

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 101

Book Summary

In *What's in That Pouch?*, students learn about some animals that carry their babies in a pouch. Students will find out where these animals live and what they eat. Students can identify the main idea and supporting details, and connect to prior knowledge. Detailed illustrations, high-frequency words, and repetition support readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Segment syllables
- Identify initial consonant *Kk*
- Identify and use question marks
- Recognize and use position words

Materials

Green text indicates resources are available on the website.

- Book—*What's in That Pouch?* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details, initial consonant *Kk*, question marks 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.

- High-frequency words: *in*, *that*
- Content words:

Story critical: *baby* (n.), *bilbies* (n.), *koala* (n.), *kangaroo* (n.), *pouch* (n.), *wallaby* (n.)

Before Reading

Build Background

- Write the words *animal moms* on the board and point to the words as you read it aloud to students. Repeat the process and have students say the words aloud.
- Discuss ways in which animal moms care for their babies. Ask students whether or not they know about any animals that carry a baby in a pouch. Discuss what students know about these types of animals and how the way they take care of their babies is alike or different from the way other animal moms take care of their babies.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *What's in That Pouch?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *What's in that pouch? It's a baby ____.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Model how to ask questions as you preview the book.
Think-aloud: I see several animals on the front cover of What's in That Pouch? They look like kangaroos and I can see they are carrying a baby in a pouch. I wonder if these animals are kangaroos. I will write that question on the board (Are these animals kangaroos?). On the back cover I see two koalas. I wonder if koalas carry their babies in a pouch. I'll write that question on the board (Do koalas carry babies in a pouch?). I will have to read the book to find the answers to these questions.
- Show students the title page and ask what they see in the picture. Ask students what questions they might ask about the picture. If necessary, model once more for students how to ask questions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Review or explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain that one main idea of this book is: *Some animal moms carry a baby in a pouch.* Point to each word as you read the sentence aloud with students.
- Model how to identify the details.
Think-aloud: I know every book has details that help explain the main idea. I know this book is about animals that carry a baby in a pouch. On the front cover, I see a kangaroo with a baby in her pouch. I know a kangaroo carries her baby in a pouch. So the kangaroo could be a detail that supports the main idea.
- Have students look at the picture on the back cover. Ask them to identify how this could be a detail that supports the main idea.
- Review with students that details explain the main idea by providing new information about that big idea. In this case, the details should explain what kinds of animals carry a baby in a pouch. Encourage students to search for details that explain the main idea of the book as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Some animal moms carry the baby in a pouch. The pouch is a place where the baby rides and sleeps.*


- Remind students to use their decoding strategies to read new or difficult words. Review or explain that one way to read a new word is by using the picture and the context of the sentence. For example, point to the word *wallaby* on page 6 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. In the picture I see an animal that looks like a kangaroo. The sentence reads as follows: It's a baby /w/. One word that would make sense is kangaroo, but that starts with the /k/ sound, and this word starts with the /w/ sound. So I can think about other words that might make sense in the sentence. I know that a smaller relative of the kangaroo is called a wallaby. The word wallaby starts with the /w/ sound. This word must be wallaby.*

Set the Purpose

- Have students use what they already know about animals that carry babies in a pouch to understand and remember what they read. Remind them to think about the main idea and the details that support it.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Some*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5 using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model asking and answering questions.
Think-aloud: *After I read the first few pages, I learned some animal moms carry the baby in a pouch. Earlier, I asked the question: Do koalas carry babies in a pouch? I learned a koala mom does carry her baby in a pouch. I also read koalas live in trees and eat leaves. I wonder if I will learn about what the other animals eat and where they live. I will keep reading to find out about other animals that carry babies in a pouch.*
 - Ask students if they wondered about anything while they were reading. Invite them to share any questions that came up for them. Accept all questions that students can justify on the basis of the pictures and story.
 - Review the main idea on the board: *Some animal moms carry a baby in a pouch*. Ask students to explain whether or not a koala is a detail that supports the main idea of the book and why (yes, *a koala is an animal mom that carries a baby in a pouch*).
 - Introduce and explain the **main-idea-and-details worksheet**. Write the words *koala, lives in a tree, eats leaves* on the board. Have students tell where these details should be placed on the worksheet. Have students fill in the information on their worksheet. Discuss the information recorded on the worksheet.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
 - Have students read the remainder of the book. As they read, remind them to look for animals that explain the main idea of the book.
-  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

- **Think-aloud:** *As I read the book, I thought about the questions I asked earlier in the lesson. I asked if the animal on the cover was a kangaroo. I learned that the gray-colored animal on the front cover is a wallaby. A wallaby is a smaller relative of the kangaroo. I also learned that wallabies live near the woods and eat plants.*
- Ask students to explain how asking and answering questions help them to understand and remember information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details students wrote on their worksheet. Invite them to explain why each of the details on the worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the animals that carry babies in a pouch, as well as where they live and what they eat. Now that you know and have thought about this information, in what ways are the animals alike? How are they different?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *kangaroo*. Clap each time you say a syllable (3 claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables and tell how many syllables are in each word: *pouch, baby, koala, wallaby, bilbies*.

Phonics: Initial consonant Kk

- Write the word *kangaroo* on the board and say it aloud with students.
- Have students say the /k/ 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 /k/ sound in the word *kangaroo*.
- Have students practice writing the letter *Kk* on a separate piece of paper while saying the /k/ sound.



Check for understanding: Have students read the book with a partner. Ask them to find and circle all of the words that begin with the /k/ sound. Invite volunteers to share one word they found with the class.

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Kk worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Question marks

- Write the following sentence on the board: *What's in that pouch?* Read the sentence aloud with students.
- Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of this sentence.
- Explain that this signal is called a *question mark*. Point out that a question mark is like a stop sign because it tells readers to stop reading. It also tells readers that a question is being asked.

Lesson Plan *(continued)*

What's in That Pouch?

- Have students ask a “What’s in that . . . ?” question. Record some questions on the board. Have volunteers come to the board and add a question mark to each sentence.



Check for understanding: Have students locate and circle all the sentences in the book that end with a question mark. Have them read the questions to a partner.

- **Independent practice:** Introduce, explain, and have students complete the [question marks worksheet](#). If time allows, discuss their responses.

Word Work: **Position words**

- Write the following sentence on the board: *What’s in that pouch?* Underline the word *in*. Invite students to explain the meaning of the word. Have students turn to page 5 in the book. Have them locate the word *in*, and read the sentence with them. Have students move their finger on the picture to show what the word *in* means.
- Explain that the word *in* is a *position word*. Position words tell the location of things.
- Have students read page 7 and locate the word *near*. Have them point in the picture to show where the wallaby lives (near the woods).
- **Check for understanding:** Have students work with a partner to use the position words *in* and *near* in oral sentences. Ask each pair of students to share their sentences aloud. Write the sentences on the board and underline the position words.



Independent practice: Have students reread the book and find all of the position words and underline them.

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 decide on the main idea with someone at home and together identify details that support that idea.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of one of the animals from the book. Under the picture, have students write the question: *What’s in that pouch?* Also, have students answer their question. Remind students to use question marks and periods.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Work with students to create a list of the animals they read about in the book. Provide Internet and other resources about these animals and where they live (Australia). Read these materials with students and discuss the new information learned. Locate Australia and other countries on a map. Use the resources to determine whether there are other animals that carry their babies in a pouch. Add these animals to the list.

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 ask and answer questions during discussion
- accurately determine the main idea and supporting details during discussion and on a worksheet
- accurately and consistently segment syllables during discussion
- identify and write the letter symbol that represents the initial consonant /k/ sound during discussion and on a worksheet
- correctly understand and use question marks during discussion and on a worksheet
- correctly locate and use position words in text and in oral sentences

Comprehension Checks

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