

About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,467

Book Summary

Page's School Report is about two classmates whose assignment is to study and write a report on a Native American tribe. Through their research on the Makah and Mohawk tribes, the classmates discover many similarities between the two tribes, despite the differences. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand fiction text
- Identify details to compare and contrast information in text
- Understand the use of colons as punctuation
- Identify and form open compound words

Materials

Green text indicates resources available on the website

- Book—*Page's School Report* (copy for each student)
- Chalkboard or dry-erase board
- Visualize, compare and contrast, colons, open compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **complex** (adj.), **doubt** (n.), **interesting** (adj.), **researching** (adj.-verbal), **similarities** (n.), **system** (n.)

Enrichment: **challenged** (v.), **permanent** (adj.), **temporary** (adj.)

Before Reading

Build Background

- Give students a copy of the book. Ask if they've ever written a school report on a topic that they weren't excited about. Encourage them to share their experiences. Ask if their opinions changed once they got further involved in the project.
- Discuss Native Americans and the many different tribes that inhabited North America before the European settlers arrived. Encourage students to share what they know about Native Americans, their way of life, and so on. Emphasize that several tribes still exist today, such as the Makah and the Mohawk, although their traditions may have changed since the time of the first European settlers.

Preview the Book

Introduce the Book

- Guide students to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about.
- Preview the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that often the table of contents provides an overview of what a book is about. Ask students what they expect to read about based on what they see in the table of contents. Point out that in this book the chapters aren't titled. Ask students how that affects their predictions about what the book might be about (it doesn't give readers any hints).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture.
- Model how to visualize using a drawing.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me to understand the ideas in the story. For example, if I think of a baseball, I picture a small white ball with red stitching being hit with a wooden bat. I will draw that on a piece of paper so that I remember what I pictured in my mind.
- Give each student a blank sheet of paper. Write the word *basketball* on the board and have students visualize the object. Have them draw on paper what they pictured in their mind. Encourage students to share what they visualized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to organize information in a book is to explain how topics are alike and different. Write the words *Sports Equipment* on the board and show students a baseball and a basketball. Invite them to explain how the objects are alike and different (alike: round, used in sports, balls; different: a basketball is bigger than a baseball, a baseball is white and a basketball is orange, a basketball bounces but a baseball doesn't, a baseball is hit with a bat but a basketball is dribbled).
- Ask students how identifying ways that a basketball and a baseball are alike and different helped them understand the topic of *Sports Equipment*.
- *Think-aloud: To understand and remember new information in a book, I can think about how information is alike and different. I know that this is one strategy that good readers use, so I'm going to compare and contrast new information as I read.*

Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students locate the word *researching* on page 8. Read this sentence aloud to students. Explain to students that sometimes the sentence containing the unfamiliar word or even the sentences before or after have clues about its meaning. Ask a volunteer to read the sentence containing *researching* as well as the sentences after. Ask students if any of these sentences was helpful in understanding the meaning of the word. Say: *Based on the clues that we found, I think researching means to study or explore something. Let's reread the sentence to see if this definition makes sense.*
- Explain to students that throughout the book they will encounter words like *researching* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *researching* in the glossary to confirm the definition.

Set the Purpose

- Have students read the book to find out more about Page and her school report. Remind them to stop and visualize, or picture in their mind, the ways in which the two tribes in the book were alike and different.

During Reading


Student Reading

- **Guide the reading:** Introduce and explain the [visualize worksheet](#). Have students read to the end of page 12. Have them draw what they visualized about the Makah tribe on their worksheet.

- Model visualizing information in the book.

Think-aloud: I read that during the time before European settlers arrived, the Makah lived in forests surrounded on three sides by water. I found out that they lived in longhouses near the water so they could fish for salmon. They also hunted whales in giant canoes. In my drawing, I drew a large wooden house in the middle of lots of trees. I also drew some people fishing for salmon near the water and people hunting whales in canoes farther out in the sea.

- **Check for understanding:** Have students read to the end of page 14. Have them visualize the information in the text. Ask students to use their worksheet to add to their drawing of the Makah and draw new information about the Mohawk.
- Invite students to read the remainder of the book. Remind them to add to their drawings as they visualize the information in the book and use their drawings to identify ways that the Makah and Mohawk tribes were alike and different.

 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

- Ask students to show their drawing of what they visualized as they read the rest of the book. Encourage them to explain how visualizing helped them understand the information in the book.
- **Think-aloud:** *I read that the Makah tribe kept track of their history by carving into poles. I added a pole with pictures on it to my picture of the Makah tribe. I read that the Mohawk tribe lived in longhouses along streams where they fished. The tribe was very large and had a system of government. On my worksheet, I drew a lot of people by a longhouse and fishing along the stream. I also drew someone holding a list of laws to show that they had a government. As I looked at the two pictures, I began to see how the two tribes were alike and different.*

Reflect on the Comprehension Skill


- **Discussion:** Ask students to explain or show how comparing and contrasting information helped them to understand how the Makah and Mohawk tribes are alike and different.
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Makah* and the right circle *Mohawk*. Explain that information relating to the Makah tribe is written on the left side of the left circle. (They hunted whales in the Pacific Ocean.) Information that relates to the Mohawk tribe is written on the right side of the right circle. (They had a very complex system of government.) Explain that information relating to both the Makah and the Mohawk tribes is written in the middle where the circles overlap. (They lived in longhouses.)

- Introduce and explain the **compare-and-contrast worksheet**. Have a volunteer share one way the two tribes were the same. Add the information to the middle section of the diagram on the board, pointing out that they are *comparing* the Makah with the Mohawk. Have students write the information on their worksheet. Have a volunteer share one way the two tribes were different. Add the information to the left and right sides of the diagram on the board, pointing out that they are *contrasting* the Makah with the Mohawk.
- **Independent practice:** Have students complete the compare-and-contrast worksheet by writing down at least one more similarity and one more difference. As time allows, meet with students individually to discuss their answers.
- **Extend the discussion:** Ask students what more they would like to learn about the Makah and Mohawk tribes. Write their questions on the board. Assign partners to research one question on the board and report their findings to the rest of the class.

Build Skills

Grammar and Mechanics: Colons


- Review or explain that a *colon* is a punctuation mark (:) used before a long quotation, explanation, example, or series. It also is used after the greeting in a formal letter.
- Direct students to page 9 in the book. Read the first paragraph aloud as students follow along. Ask a volunteer to identify where the colon is placed within the text (after the word *library*). Ask students how the colon is used in this instance (before a long quotation).
- Have students turn to page 17. Ask a volunteer to identify where the colon is placed within the text (after the word *America*). Ask students how the colon is used in this instance (before a series of examples of different Native American tribes).

 **Check for understanding:** Have students find and circle the colon used on page 19, and have them explain how the colon is used (before a long quotation). On the inside front cover of their book, have students draw a colon (:) followed by its definition (a punctuation mark used before a long quotation, explanation, example, or series. It also can be used after the salutation of a formal letter).

- **Independent practice:** Introduce, explain, and have students complete the **colon worksheet**. If time allows, discuss their responses.

Word Work: Open compound words

- Review or explain that when two or more words are combined to form a new word, the new word is called a *compound word*.
- Write the words *longhouses* and *Native American* on the board. Have students explain the similarities and differences between the words. (They are both compound words because each example has more than one word that together stands for one meaning. However, *Native American* has a space between the words.) Explain that words that are written separately to express one idea are called *open compound words*.
- Read the first paragraph on page 10 aloud while students follow along. Ask them to locate the open compound word (*North America*). Discuss the meaning of each word to identify the meaning of the compound word. (You may also want have students identify North America on a map.)

 **Check for understanding:** Have students look for open compound words on page 17 (for example, *Native American*; *North America*; *Great Plains*). Have them circle the words in their book. Ask students to think of other open compound words they know and list them on the inside front cover of their book. Encourage them to share their words with the class.

- **Independent practice:** Introduce, explain, and have students complete the **open-compound-words worksheet**. If time allows, discuss the answers aloud once everyone has finished working independently.

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 students work with someone at home to compare and contrast two objects found in their house.

Extend the Reading

Writing and Art Connection

Have students use the school or city library to research a modern Native American tribe other than the Mohawk or the Makah. Have them write a report including where the tribe lives, how they hunt or farm, what their clothing is like, and so on.

Social Studies Connection

Discuss with students how the Native American way of life changed as European settlers arrived in North America. Ask them how they think life for the tribes changed as more settlers arrived and moved west. Further discussion may also be done on how members of the Makah and Mohawk nations live today.

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:

- consistently use the strategy of visualizing to comprehend the text while reading
- accurately compare and contrast nonfiction details within a fictional text and record the information on a graphic organizer
- correctly recognize and understand the use of colons as punctuation during discussion and on a worksheet
- correctly identify and form open compound words during discussion and on a worksheet

Comprehension Checks

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

