



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 398

#### Book Summary

*Changes* is the story of a young girl's struggle to accept change. She starts at a new school, her best friend moves away, and she loses a beloved pet. Through these experiences she learns that change is part of life. Luckily, feelings can change, too.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to make meaning from text
- Make inferences
- Segment syllables
- Identify vowel digraph ay
- Identify and use pronouns
- Identify and read compound words

#### Materials

Green text indicates resources available on the website

- Book—*Changes* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Make inferences, vowel digraph ay, compound words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *come, here, when*
- Content words:
  - Story critical: ***changing*** (v.), ***downtown*** (n.), ***life*** (n.), ***moved*** (v.), ***remember*** (v.), ***surprise*** (n.)
  - Enrichment: *anywhere* (adv.), *everything* (pron.), *sometimes* (adv.)

### Before Reading

#### Build Background

- Discuss with students kinds of feelings. Have students role-play different feelings, such as confusion, anger, sadness, excitement, and happiness.
- Explain to students that when changes happen in our lives, we can feel happy and excited or possibly sad and worried. Ask: *Have you ever had something happen to you that you felt worried about, but everything turned out fine?* Discuss events that might make students feel happy or sad, such as a friend moving away, getting a new pet, or having a new baby brother or sister.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Changes*. (Accept any answers students can justify.) Ask students what change may have happened to the girl based on the picture on the front cover.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name). Ask students how the girl in the pictures is feeling. Have them make a connection between how she might be feeling and what is shown on the front cover.

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

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of a book will help them understand what they read.
- Model making connections to prior knowledge.  
*Think-aloud: When I look at the picture of the moving van on the cover, it reminds me of a time when I moved as a little girl. I remember that I was a little sad and nervous. I wonder whether the girl in the picture is sad and nervous, too. I'll have to read the book to find out.*
- Ask students to preview the covers and title page of the book. Invite them to share how they connected to something they already knew.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Model strategies that students can use to work out words they don't know. For example, they can use what they know about letters and sounds, base words, prefixes, and suffixes. They can also use the context to work out the meanings of unfamiliar words.
- Have students find the word *downtown* on page 11. Ask how they might read this word if they don't already know it. Suggest that they might recognize that the word is made up of two smaller words that they know, *down* and *town*.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it appears. Have them look for other clues in the sentences before and after the sentence containing the unfamiliar word in order to find or confirm the meaning of the word. Have a volunteer read the sentences aloud, and ask others to confirm whether it makes sense and whether they know the meaning of the word.
- Repeat the activity with other vocabulary words as time allows.

### Set the Purpose

- Have students read the book to find out what changes happen in the girl's life. Remind them to connect with what they already know to help them understand and enjoy the story.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, 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.  
*Think-aloud: As I read page 5, I remembered a time when I lost my pet dog. It made me very sad and worried. Thinking about that experience helped me understand how the little girl felt when her kitty ran away.*

- Ask students what changes that happened to the girl in the book have also happened to them. Talk about how this helps them understand what is happening in the story. Ask whether their prior knowledge has helped them read any new words.
- Have students read the remainder of the book to find out what changes happen in the girl's life.
- ✍ 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

- Discuss with students how using what they already know about moving or having a friend move away helped them to understand and enjoy what they read. Invite students to share additional examples of how they connected to prior knowledge.  
*Think-aloud: I remember a classmate who moved to another town with her family. I remember how sad she was about leaving her friends at school. I also remember how good she felt when she made new friends at her new school. Remembering this helped me understand how sad the girl felt when her friend moved away and also how happy she felt when she made new friends.*
- Discuss additional strategies students used to gain meaning from the book.

### Teach the Comprehension Skill: **Make inferences**

- **Discussion:** Explain to students that sometimes an author will not tell everything about a story or a character. The author expects the reader to use clues in the writing to make good guesses. In this story, the author expects the reader to make inferences about how the character feels using what the reader already knows, the pictures in the story, and the words in the story.
- **Introduce and model:** Explain to students that an *inference* is a *good guess* about something. Tell them that they make good guesses every day. For example, say: *If my friend comes into the room and she is happy and laughing, I can infer, or make an inference, that she is in a good mood. If she comes in with an angry look on her face, I can make an inference that she is angry about something.*
- **Check for understanding:** Ask students what they would infer if they found their cat hiding under a bed during a thunderstorm and if the same cat always ran away when the vacuum cleaner was used (the cat is frightened by loud noises). Have students reread page 11. Ask them to make an inference about how the girl feels (unhappy); ask what clues in the book they used to make their guess. (The girl in the picture doesn't look very happy, and she writes that her mom has a new job and isn't at home when the girl gets home from school.)
- **Independent practice:** Introduce, explain, and have students complete the **make inferences worksheet**. If time allows, discuss their responses.

### Build Skills

#### Phonological Awareness: **Segment syllables**

- Say the word *airplane*. Explain to students that you are going to count the syllables, or parts, in the word. Repeat *airplane*, clapping at each syllable: *air-plane*. Explain that you clapped two times because there are two parts, or syllables, in this word.
- Say the word *mountain* and ask a volunteer to clap and count the syllables. Repeat with the following words: *children, day, teacher*.
- **Check for understanding:** Have students work together to count syllables of words in the book. Give students a number of syllables, such as two. Have them hunt for words with two syllables. Repeat with another number.

**Phonics: Vowel digraph ay**

- Write the word *play* on the board and say it aloud with students.
- Have students say the long /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the long /a/ sound in the word *play*.
- Have students practice writing the *ay* letter combination on a separate piece of paper while saying the long /a/ sound.
- Write the following words that have the *ay* digraph on the board, leaving off the *ay*: *say, day, away, always*. Say each word, one at a time, and have volunteers come to the board and add the *ay* digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ay worksheet](#). If time allows, discuss their answers.

**Grammar and Mechanics: Pronouns**

- Tell students that writers use *pronouns* to replace nouns so that the name of a person, place, or thing does not have to be repeated over and over again. Write the words *we, he, she, they, and it* on the board. Explain to students that these are some of the most common pronouns that writers use.
- Create a two-column chart on the board with the headings *noun* and *pronoun*. Have students name the characters in the book (*the girl, her mom, the class*). List the nouns in the nouns column. Ask students to name the pronouns that stand for the nouns (*she, her, it, they*). List the pronouns in the pronouns column.
- **Check for understanding:** On the board, write two or more sentences that include proper names and nouns. For example, write *Mary liked to play with the lamb. The two boys took the dog for a walk*. Ask for volunteers to say the sentences with appropriate pronouns replacing the nouns.

**Word Work: Compound words**

- Write the word *everything* on the board. Ask students which two words they see in *everything* (*every* and *thing*). Review or explain that when two short words are combined to form a new word with one new meaning, the new word is called a *compound word*.
- Have students turn to page 7 in the book. Read the following sentence: *The moving van took away everything, and the house is empty*. Have students put their finger on the word *everything*. Explain to them that the definitions of the two separate words can help students figure out the meaning of the longer word (all the things).
- **Check for understanding:** Ask students to find other examples of compound words in the book and write them on a piece of paper (*anywhere, sometimes, airplane, downtown*). Have volunteers read the words aloud and identify the words that make up each compound word.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to 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.

## **Extend the Reading**

### **Writing and Art Connection**

Have students create a drawing of a time when they or a friend moved. Have each student use a sticky note to cover a portion of their drawing and ask a partner to guess, or infer, what part is missing. Ask the partner to write an explanation supporting his or her thinking.

### **Social Studies and Art Connection**

Ask students whether they have moved from another state to where they live now. On a map of the United States, mark with pins the states where students have lived. Have students use books and the Internet to find and illustrate five facts about a state of their choice. Collect the pages and display on a bulletin board titled *State Facts*.

### **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 prior knowledge as they read the book
- accurately make inferences based on illustrations, prior knowledge, and words in text during discussion and on a worksheet
- correctly segment syllables
- consistently recognize vowel digraph *ay* words during discussion and on a worksheet
- correctly identify and use pronouns during discussion and on a worksheet
- correctly read and identify compound words during discussion and on a worksheet

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**