

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 174

Book Summary

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions while reading to understand text
- Identify main idea and details
- Manipulate initial sounds
- Identify initial consonant L-blends
- Identify adjectives in the book
- Place content vocabulary words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Places People Live* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Main idea and details, initial consonant L-blends, alphabetical order 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: *some, they, where*
- Content words:
 - Story critical: **caves** (n.), **float** (v.), **ground** (n.), **live** (v.), **move** (v.), **place** (n.)
 - Enrichment: *above* (prep.), *below* (prep.), *cliffs* (n.), *glass* (n.), *grass* (n.), *sticks* (n.), *stone* (n.), *wheels* (n.)

Before Reading

Build Background

- Discuss various places people live. Have students explain what they know about where some people live (locations), what the weather is like, and what the houses may be made of (materials).

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask them what they might read about in a book called *Places People Live*. (Accept any answers students can justify.) Invite students to predict where people in the book might live.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the cover pictures of the book to make a prediction.
Think-aloud: On the front cover of the book, I notice that there is a picture of an igloo. On the back cover, there is a picture of a house made into a boat. I predict that I am going to learn about different kinds of houses people live in. I'm going to read the book to find out if my prediction is correct. I may need to revise my prediction as I read.
- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- Remind students to make, revise, or confirm a prediction as they read the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Ask students to turn to page 6. Have students follow along as you read both sentences aloud, leaving out the word *ground* from the second sentence.
- Model how students can help themselves to read the word by masking from left to right using familiar word parts or syllables. Have them use a finger to mask the word so that only the first word part *gr* is showing; unmask the next part *ou*; finally, unmask the final word part *nd*. Have students blend the word parts together.
- Write the following words on the board: *float, live, move, place, caves*. Invite students to share what they know about the meaning of each word. Have them draw what they know about each word on a piece of chart paper.
- Bring in samples and/or show students pictures of each of the words. Have students revise their drawings after the discussion of each word.


Set the Purpose

- Have students read the book to find out where people live. Remind them to make, revise, and/or confirm predictions as they read, based on the pictures and the text.

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 (*People*). Point out where to begin reading on each page. Remind students to read the words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- When they have finished reading, ask students to discuss some of the different places people live. Have them tell the location of the houses, the materials used to build the houses, and the weather that might surround the houses.

- Model revising a prediction.
Think-aloud: As I read the story, I learned about where people live, not from what materials their houses are made. However, as I looked at some of the pictures, I saw that some of the houses are made of sticks and stone. Based on what I read, I predict that I will learn more about where people live.
- **Check for understanding:** Have students think about the prediction they made before reading. Invite them to share whether they confirmed, revised, or made a new prediction.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of the story.
-  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

- Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. Reinforce that revising or confirming their predictions about the book helps them better understand what they are reading and remember the details.
- *Think-aloud: I predicted that I would continue to read about other places people live. This prediction was partially correct. I learned that some people live above the ground and some people live below the water. Some people live in the ground and in caves or on cliffs. However, I also learned that people use material such as stone, sticks, glass, and ice to build their house.*
- Discuss additional strategies students used to gain meaning from the book.

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

- **Discussion:** Ask students which places they thought were the most interesting and why. Ask what other kinds of places they would include in the book if they were the author.
- **Introduce and model:** Explain to students that books they read have a main idea that tells what the book is about. The title of the book and the pictures can be clues to identify the main idea. Discuss the main idea of this book. (People live in many places.) Make a large web on the board and write the main idea in the center circle. Explain that details in the book tell about the main idea.
- *Think-aloud: On page 3, I read that people live where it is hot and cold. This describes the kinds of places that people live, so it is a detail that tells about the main idea. Write hot and cold in the first outer circle on the web.*
- **Check for understanding:** Have students point to another detail in their book that tells about the main idea. Observe and discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.

Build Skills

Phonological Awareness: **Manipulate initial sounds**

- Say the words *sticks* and *bricks*, and ask students what is similar about the words (they have the same ending). Ask students what is different about these words (they all have different beginning sounds).
- On the board write *icks*. Invite students to create new words by manipulating the initial sounds (*chicks, clicks, flicks, kicks, licks, picks, pricks, ticks, tricks, wicks*). Record all responses on the board.

Lesson Plan *(continued)*

Places People Live

- Say the following words to students: *stone, cave, wheels, shapes*. Pause after saying each word and have students create new words by manipulating the initial sounds. Allow students to list as many words as they can for each word you say.

Phonics: Initial consonant L-blends

- Write the word *places* on the board and read the word aloud with students. Have students find the word on the cover and read the title.
- Circle the *pl*-blend in the word and tell students that the /p/ and /l/ sounds blend together to make the /pl/ sound. Point out that each individual sound in the blend can be heard. Have students say *places* while they listen for the beginning blend.
- Write the initial consonant L-blends in a line along the board: *bl, cl, fl, gl pl, sl*. Have students think of several examples of words that start with each blend. Write these words on the board under the blends. Have individual students come to the board and circle the blends in the words.
- Ask students to find an initial consonant L-blend word on page 8 (*glass*), on page 10 (*cliffs*), and page 11 (*float*).
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant L-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Review or explain that there are special words that are used to describe other words. Explain that these words tell about people, places, or things and are called *adjectives*.
- Have students turn to page 3. Ask students to find an adjective that describes places people live (*cold, hot*). Explain to them that since adjectives describe something, sometimes another adjective can be put in its place. Ask students if they can name other adjectives that could be used instead of *cold* and *hot* on page 3 (*freezing, chilly, boiling, warm*). Ask students to use each word in a sentence.
- Have students look at page 4. Ask them to find the adjectives (*dry, wet*).



Have students underline the adjectives in the book. Remind them to ask themselves if the word describes something about places people live. Check their responses.

Word Work: Alphabetical order

- Write the words *water* and *sticks* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *w* or *s*.
- Review or explain that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *sticks* would come first in an alphabetical list.
- Write the words *caves* and *sticks* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *c* or *s*. Explain that *caves* would come first in an alphabetical list.
- Write the following content vocabulary words on the board: *stone, grass, live, caves*. Have students write the words in alphabetical order on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

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.

Extend the Reading

Writing and Art Connection

Discuss with students the kinds of houses in their community. Provide the following sentence: *Some people live in houses made of _____*. Have students write and illustrate the sentence. Have them share their sentence and picture with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Have students draw a picture or build a miniature model of a place from the book where people live. Have them show the materials and location of the home and the weather and environment of the place they chose.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make logical predictions about the book, based on available information; revise and confirm predictions as they gain more information
- identify the main idea of the text and supporting details in discussion and on a worksheet
- accurately manipulate initial sounds during discussion
- correctly recognize words with initial consonant *L*-blends in discussion and on a worksheet
- correctly and consistently locate adjectives in the book
- accurately alphabetize content vocabulary words during discussion and on a worksheet

Comprehension Checks

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