

About the Book

Text Type: Fiction/Narrative Page Count: 16 Word Count: 947

Book Summary

Katie is excited about the little pieces of nature she collects along the hiking trail—a flower, an acorn, a stone. Later, when Katie shows her father her collection, he's not quite as excited. He explains that some treasures are best left untouched. Taking items from their natural surroundings can be harmful to plants and animals. Katie learns the importance of enjoying nature responsibly. Illustrations and nonfiction fact boxes support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing
- Analyze the author's purpose
- Identify nonfiction fact boxes within a fictional text
- Recognize and use interesting verbs

Materials

Green text indicates resources available on the website

- Book—*Katie's Forest Finds* (copy for each student)
- Chalkboard or dry erase board
- Classroom thesaurus set
- Summarize, author's purpose, verbs 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

- Content words:

Story critical: *debris* (n.), *departed* (v.), *dependent* (adj.), *observed* (v.), *reluctantly* (adv.), *souvenir* (n.)

Enrichment: *aroma* (n.), *article* (n.), *collection* (n.), *grimaced* (n.), *taunt* (n.), *territory* (n.)

Before Reading

Build Background

- Ask students about their experiences hiking in the woods on nature walks. Encourage them to share what they enjoyed about being on such trips.
- Discuss what it means to enjoy nature responsibly (to respect wildlife, to pick up your trash, and so on). Extend the discussion by reviewing hiking and camping safety rules (to always hike with a buddy, to tell somewhere where you'll be and when you'll be back, and so on).

Preview the Book

Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers. Encourage them to read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Review how stopping to summarize what is happening in a book while reading is a strategy that good readers use to make sense of text.
- Model summarizing.
Think-aloud: To summarize what I've read, I decide what's important and what isn't. Then, in my mind, I organize the important information into a few words or sentences and think about them a while. Then I try to retell the important information in my own words.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the word *territory* on page 8. Tell them to think about the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the word.
- Remind students that they should check whether a word makes sense by rereading the word in the sentence.

Set the Purpose

- Have students read the book to find out what Katie finds in the forest, stopping after every few pages to summarize the important information in their minds.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Encourage students who finish early to go back and reread.
- Model summarizing the story.
Think-aloud: I made sure to stop after the first three pages to summarize what I'd read so far. I thought about Katie's nature collection and how she put flowers, acorns, and pinecones in her backpack as she walked along the trail.
- Tell students to read the remainder of the story. Remind them to think about what happens to the characters and why, so they can summarize the events in their minds.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Have students share any other questions they had while they were reading. Discuss how summarizing as they read keeps them actively involved in the reading process and helps them understand and remember what they read.
- For practice with summarizing, have students complete the [summarize worksheet](#).

Teach the Comprehension Skill: **Analyze author's purpose**


- **Discussion:** Have students discuss what they think the author's purpose was for writing *Katie's Forest Finds*.
- **Introduce and model:** Write the following terms on the board: *to inform, to entertain, to persuade*. Invite students to define the terms in their own words. Encourage students to give examples of times they might have said something to inform, to entertain, or to persuade. Point out that writers often have one of these three purposes for writing.
- Invite students to find the author's purpose for writing *Katie's Forest Finds*. Ask them to find examples that show the author's purpose was to inform (pictures and definitions). Then have them find examples that show the purpose was to entertain (accept any answers students can justify), and to persuade. (Example: "*Feeding animals is bad for everyone,*" her father said.) Point out that a writer might have more than one purpose for writing a book. Ask students to discuss and decide what the author's main purpose was for writing this book (to persuade people to enjoy nature responsibly).
- **Check for understanding:** Ask students to think of something they've read recently that taught them something (science book, biography, and so on). Ask them to think of something they've read that was funny, scary, silly, and so forth (comics, fiction books). Ask students for an example of something they've read that was persuasive or convincing (an advertisement or poster).
- **Independent practice:** Have students complete the [author's purpose worksheet](#). Discuss individual answers and ideas when everyone has finished working independently.
- **Extend the discussion:** Ask students if they think the author's message in *Katie's Forest Finds* was clear. Ask if they were persuaded to enjoy wildlife and nature responsibly.

Build Skills

Grammar and Mechanics: **Nonfiction elements in fictional text**

- Review or explain that while this is a fictional story, elements of fact are part of the text. Direct students to page 4. Ask a volunteer to summarize what happens on this page. (Ben says a grizzly will eat the last one to the top. Katie is picking a buttercup.) Point out that the text on this page is fictional. Ask students to identify a nonfiction element, or fact, on the page (buttercup description). Ask what facts are shared (information about buttercups). Point out that the nonfiction element is written within a box and separated from the rest of the text.
- Have students turn to page 5. Ask them to identify the nonfiction elements on the page (sugar pine and tanoak description). Ask why they think the author chose to write this information in a fact box, separated from the rest of the text (to make it stand out because it is nonfiction, while the rest of the story is fictional). Explain that when reading a page containing a nonfiction fact box, the reader should first finish the text and then refer to the fact box for more information.
- Have students turn to page 6. Ask them to identify the fact box on the page and ask a volunteer to read what it says (*Least chipmunk:...*). Ask why a box with this information would be placed on this page (because the story is telling about Katie running into a chipmunk). Ask a volunteer to tell the difference between the nonfiction and fictional elements on the page. Point out that the fact box is separated from the story text.
- **Check for understanding:** Have students go through the story and identify the last fact box in the book (page 11). Discuss the purpose for including a fact box on this page (to give the reader more information about quartz, because Katie found a piece of quartz). Have a volunteer summarize the fictional events on this page and another volunteer identify the factual information on this page.

Word Work: **Identify interesting verbs**

- Review that many verbs name an action. Explain that some verbs make sentences sound more interesting than others. Point out that this book is rich in language that shows action using colorful words. Write the following sentences on the board: *Katie ran up the trail. Katie scrambled up the trail.*
 - Ask a volunteer to come to the board and circle the verb in each sentence (*ran, scrambled*). Ask students which sentence sounds more interesting. Explain that an author's choice of interesting verbs can make the book more fun to read. Point out that the sentence with the word *scrambled* paints a more vivid picture in the reader's mind. It helps the reader know that Katie was running in a hurry and in a wild fashion. Ask a volunteer to act out the difference between the way one would run up the trail versus how one would scramble up the trail.
 - Make a chart on the board with the heads: *Uninteresting—Yawn* and *Interesting—Edge of My Seat*. Discuss how an uninteresting movie might make the audience yawn and eventually fall asleep, but a movie with plenty of action might keep them interested and sitting on the edge of their seat. Invite students to suggest verbs that might belong in each column of the chart (sat, plopped; talk, chatter).
 - **Check for understanding:** Tell students to turn to page 4 and read the last paragraph silently while you read it aloud. Ask them to identify the verbs (*examining, plucked, dropped, imagined*). Write the following sentence on the board: *She plucked the blossom.* Ask a volunteer to give an example sentence using a verb that means the same thing but isn't as interesting. (*She picked the blossom.*) Write the new sentence on the board and add the verb *plucked* to the *Interesting* column and *picked* to the *Uninteresting* column.
 - **Extend the discussion:** Review or explain how to use a thesaurus. Model using a thesaurus to find words that mean the same or nearly the same as another word. Point out that students may look up uninteresting words to find more interesting words to use when writing.
-  **Independent practice:** Have students complete the **verbs worksheet**. Allow them to use a thesaurus. After everyone is finished, have them discuss the verbs and explain their choices. Point out that answers may vary since students were using opinion, creativity, and personal preference to complete the worksheet.

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 acrostic poems about hiking. Acrostic poems spell the topic word vertically and then use each letter of the word to start a new line of poetry. For example:

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Having fun with family,
In the wild outdoors.
Kindness to plants and animals
Is important as we explore.
Nature is all around us,
Grand and beautiful.

Students may choose to write about any aspect of nature mentioned in the book, but the topic spelled vertically must be HIKING. Additionally, have students draw a picture to illustrate their poem. Display their work in the classroom or hallway.

Social Studies Connection

Provide print and Internet resources for students to research national parks and their policies regarding human interaction with nature. Invite a park ranger to the classroom to answer questions. Ask: *Are people allowed to stay overnight in the park? Are they able to take anything out of the park that they find? What damage has been done by those who don't follow park rules? How do human visitors affect the plants and animals in the park?*

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 summarizing as they read to better comprehend text
- thoughtfully analyze the author's purpose in discussion and on a worksheet
- identify and understand the use of nonfiction fact boxes within fictional text
- successfully recognize and use interesting verbs in text, discussion, and on a worksheet

Comprehension Checks

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