

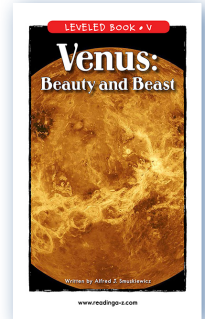
Focus Question:

Why might Venus be considered a fascinating planet?

Book Summary

Text Type: Nonfiction/Informational

For thousands of years, Venus has been a fascinating planet to humans. Students will love learning more about this bright spot in our sky in *Venus: Beauty and Beast*. This book explains all about the closest planet to Earth and includes detailed photographs, charts, and easy-to-understand text. Students will also have the opportunity to identify the author's purpose as well as to connect to prior knowledge to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify author's purpose
- ☐ Recognize and use the table of contents
- ☐ Identify and use adjectives
- ☐ Recognize and use synonyms and antonyms

Materials

- ☐ Book: *Venus: Beauty and Beast* (copy for each student)
- ☐ Author's purpose, adjectives, synonyms and antonyms 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.

• Words to Know

Story critical: *atmosphere* (n.), *equator* (n.), *hostile* (adj.), *opaque* (adj.), *radar* (n.), *sulfuric acid* (n.)

Enrichment: *lava* (n.), *meteorites* (n.), *robotic* (adj.), *tropical* (adj.)

- **Academic vocabulary:** *compound* (n.), *determine* (v.), *different* (adj.), *information* (n.), *intense* (adj.), *similar* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a picture of our solar system. Have students work with a partner to name the planets. Invite volunteers to share the names of the planets with the class and label these on the board.
- Invite students to share what they know about each planet, and record these facts on the board. Circle *Venus* and explain to students that they are going to be learning more about this planet today.

Introduce the Book

- Give students their copy of *Venus: Beauty and Beast*. Guide them to the front and back covers and read the title. Have students discuss what they see on the cover. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Refer to the facts on the board about the planets. Point out to students that they started connecting to prior knowledge by listing facts about the planets at the beginning of the lesson. Explain that connecting to prior knowledge will help them better connect with the new information about Venus presented in the text. Remind them to continue connecting with prior knowledge as they read.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that an author has a reason, or purpose, for writing a book. Point out that the purpose could be to *entertain*, to *inform*, or to *persuade*. Explain that to *entertain* means to amuse someone, to *inform* means to give someone information about something, and to *persuade* means to convince someone to think or act a certain way.
- Have students discuss with a partner what they think the author's purpose is for writing *Venus: Beauty and Beast*. Invite students to share their predictions and their reasoning.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Venus. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *From where did Venus get its name?* (level 1) page 4
- *How are Venus and Earth alike? How are they different?* (level 2) pages 5–6
- *What features have been discovered on Venus's surface?* (level 1) pages 8–9
- *Why can't humans land on Venus? How will that impact our ability to study this planet?* (level 3) multiple pages
- *Has life ever been able to survive on Venus? Why or why not?* (level 3) multiple pages
- *Why did the author write this book about Venus?* (level 3) multiple pages

Text Features: Table of contents

Explain that the table of contents helps readers identify key topics in the book in the order they are presented. Put students into small groups and give each group multiple sentences cut out from the book. Ask groups to work together to match the sentences with the correct section by using the table of contents. Invite volunteers to share their answers with the class. Discuss with students how the table of contents helps readers better identify the order of key topics in the book.

Skill Review

- Model for students how you connect with prior knowledge as you read. Stop at various points in the text and ask students what they already know about the topic being presented. Invite volunteers to share their answers with the class.
- Model evaluating details to determine the author's purpose.
Think-aloud: The book has a lot of information on the planet Venus. These facts and details give me information on a topic that is new to me, so I think the author's main purpose is to inform. However, I know authors can have multiple purposes for writing, so I will continue reading to see if the author had other purposes for writing this book.
- Have students work with a partner to discuss details of the book and their effect on the reader. Have them share their opinion on the author's purpose for writing the book.
- Model how to complete the **author's purpose worksheet**. Have students underline or highlight details in the book as they read. Then have them compare their details with a partner's and determine the author's purpose for the book.

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: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Ask students to call out the author's purpose for this book. Discuss with students how determining an author's purpose can help readers better understand the information presented in a book.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Answers should include some of the facts about Venus from the book, such as: *it is the closest planet to Earth; it is extremely hot; it is covered with massive mountain ranges; and so on.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Grammar and Mechanics: Adjectives

- Review with students that *adjectives* are words that describe nouns and pronouns. Explain that an adjective tells *which one, how many, or what kind*, and helps the reader form a clear mental picture of the writer's words.
- Have students turn to a partner and discuss adjectives that would describe Venus, such as *hostile, hot, beautiful, mysterious*, and so on. Invite volunteers to use each of the adjectives in a complete sentence and record this information on the board. Identify and circle the adjective in each sentence and underline the noun or pronoun that the adjective describes.
- Have students reread the first sentence on page 5 and find the two adjectives that describe Venus's surface (*hard, rocky*). Point out that these two words describe what kind of surface Venus has, and therefore they are adjectives.
- **Check for understanding:** Have students reread pages 6 and 7 with a partner and circle all the adjectives they find. Then, have them underline the nouns or pronouns that each adjective describes. Invite students to share their responses with the class. Have them also share whether each adjective tells *which one, how many, or what kind*.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Synonyms and antonyms

- Write the word *beautiful* on the board. Ask students to suggest a word that means almost the same thing (*gorgeous, exquisite*, and so on). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *beautiful* (*awkward, ugly*, and so on). Review or explain that a word that means the opposite of another word is called an *antonym*.

- **Check for understanding:** Have students turn to page 4 to find the word *dazzling*. Ask students to suggest a synonym and antonym for this word. Remind students that synonyms need to make sense in the context of the sentence.
- Use a thesaurus to look up the word *dazzling* and show how a thesaurus is used. Give students a thesaurus. Ask them to find the word *dazzling* and have them confirm the synonyms suggested. If the thesaurus lists antonyms, have them find antonyms for the word. Point out that some dictionaries also list synonyms and antonyms for words.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss their answers.

Connections

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