

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 110

Book Summary

Mother's Day is a special holiday for children and their families. In *A Walk With Mom*, Sam and his mom celebrate Mother's Day by taking a walk through the woods. While reading this story, students will have the opportunity to connect to prior knowledge as well as to identify the story elements of character and setting. Detailed illustrations, repetitive text, and high-frequency words support early readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify characters and setting
- Discriminate initial consonant /m/ sound
- Identify initial consonant *Mm*
- Understand and use quotation marks
- Recognize and use antonyms

Materials

Green text indicates resources that are available on the website.

- Book—*A Walk With Mom* (copy for each student)
- Chalkboard or dry-erase board
- Paper
- Identify characters and setting, quotation marks, antonyms 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

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

- High-frequency words: *said, that, what*
- Content words:
Story critical: *picked* (v.), *popped* (v.), *ripe* (adj.), *strawberry* (n.), *wild* (adj.), *woods* (n.)

Before Reading

Build Background

- Ask students what they know about the holiday called *Mother's Day*. Invite volunteers to share their stories and experiences with the class.
- Have students work with a partner to brainstorm fun things they could do with their families to celebrate the next Mother's Day. Invite partners to share their ideas with the class, and record them on the board.

Book Walk

Introduce the Book

- Give students their copy of the 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: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between the information they read in a book and what they already know about the topic. This is called *connecting to prior knowledge*. Point out that connecting to prior knowledge helps the reader better understand new information.
- Model connecting to prior knowledge by using the title and cover picture.
Think-aloud: The title of this book is A Walk With Mom, and I see two people who I predict are a boy and his mom. They are walking in the woods. I know this because I see tall trees and flowers blooming. This reminds me of when I spend time with my mom. We like to ride our bikes in our neighborhood, and I love to look at the trees and flowers while we ride. Connecting to prior knowledge helped me predict what this book might be about, and it also made me excited to read it.
- Have students use the title and picture on the cover page to make a prediction before reading the book. Invite them to share their predictions.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Identify characters and setting**

- Explain to students that a story is made up of many parts, called *story elements*. Two important story elements include *characters* and *setting*. Characters are the people, animals, or imaginary creatures in the story. The setting tells where and when the story takes place.
- When students say the word *character*, have them hold up their pointer finger and bend it up and down, pretending it is a person walking around. When students say the word *setting*, have them use both hands to smooth out the air in front of them. Have students practice saying each word while performing the accompanying hand motion.
- Model identifying characters and setting.
Think-aloud: When people tell a story, they include information about the characters and setting. For example, in the story about my mom and I riding bikes, my mom and I were the characters. The setting of the story was my neighborhood. I can identify the characters and setting in both stories I read and stories I hear.
- Write the words *characters* and *setting* on the board. Explain that students will be looking for the characters and the setting in this story as they read.

Introduce the Vocabulary


- Write the following story-critical words on the board: *picked, popped, ripe, strawberry, wild, woods*. Review with students the definitions of these words.
- Divide students into small groups, and assign each member of the group a different vocabulary word. Ask students to draw a picture representing their vocabulary word, and then take all pictures and put them face down in a pile. Have students take turns choosing a picture from the pile and guessing which vocabulary word the picture represents. Repeat until all pictures have been chosen and all vocabulary words have been guessed.
- After the game, hang the pictures up around the room for students to use as a reference.

Set the Purpose

- Have students read to find out what happens to the boy and his mom on their walk. Remind them to connect to prior knowledge as well as to identify the characters and setting as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
 - Model making connections to prior knowledge.
Think-aloud: On page 3, I read that Sam and his mom were taking a walk on Mother's Day. When I read this page, I thought about when we celebrated my mom on Mother's Day. My sister and I woke up really early to make her a special breakfast, and then we served it to her in bed! After breakfast, my whole family went to the park to play. It was such a beautiful day outside! Connecting to prior knowledge helped me relate to Sam and his mom celebrating Mother's Day, and it also helped me better understand the story.
 - Have students share with a partner connections they made between their prior knowledge and what they read on these pages.
 - Draw students' attention back to the words on the board: *characters* and *setting*. Have them repeat these words and their corresponding hand motions.
 - Have students share with a partner the names of the characters in this story. Invite a volunteer to share the answer with the class, and write the names of the characters on the board under the correct heading.
 - Have students share with a partner the setting of this story. Remind them that the setting includes where and when the story takes place. Encourage students to use the pictures clues to help determine the setting. Invite a volunteer to share details about the setting with the class, and write this information under the correct heading.
 - **Check for understanding:** Have students read to the end of page 10. Encourage students to share with the rest of the class how they connected to prior knowledge as they read. Ask students whether there are any other characters in this story or whether there are any other details they can share about the setting.
 - Have students read the remainder of the book. Remind them to make connections between what they know and what they read as well as to identify the characters and setting in this story.
-  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 the discussion that follows.

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

- Have students discuss with a partner the final connections they made to the book.
- **Think-aloud:** *On page 11, Sam's mom ate a wild strawberry, and she said it tasted like summer. This made me think of eating strawberries in the summer with my sister. We like to cut them up and put whipped cream on top! Strawberries are a great snack, especially after spending the day swimming at the pool. This connection helped me to better understand how Mom felt when she ate the wild strawberry, and it enabled me to enjoy the story more because I felt so connected to what I read.*
- Invite students to share their final connections with the class. Emphasize that engaged readers connect to prior knowledge in order to better understand and enjoy what they read.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the characters and setting in this story. Emphasize how the pictures in the story helped students describe the setting. Add any more details that students volunteer about the setting under the correct heading on the board.
- **Independent practice:** Introduce, explain, and have students complete the **identify-characters-and-setting worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you read about a boy and his mom who took a walk in the woods on Mother's Day. What are some things you like to do with your family to celebrate Mother's Day?

Build Skills


Phonological Awareness: Initial consonant /m/ sound

- Say the word *mom* aloud to students, emphasizing the initial /m/ sound. Have students say the word aloud and then say the /m/ sound.
- Read page 3 aloud to students. Have students raise their hand when they hear a word that begins with the /m/ sound.
- **Check for understanding:** Say the following words one at a time and have students stand up if the word begins with the /m/ sound: *map, woods, nail, make, much*.

Phonics: Initial consonant Mm

- Write the word *mom* on the board and say it aloud with students.
- Have students say the /m/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the initial /m/ sound in the word *mom*.
- Have students practice writing the letter *Mm* with their finger in the air while saying the /m/ sound. Then, have students practice writing the letter *Mm* on a separate piece of paper while saying the /m/ sound.
- **Check for understanding:** Write the following words that begin with the /m/ sound on the board, leaving off the initial consonant: *man, milk, mop*. Say each word, one at a time, and have volunteers come to the board and add the initial *Mm* to each word.

Grammar and Mechanics: Quotation marks

- Have students turn to page 4 and locate the first sentence. Read this sentence aloud to students. Point to the quotation marks. Explain that these marks are called *quotation marks* and that they go around the words that characters say in a story.
- Point out the words *he asked* after the quotation marks. Explain that these words explain who is speaking in the sentence. Ask students to whom the word *he* refers (*Sam*). Explain to students that in this sentence, Sam is speaking.
- Read the next sentence on page 4 aloud to students. Ask students to locate the quotation marks and the words *she said* after the quotation marks. Ask students to whom the word *she* refers (*Mom*).
-  **Check for understanding:** Have students locate and circle all of the quotation marks in the story. Ask students to underline who is speaking in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: Antonyms

- Have students turn to page 11 and read the sentence aloud. Have students underline the word *smiled* and ask students to suggest a word that means the opposite of *smiled* (*frowned*). Review or explain that a word that means the opposite of another word is called an *antonym*. Write the antonym pair on the board.

Lesson Plan *(continued)*

A Walk With Mom

- Have students turn to page 12. Read the first sentence aloud with students and point to the word *closed*. Ask students to name a word that means the opposite of the word *closed* (*opened*). Write the antonym pair on the board.
- **Check for understanding:** Write the words *big*, *hot*, and *left* on the board. Have students work with a partner to identify an antonym for each word. Invite volunteers to share their answers, and record the antonym pairs on the board. Have students use the antonym pairs listed on the board in oral sentences with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

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 them identify the characters and setting in this story, and invite them to share any connections they made to their prior knowledge.

Extend the Reading

Personal Narrative Writing and Art Connection

Have students write about a special day they spent with their family. Students' writing should be from a first-person point of view and share a personal experience through descriptive details. Encourage students to illustrate their story.

Visit WritingA-Z.com for a lesson and leveled materials on personal narrative writing.

Science Connection

Explain or review the four seasons, and discuss the characteristics of each. Have students create a book of seasons, with one page for each season. On each page, have students draw a picture that represents that season. Students should also include the general temperature and type of precipitation that characterize that season.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can**

- consistently use the strategy of connecting to prior knowledge to understand the text during discussion;
- accurately determine the characters and setting during discussion and on a worksheet;
- accurately discriminate initial consonant /m/ sound during discussion;
- identify and write the letter symbol that represents the /m/ sound in text and during discussion;
- understand, locate, and use quotation marks during discussion and on a worksheet;
- correctly identify and use antonyms during discussion and on a worksheet.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)