

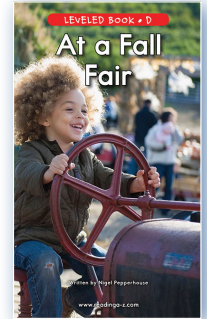
### Focus Question:

*How do people have fun at a fall fair?*

### Book Summary

Text Type: Nonfiction/Informational

Bobbing for apples, jumping on hay, and picking pumpkins . . . what fun! *At a Fall Fair* illustrates a variety of exciting things for people to do while visiting a fall fair. Detailed photographs and a repetitive text structure support emergent readers. Students will also learn to ask and answer questions as well as to identify the main idea and details in a text in order to better understand and remember what they read.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to better understand text
- ☐ Identify the main idea and details in a text
- ☐ Understand that photographs add details to enhance a text
- ☐ Discriminate long vowel /a/ sound
- ☐ Identify VCe pattern
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *can*

#### Materials

- ☐ Book: *At a Fall Fair* (copy for each student)
- ☐ Main idea and details, VCe pattern, verbs 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](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book.

- **High-frequency words:** *at*, *can*, *you*
- **Words to Know**  
**Story critical:** *bob* (v.), *explore* (v.), *fair* (n.), *fall* (n.), *hay* (n.), *maze* (n.)
- **Academic vocabulary:** *detail* (n.)\*, *idea* (n.)\*, *main* (adj.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Display photographs of various fair activities on the board. Have students turn to a partner and tell about a time they visited a fair. Invite volunteers to share their experiences with the class, and record these responses on the board.
- Have students work with a partner to sort the fair activities from the board into different categories. Invite pairs to share their categories with the class, and ask them to explain why they chose those categories.

##### Introduce the Book

- Give students their copy of *At a Fall Fair*. 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).

#### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Explain that asking and answering questions while they read helps readers understand important information in a story. Point out that the photographs in a book can also provide information to help answer these questions. Show students the title and cover picture, and have them work with a partner to create one question they hope the book will answer, based on the title and cover picture. Invite students to share their question with the class, and record these questions on the board.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that books have a *main idea*, which is what the book is mostly about. Point out that the facts used to describe the main idea are called *details* and that these details help the reader to better understand the main idea.
- Guide students to the cover page and invite them to look closely at the picture and the title of the book. Explain that the information found on the cover page often provides the reader with clues about the book's main idea. Have students work with a partner to use this information to predict the main idea. Invite volunteers to share their predictions with the class, including the clues they used to make their prediction. Have the class work together to construct a common main idea. Record the main idea on the board, for example, *there are many things to do at a fall fair*.
- 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 fun things to do at a fall fair. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answers 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.

- *In which season would people visit a fall fair?* (level 1) page 3
- *Which activities involve eating food at a fall fair?* (level 2) pages 4 and 11
- *What type of races can people do at a fall fair?* (level 2) pages 8 and 9
- *How are fall fairs different from other types of fairs people visit?* (level 3) multiple pages

- *What are three ways that people have fun at a fall fair?* (level 1) multiple pages

#### Text Features: Photographs

Explain to students that photographs are pictures taken with a camera and are often found in nonfiction books. Point out that these pictures can provide readers with details that support the main idea of the story. Guide students to page 3, and invite them to describe the details found in the photograph. Ask students: *What does this photograph teach you about a fall fair? How does this photograph give you more details than just reading the text?* Have volunteers share their thoughts with the rest of the class.

#### Skill Review

- Model for students how to stop at various points in the book to ask and answer questions using the information in the pictures and text. Direct them to stop at several points during reading to ask a question. Invite volunteers to share their questions with the rest of the class. Discuss with students how both the pictures and text helped them to answer their questions.
- Have students work in groups to periodically review the main idea of the book and discuss the details they have read. Have groups share the details. Revisit the main idea written on the board, and record the details below.
- Model identifying details to determine the main idea.  
**Think-aloud:** *Before we began reading, we used the clues found on the cover page to help us determine that the main idea of the book is: There are many things to do at a fall fair. As I read the book, I learned that there are many fun activities to do at a fall fair. Some of these activities include bobbing for apples and picking pumpkins. I also used both the pictures and the text to learn that you can explore a corn maze at a fall fair. Thinking about these details as I read helps me to remember the important information from the book.*
- Model how to complete the **main-idea-and-details worksheet**. Have students write the book's main idea. Have them write and draw a detail that supports the main idea in each space provided.

### 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.

### Guiding the Reading (cont.)

#### Skill Review

##### Graphic Organizer: **Main idea and details**

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose. Guide students to use the book to justify how each detail supports the main idea.

#### 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 book to answer the Focus Question. (Answers will vary. Reasons should include examples of how people have fun at a fall fair. Sample: *People have fun at fall fairs when they get to jump on hay and listen to music.*)

#### Comprehension Checks

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

### Book Extension Activities

#### **Build Skills**

##### Phonological Awareness:

##### **Discriminate long vowel /a/ sound**

- Say the words *play*, *maze*, and *hay* aloud to students, emphasizing the long vowel /a/ sound. Have students repeat the words and ask them to identify the sound that is the same in all of the words.
- Read page 3 aloud to students. Have them raise their hand when they hear a word that has the long vowel /a/ sound. Invite them to share the word (*places*) with a partner.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that has the long vowel /a/ sound: *bob*, *fall*, *games*, *can*, *race*.

##### Phonics: **VCe pattern**

- Write the word *tap* on the board and read it aloud with students. Have students identify which letter represents the short vowel /a/ sound in the word *tap*. Remind students that vowels can have two sounds: the short sound and long sound. Point out that in the word *tap*, the letter *a* represents the short vowel /a/ sound. Write the letter *e* at the end of the word *tap* and read the word *tape* aloud. Explain to students that the *e* at the end of the word is called a *silent e*, and it changes the vowel the long vowel /a/ sound.

- Write the following nonsense words on the board: *rak*, *gat*, *lan*, *cav*. Read the nonsense words aloud with students. Invite volunteers to the board to add the silent *e* to the end of each word and read the new word aloud.
- **Check for understanding:** Have students work with a partner to reread pages 7 and 8. Have students circle words with the VCe pattern (*maze*, *games*). Have students share the words they identified with the class.
- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Verbs**

- Explain to students that a *verb* is a *word that names an action*. Write the following verbs on the board: *clap*, *stand*, *jump*, *sit*. Read each verb aloud and ask students to perform the action it names. Invite students to share other examples of verbs with the class, and have the class act each one out.
- **Check for understanding:** On the board, write the title of the book. In groups, ask students to reread the book and work together to underline the verbs that describe what people can do at a fall fair. Invite groups to share with the class and record their responses on the board.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

#### Word Work: **High-frequency word can**

- Write the word *can* 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.
- Add the word *I* and a write-on line to make the sentence *I can \_\_\_\_\_* on the board and read the sentence aloud to students. Use the verbs listed in the previous section to complete the sentence. Invite students to the board to read each sentence and identify the word *can*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *can*. 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 *can* correctly.

#### Connections

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