

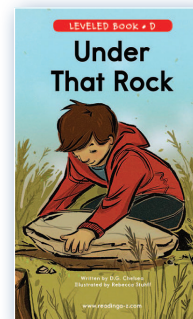
Focus Question:

What might you find under a rock?

Book Summary

Text Type: Fiction/Descriptive

Looking under rocks can lead to all kinds of discoveries! *Under That Rock* introduces readers to a small world of living things. The book can also be used to teach students about sequencing events and identifying adjectives.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge
- ☐ Sequence events
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *sp-* and *sn-* blends
- ☐ Identify and categorize initial consonant *sp-* and *sn-* blends
- ☐ Recognize and use adjectives
- ☐ Identify and use position words

Materials

- ☐ Book—*Under That Rock* (copy for each student)
- ☐ Sequence events, initial consonant *sp-* and *sn-* blends, adjectives 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.

- **High-frequency words:** *find*, *may*, *you*
- **Words to Know**
Story critical: *grub* (n.), *silky* (adj.), *slow* (adj.), *smooth* (adj.), *surprises* (n.), *wiggly* (adj.)

Guiding the Reading

Before Reading

Build Background

- Ask students if they have ever gone hiking or on a nature walk. Ask students, *Where did you go? What did you do? What did you see?* Have students share their prior experiences.
- Discuss with students how we can often discover big things when looking at nature, but sometimes, if we look close enough, many small things can be discovered too. Ask students what small things they might find in nature.

Introduce the Book

- Give students their copy of *Under That Rock*. 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, and illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

Explain to students that engaged readers make connections between what they are reading and what they already know. Remind students that thinking about what they already know about a topic will help them understand what they are reading. Invite students to look at the cover and the title page of the book and think about how the pictures connect to what they already know. Have volunteers share their connections with the group.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that most stories are generally told in order, from beginning to end. Explain that when people tell the order in which things happen, they are telling the *sequence of events*.
- Point out to students that effective readers stop now and then while reading to identify the order, or sequence, of events.

Guiding the Reading (cont.)

- Review with students a book the class has read recently. Have students retell the sequence of events of the story, in the correct order. Ask volunteers to share the sequence of events with the group.

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 the 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 might be under rocks. 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.

- *What does the boy find first?* (level 1) page 4
- *Which things under the rock are alive?* (level 2) multiple pages
- *What is the same about all the creatures the boy finds?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations are helpful when reading because they help the reader know what something looks like. Have students review the pictures throughout the book and discuss how they helped them understand new or unfamiliar words, such as *silky*, *smooth*, and *wiggly*.

Skill Review

- Remind students that the sequence of events tells the important details from the book in the order that they happened.
- Model identifying the sequence of events.
Think-aloud: *If I want to tell this story to someone else, I need to include everything the boy saw under the rock. It will make more sense if I tell it in the order it happened in the book.*

- Draw a circle on the board to represent the rock. Draw each bug in the circle as you model telling the sequence. Make sure to use words such as *first*, *next*, and *then* as you retell the story.
- Model and discuss how to complete the **sequence events worksheet**, using evidence from the text. Allow time for cutting and pasting, and remind students to check their work with 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: Sequence events

Review the sequence events worksheet that students completed. Have students share their work with the group and compare their sequences for accuracy.

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. (Students should include that you might find many things under a rock, such as a wiggly worm, a smooth stick, a black beetle, a silky spider, a slow snail, and a green grub.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant *sp-* and *sn-* blends

- Say the word *spider* aloud to students, emphasizing the initial /sp/ sound. Have students say the word aloud and then the /sp/ sound.
- Have students practice saying the /sp/ sound to a partner and then brainstorm a list of words that begin with the /sp/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the *sp-* blend.
- Repeat this process with the word *snail*, emphasizing the initial /sn/ sound.

Book Extension Activities (cont.)

- **Check for understanding:** Say the following words one at a time and have students clap when they hear a word that begins with the /sp/ sound and put their hands on top of their head when they hear a word that begins with the /sn/ sound: *snack, spot, sparkle, snooze, snake, and sport*.

Phonics: Initial consonant **sp-** and **sn-** blends

- Write the word *spider* on the board and read it aloud with students.
- Have students say the /sp/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sp/ sound in the word *spider*.
- Write the word *snail* on the board, and repeat this process. Have students discuss with a partner the difference in sound between /sp/ and /sn/.
- Have students find *spider* and *snail* in the book and circle the initial blends in each.
- **Check for understanding:** Draw a T-chart on the board, and label one side *sp-* and the other side *sn-*. Say one of the following words aloud, and ask students which side of the T-chart the word belongs on. Say the word, emphasizing the initial blend as you write it: *snore, spill, spot, snake, snag, spin, speck, snap*.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant sp- and sn- blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Adjectives**

- Have students turn to page 4 and read the sentence aloud to them. Ask them to share the word that describes the worm (*wiggly*).
- Explain to students that there are special words that describe people, places, and things. These words are called *adjectives*. The word *wiggly* is an adjective because it describes the worm.
- Have students turn to page 5, and read the sentence aloud to them. Ask students to share the word that describes the stick (*smooth*). Ask them if they can think of other words to describe the stick. List their ideas, and remind them that these are adjectives.
- **Check for understanding:** Have students work with a partner to find and highlight the adjective on each page. Call on students to share with the rest of the class an adjective they found, and have other students give a thumbs-up signal if the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

Word Work: **Position words**

- Write the word *under* on the board. Invite students to explain the meaning of the word. Have students turn to page 3 in the book. Reread the sentence with them. Have students demonstrate the word *under* with their hands or with a simple object.
- Explain to students that the word *under* is a *position word*. Position words tell the location of things.
- Have students look through the book and find other occurrences of the word *under*. Discuss what else was under the rock.
- **Check for understanding:** Guide students to brainstorm a list of other position words (*up, down, over, through, beside, and so on*). Ask each student to choose one and draw an illustration of the word.

Connections

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