saying the /tr/ sound.
- Have students identify words that begin with /tr/ in the book.
- **Check for understanding:** Write the following words on the board: *tuck, tick, and tack*. Say each word, one at a time. Have students work with a partner to change each word by adding the letter *R* to create the tr-blend and then say the new word aloud. Have volunteers come to the board and change each word so it begins with an initial tr-blend. Point to the new words and have students read them aloud.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant tr-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Complete sentences**

- Explain to students that all complete sentences must have two parts: a subject and a predicate. The *subject* tells who or what the sentence is about, and the *predicate* tells what the subject is doing.

- Turn to page 6 of the book. Read the sentence *Travelers stand in line to check in with their airline at the airport*. Circle *Travelers* and explain that *travelers* is the subject of the sentence because it tells what the sentence is about. Underline the rest of the sentence and explain that this part of the sentence is the predicate, which tells what the travelers are doing (standing in line to check in with their airline).
- **Check for understanding:** Have students work with a partner to find and circle the subjects in each sentence and circle the predicates of each sentence in the book.
- **Independent practice:** Introduce, explain, and have students complete the [complete sentences worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Explain to students that words are sometimes put into lists that are arranged by alphabetical order. To organize words in alphabetical order, you look at the first letter of the word and then decide which letter comes first in the alphabet.
- Write the words *bag* and *food* on the board. Underline the first letter in each word. Explain that *bag* would come first in an alphabetical list.
- Write the words *airport* and *people* on the board. Ask students to say what the first letter of each word is (*a* and *p*). Ask students which word would come first in an alphabetical list. Ask students to give you two more words, write them, and repeat the questions.
- **Check for understanding:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

Connections

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