

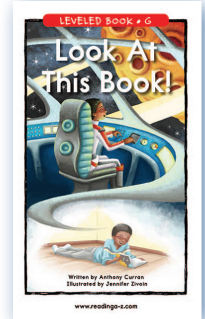
Focus Question:

What are some different types of books, and what makes each one different?

Book Summary

Text Type: Fiction/Fantasy

Books can take readers many places and help them learn new things. Students will love to discover the many genres of books and their purposes as they read this fantasy story about a boy and his reading adventures. *Look At This Book!* can also be used to teach students how to determine cause-and-effect relationships and to visualize to better understand text.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine cause and effect
- ☐ Describe information provided by illustrations
- ☐ Discriminate open vowel y
- ☐ Identify open vowel y
- ☐ Recognize and use conjunction *when*
- ☐ Identify and use the high-frequency word *read*

Materials

- ☐ Book: *Look At This Book!* (copy for each student)
- ☐ Cause and effect, open vowel y, conjunctions 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:** *play*, *read*, *when*
- **Words to Know**
Story critical: *autobiography* (n.), *biography* (n.), *fantasy* (n.), *informational* (adj.), *mystery* (n.), *science fiction* (n.)
- **Academic vocabulary:** *history* (n.), *without* (prep.)

Guiding the Reading

Before Reading

Build Background

- Ask students what types of books they like to read. Ask students to work with a partner to identify the titles of some of their favorite books. Have volunteers share these titles with the rest of the class. Record the titles on the board.
- Discuss with students the different genres of books and their characteristics. Use the list on the board and identify the genre of each book. Sort the titles into genres and have students identify their favorite genre on the basis of their favorite books.

Introduce the Book

- Give students their copy of *Look at This Book!* 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, illustrator's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the story and what they already know about the subject. Point out that the pictures in a story can also provide information to add to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the story.

Introduce the Comprehension Skill:

Cause and effect

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is an event that makes something happen and an *effect* is what happens as a result of the cause.

Guiding the Reading (cont.)

Explain that asking *Why did it happen?* reveals the cause and asking *What happened?* reveals the effect.

- Create a two-column chart on the board with the headings *Cause* and *Effect*. Write a cause-and-effect relationship on the board. For example, in the *Effect* column, write: *A girl is laughing*. In the *Cause* column, write: *She is reading a funny book*. Have students work with a partner to come up with other causes for the effect of the girl laughing and invite volunteers to share their answers (*someone told a joke, she is watching a cartoon, and so on*). Write the new cause-and-effect relationships on the board and discuss how each one creates a different visual image for the reader.

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 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 book genres. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- *What are some things the author says a book can be?* (level 1) page 3
- *What is the setting of the story?* (level 2) pages 3 and 12
- *What types of books help the boy learn new information?* (level 2) pages 7 and 8
- *Where are some places the boy likes to read?* (level 3) multiple pages
- *Which of the genres would be classified as fiction? Which would be classified as nonfiction?* (level 3) multiple pages
- *Why did the author write this story?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations are important when reading because they provide readers with additional information about the story. Have students work with a partner to review the picture on page 5. Ask students: *What additional information did you learn about this story from the picture? What details do you see in the picture that aren't in the text on this page? Why are pictures an important part of the story?* Have students review other pictures in the story and discuss the information they learned with a partner.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the story.
- Model determining a cause-and-effect relationship using a T-chart.
Think-aloud: *I can record cause-and-effect relationships by creating a T-chart on the board. When I want to determine an effect, I ask myself, what happened? On page 4, the answer is the boy explores distant planets. I can write this sentence under the Effect heading on the chart. When I want to determine a cause, I ask myself, why did it happen? On page 4, the answer to this question is the boy read a science fiction book. I can write this sentence under the Cause heading on the chart. Thinking about cause-and-effect relationships helps me understand and remember details from the story.*
- Model how to complete the **cause-and-effect worksheet**. Have students reread page 5. Then, have students ask the questions *What happened?* and *Why did it happen?* to determine the effect and the cause. Have students discuss their answers with a partner. Ask volunteers to share their answers with the rest of the class.

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.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the cause-and-effect relationships they chose to record on their worksheets.

Guiding the Reading (cont.)

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 story to answer the Focus Question. (Answers will vary. Reasons should include the names of genres and how they are different from each other. Samples: *Science fiction is one genre, and informational books are another genre. In science fiction books, the characters often travel into outer space; however, in informational books the reader learns new facts.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness: **Open vowel y**

- Say the word *story* aloud to students, emphasizing the final long vowel /e/ sound. Have students say the word aloud and then say the long vowel /e/ sound. Have students practice saying the long vowel /e/ sound to a partner.
- Repeat the process with the word *fantasy*.
- Have students work in groups to generate words that end with the final long vowel /e/ sound. Have volunteers share some of the words generated.
- **Check for understanding:** Explain to students that you are going to say pairs of words. If each word in the pair ends with the long vowel /e/ sound, they should give the thumbs-up sign. If not, they should give the thumbs-down sign. Say the following pairs of words, one at a time: *happy/mystery, funny/doorway, history/bunny, play/school, autobiography/biography*.

Phonics: **Open vowel y**

- Write the word *story* on the board and read it aloud with students.
- Have students say the long vowel /e/ sound aloud. Then, run your finger under the letters in the word *story* as students say the whole word aloud. Ask students to identify which letter represents the long vowel /e/ sound in the word *story*. Circle the letter y at the end of the word.
- Explain that sometimes the letter y at the end of a word makes the long vowel /e/ sound. This is called an *open vowel*. Have students turn to page 5 and find the word ending in an open vowel y (*fantasy*).
- **Check for understanding:** Write the following words on the board, leaving off the open vowel y: *puppy, fancy, study, and body*. Invite a volunteer to come

to the board and add the final y to each word. Have students read the words with a partner.

- **Independent practice:** Introduce, explain, and have students complete the **open vowel y worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Conjunction when**

- Review or explain that a *conjunction* is a word that links and relates two parts of a sentence together.
- Write the following sentence on the board: *When I read an informational book, I learn new facts.* Underline the word *when*. Point out that *when* is a *subordinating conjunction* in this sentence. It comes at the beginning of a subordinate, or dependent, clause. The subordinating conjunction turns the clause into something that depends on the rest of the sentence for its meaning.
- Have a volunteer read the beginning of the sentence aloud (*When I read an informational book*). Discuss the reasons this phrase is not a complete sentence and why it depends on the rest of the sentence to make sense. Point out that a comma is necessary when the conjunction *when* is used at the beginning of the sentence.
- Write the following sentence on the board: *I learn new facts when I read an informational book.* Point out that no comma is needed in this sentence because the conjunction is embedded in the sentence.
- **Check for understanding:** Have students look through the book to locate sentences with the conjunction *when*. Ask them to share with a partner two of the sentences.
- **Independent practice:** Introduce, explain, and have students complete the **conjunctions worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency word read**

- Write the word *read* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter on top of their desk.
- Write the following sentence on the board: *I love to read books.* Read it aloud with students and discuss with them the meaning of the word *read*. Discuss that the word can be pronounced two ways and the meaning of each word.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *read*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *read* correctly.

Connections

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