



### About the Book

Text Type: Fiction/Concept Page Count: 10 Word Count: 86

#### Book Summary

Little Loon goes swimming with Mama and Papa. What happens when he gets cold? What happens when he gets sleepy? Students will have the opportunity to identify the problem and solution in this simple story. Detailed illustrations, high-frequency words, and repetitive text support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Problem and solution
- Segment onset and rime
- Identify short /i/ vowel
- Recognize and use adjectives
- Recognize and use question words

#### Materials

Green text indicates resources available on the website

- Book—*Little Loon* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, short /i/ vowel, adjectives 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 [Vocabulary a-z.com](http://Vocabulary a-z.com).

- High-frequency words: *and*, *got*, *on*, *went*, *where*
- Content words:  
 Story critical: *alone* (adj.), *cold* (adj.), *lonely* (adj.), *loon* (n.), *swam* (v.), *warm* (adj.)  
 Enrichment: *sleepy* (adj.)

### Before Reading

#### Build Background

- Write the words *Little Loon* on the board and point to them as you read them aloud to students. Repeat the process and have students say the words aloud.
- Discuss with students ways in which animal and human parents help their babies and teach them new things.
- Explain that a loon is a large waterbird. Ask students to tell what kinds of help they think Little Loon might need from his parents as they swim together.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Little Loon*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *Little Loon went \_\_\_\_ with \_\_\_\_*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud.

### 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 students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I read a book, I try to think about what I already know about the topic of the book before I begin reading. When I read the title of this book and look at the picture on the cover, I think that it is going to be about a baby loon and his parents. This reminds me of the baby ducks I have seen swimming in the pond near my house. The babies learn to swim with the mother duck. They are always following close behind her. This is how they stay safe. I wonder if loons are like ducks in this way.*
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that every fictional story has certain parts, or elements. Write the words *problem* and *solution* on the board. Explain that in most stories, the main character is faced with a problem that needs to be solved, and the solution is how the character works through the problem and finds a way to deal with it.
- Create a chart on the board with the headings *Problem* and *Possible Solutions*. Write the sentence *I lost my cat* on the board under the *Problem* heading. Model identifying possible solutions to the problem.  
*Think-aloud: I know that when a problem arises, I can deal with it in different ways. If I lose my cat, I know that I have to think of a way to find him. One possible solution might be to put signs in my neighborhood with the cat's picture and my phone number on it. Another possible solution to this problem is to walk around my neighborhood and ask my neighbors if they have seen my cat. I could also place an ad in the local newspaper. I've identified three possible solutions to the problem.*
- Model filling in the chart on the board with the information for this problem.
- Write the following sentence on the board under the *Problem* heading: *I forgot to do my homework*. Discuss possible actions that a person might take to solve this problem and list them on the board under *Possible Solutions*.
- Have students think of other possible problems to share. Discuss and list possible solutions.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Little Loon went swimming with Papa. He got so cold.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *warm* on page 4 and say: *I am going to*

*check the picture and think about what would make sense to figure out this word. The picture shows Little Loon snuggling with his papa. When I look at the first part of the word, it starts with /w/. However, the word snuggle starts with the /sn/ sound, so this can't be the word. I know that he was cold, so maybe he wanted to get warm. The word warm starts with the /w/ sound. The sentence makes sense with this word. The word must be warm.*


### Set the Purpose

- Have students use what they already know about birds and their babies as they read. Remind them to think about the problem the main character is having and possible solutions to help him deal with this problem.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Little*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, 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 the story, I learned that Little Loon got cold while he was swimming with Papa. I know that it is dangerous to get too cold while swimming. Little Loon needed to get out of the water, so Papa let him hop on his back to get warm. I know that parents take care of their children, just like Papa took care of Little Loon while they were swimming. I wonder what else Little Loon will need help with.*
- Invite students to share how they connected with what they already knew as they read.
- Ask students if they can identify Little Loon's problem. (He is cold). Discuss the solution to Little Loon's problem. (Papa tells Little Loon to hop up on his back and get warm).
- Introduce and explain the [problem-and-solution worksheet](#). Have students record Little Loon's problem under the *Problem* heading of their worksheet. Have them record the solution under the *Solution* heading of their worksheet.
- **Check for understanding:** Have students read to the end of page 7. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Have students read the remainder of the book. Remind them to use what they already know about birds and their babies to help them understand new information as they read.

 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 page 10, I thought about how it feels to find someone who is lost. Mama and Papa Loon were happy to see Little Loon, and they wanted to know if he was all right. It reminded me of a time when I was unable to find my daughter at a ball game. I was very worried that something had happened to her. When I found her standing behind a chair, I felt so relieved and happy, just like Mama and Papa Loon.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Little Loon and his family. Invite them to share and explain their picture to the rest of the class.

- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the problem and solution recorded on the worksheet. Discuss other possible solutions.
- **Independent practice:** Have students complete the problem-and-solution worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about Little Loon and the problems he had. His parents helped him solve his problems. Now that you have read and thought about this, do you think it's a good idea to ask grown-ups for help?

### Build Skills

#### Phonological Awareness: Segment onset and rime

- Say the word *went* aloud to students. Explain that you are going to say the word a second time and leave off the /w/ sound. Then say: /ent/; *went without the /w/ is lent/*.
- Have students identify other words that end with the /ent/ sound (*sent, bent, tent*).
- Have students say the word *got*. Then have them say the word *got* without the /g/ sound (*lot/*).
- **Check for understanding:** Say the following words aloud, one at a time: *get, sleep, swim, cold, did, warm*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound(s) of the onset.

#### Phonics: Identify short /i/ vowel

- Write the word *did* on the board and say it aloud with students.
- Have students say the /i/ 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 /i/ sound in the word *did*.
- **Check for understanding:** Write the following words that have the /i/ sound on the board, leaving out the vowel: *wig, bid, him*. Say each word, one at a time, and have volunteers come to the board and add the short /i/ vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ vowel worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Adjectives

- Review or explain to students that a noun is a person, place, or thing.
- Write the following phrase on the board: *cold water*. Draw a line under *water* and explain that it is a noun, or a thing. Then draw a circle around *cold* and explain that it is an *adjective*, or a describing word. The adjective gives information about the noun by describing it.
- Have students turn to page 4. Ask a volunteer to tell how Little Loon felt after he got on Papa's back (*warm*). Explain that the word *warm* is an adjective that describes Little Loon.



**Check for understanding:** Have students locate and circle the adjectives in the story that describe how Little Loon felt.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

#### Word Work: Question words

- Have students turn to page 8. Read the following sentence aloud: *Where is he?*
- Write the sentence on the board. Point to the question mark at the end and underline the word *Where*. Tell students that this sentence ends with a question mark and therefore asks a question. Explain that this type of sentence is called an *interrogative sentence*. In this sentence, the word *Where* is the question word.

- Have students find another example of an interrogative sentence in the book (page 10). Select a volunteer to come to the board and write the question word from the sentence.
- **Check for understanding:** Write the following declarative sentence on the board: *He swims all alone.* Ask students to change this sentence to an interrogative sentence using a question word. Allow volunteers to share their sentences. (Example: *Where did he swim all alone?*).

## 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 identify the problems and solutions to someone at home.

## Extend the Reading

### Concept Writing and Art Connection

Have students draw a picture of Little Loon and one of his parents doing something together. Have them write a sentence telling about their picture.

### Science Connection

Provide students with more information about loons. Discuss the facts they learned about these waterbirds. Have each student choose a fact about loons to write about and draw a picture about the fact. Put the pages together to make a class book about loons.

### 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 connect to prior knowledge to understand text
- accurately identify the problems and solutions in the story during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /i/ sound during discussion and on a worksheet
- correctly understand and use adjectives during discussion and on a worksheet
- correctly identify and use question words orally in sentences

### Comprehension Checks

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