

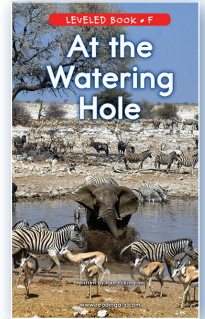
Focus Question:

What can you see at the watering hole?

Book Summary

Text Type: Nonfiction/Informational

During the dry season on the African savanna, the watering hole is a gathering place for many animals. The book *At the Watering Hole* allows students to learn about the variety of animals that come to get a drink at this special place. The book can also be used to teach students to classify information and the proper use of verbs.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /o/ sound
- ☐ Identify short vowel o
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *come*

Materials

- ☐ Book: *At the Watering Hole* (copy for each student)
- ☐ Classify information, short vowel o, 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. (*) word appears in the lesson but not the book.

- **High-frequency words:** *come, look, take*
- **Words to Know**
Story critical: *drink (v.), flock (n.), pack (n.), parade (n.), savanna (n.), watering hole (n.)*
- **Academic vocabulary:** *classify (v.)*, information (n.)**

Guiding the Reading

Before Reading

Build Background

- Discuss with students the meaning of the word *savanna* (a flat grassland with few trees). Ask students to think about what this area might look like. Have students share their ideas with a partner. Have volunteers share their ideas with the whole class.
- Locate Africa on a map or globe. Explain to students that the book they are about to read takes place at a watering hole on the African savanna. Discuss as a class why the watering hole might be important to the animals of the African savanna.

Introduce the Book

- Give students their copy of *At the Watering Hole*. 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 think about what they are reading and ask questions while they are reading. Show students the cover of the book and ask them what they already know about animals at a watering hole. Record their responses on the board in the *K* section of a KWL chart. Have students look through the book at the photographs to think of questions they have about animals at a watering hole. Record responses in the *W* section on the KWL chart on the board. Point out that the *L* column is to record the information they learned as they read the book.

Introduce the Comprehension Skill:

Classify information

- Have students work in small groups, and provide them with pictures of various animals such as *cats, pigs, horses, birds, fish, frogs, snakes, turtles*, and so on. First, have students sort the animals into the following groups: animals with four legs and animals with fewer than four legs. Then have them

Guiding the Reading (cont.)

sort by animals with fur and animals without fur. Next, invite students to create a new way of sorting the animals. Have students share their groupings with the class. Explain to students that when they sort objects or ideas into groups they are *classifying information*.

- Explain to students that information found in nonfiction books can usually be placed into groups or categories. When readers notice these categories while reading, it will help them remember and understand information in the book. Point out that, as they read, students should think about how they could classify information about the animals that visit the waterhole.

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 what happens at the watering hole. 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.

- *Why do animals come to the water hole?* (level 1) page 3
- *Which animals come alone to drink at the watering hole?* (level 2) multiple pages
- *Which animals come in groups to drink at the watering hole?* (level 2) multiple pages
- *Why is the watering hole dangerous for some animals?* (level 3) page 12
- *Why did the author write this book about the watering hole?* (level 3) multiple pages

Text Features: Photographs

Have students work in small groups to review the photographs on pages 3 and 4. Ask students: *Why would the author choose to include photographs of animals rather than drawings? How do these photographs help you understand what the animals do at the watering hole? How do these photographs provide more information than what is written in the book?* Have students review other photographs in the book and discuss in small groups why the author chose each photograph.

Skill Review

- Review with students the KWL chart that the class created. Ask students to share an answer that they found for one of the recorded questions. Record this information in the *L* column. Invite students to share any new questions and record this information in the *W* column.
- Model classifying information.
Think-aloud: *The book is providing me with information about animals that visit the watering hole. I learned that some animals visit the watering hole alone and other animals visit the watering hole in groups. This is one way I could group, or classify, the information. After reading about each animal, I will think about which group I should place it in. For example, I read the small bird goes alone to the watering hole, so it would be placed in the category of animals that visit the watering hole alone. What other animals from the book would fit into this category?*
- Have students work with a partner to determine which animals belong in the categories listed in the think-aloud. Review students’ findings as a class. Invite students to discuss with their partner new categories for classifying the animals in the book. Invite them to consider other animals that would fall into these categories.
- Model how to complete the **classify information worksheet**. Have students refer to the text if necessary.

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: Classify information

Review the classify information worksheet that students completed. Invite volunteers to share their findings with the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used 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 animals taking a drink, such as a small bird, a tall giraffe, a big hippo, a heavy rhino, a flock of storks, a parade of elephants, a pack of dogs, and a herd of zebras, and animals coming to drink and hunt, such as lions, leopards, and hyenas.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness: **Short vowel /o/ sound**

- Say the word *flock* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the short /o/ sound. Repeat this process with the following words: *stop*, *not*, *lop*, *hot*, *log*, and *spot*.
- Read pages 7 and 8 aloud to students. Have them raise their hand when they hear a word that contains the short vowel /o/ sound (*stops*, *flock*).
- **Check for understanding:** Say the following words one at a time, and have students give a thumbs-up signal if the word contains the short vowel /o/ sound: *blot*, *hippo*, *copper*, *fox*, *tall*, *small*, *hog*, *rotten*, *top*, and *gotten*.

Phonics: **Short vowel o**

- Write the word *flock* on the board and read it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then, run your finger under the letters in the word as students say the word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *flock*.
- Say the words *fox* and *fix* aloud, emphasizing the vowel sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /o/ sound.
- **Check for understanding:** Write the following words with the short /o/ sound on the board, leaving out the vowel: *cot*, *pod*, *nod*, and *mom*. Say each word, one at a time, and have volunteers come to the board and add the short vowel o to each word.

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

Grammar and Mechanics: **Verbs**

- Explain to students that a *verb* is an *action word*. Have each student name at least one verb. Write the verbs on the board and select several of the verbs for the class to act out.
- Have students read page 5 aloud with you. Ask them to identify the verb (*bends*).
- Write several sentences about the animals from pages 8 through 12 in the book, using verbs to tell how they get a drink (*The storks dip to take a drink*). Invite volunteers to come to the board and circle the verb in each sentence. Have the class say the verbs aloud.
- **Check for understanding:** Have students locate and circle the verbs in the book. Have volunteers share one verb they found with the rest of the class. Have the rest of the class give the thumbs-up signal if they agree the word is a verb.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

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

- Write the word *come* 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.
- Ask students to find a sentence in the book that *come* appears in. Ask students to read aloud a sentence containing *come* to a partner. Discuss with them the meaning of the word *come*.
- Have students practice spelling *come* on the palm of their hand.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *come*. 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 *come* correctly.

Connections

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