

### About the Book

Text Type: Nonfiction/Informational Page Count: 22 Word Count: 1,086

### Book Summary

*Jenny Loves Yoga* is about Jenny and the different yoga poses she does each day to help her grow strong, flexible, and healthy. This introductory text touches on some of the reasons people practice yoga. Photographs show Jenny doing a variety of yoga poses.

### About the Lesson

#### Targeted Reading Strategy

- Self-monitor

#### Objectives

- Use the reading strategy of self-monitoring
- Learn to sequence events in a story
- Identify and use suffixes
- Understand the capitalization of proper nouns

#### Materials

Green text indicates resources available on the website

- Book—*Jenny Loves Yoga* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, suffixes worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words:  
Story critical: *balancing (adj.), inversion (n.), meditation (n.), pose (n.), salutation (n.), yoga (n.)*

### Before Reading

#### Build Background

- Ask students to tell what they already know about yoga. Ask: *Has anyone done yoga, or does someone know anyone who has?* Ask students if they know where yoga originated, if they know what it is, what special equipment is needed to do it, and so on.
- Create a word web on the board (Label the center circle *Yoga*). As students share what they know about yoga, write their responses in the outer web circles. Draw a line connecting each idea in the outer circles to the subject circle in the center

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

- Invite students to continue previewing the book. Point out the pictures and the bold vocabulary words in the text. Explain that these words are bolded because they are all terms used to describe yoga poses.

### Introduce the Reading Strategy: **Self-monitor**

- Model self-monitoring by asking, "Does this make sense?"
- **Think-aloud:** *Good readers monitor what they read and always ask if what they're reading makes sense. For example, let's turn to page 5. Read the first two sentences aloud. Purposely read the word heart incorrectly, saying "hurt" instead (...She places her palms together over her hurt). Then say: I feel unsure about what I just read. It doesn't make sense to put your palms over your hurt. I am going to go back and reread the last sentence, being sure to look at the words carefully. I also am going to look at the picture on the page for clues to help me understand what I'm reading. By rereading the sentence and looking at the picture on the page, I see that I misread the word "heart."*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies by reviewing and decoding the content words (listed above).

### Set the Purpose

- Have students read the book to find answers to their questions about yoga.
- Remind them to self-monitor by stopping to reread words or sections of text when they come across something that seems confusing.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 10. Remind them that softly saying the words aloud as they read will help them listen to the words and ensure that they make sense. Invite them to underline interesting words or phrases in the book that they would like to add to the word web on the board later. If they finish before everyone else, they can go back and reread.
- When they have finished reading, direct students to page 10.
- **Think-aloud:** *When I first read about the yoga pose mentioned on this page, it didn't make sense to me, so I read it again. The second time I read it, I noticed the word "triangle." Then I looked at the picture, and I noticed that her body was in the shape of a triangle. By rereading and looking at the picture, I realized that her feet and arms made up the three points of an imaginary triangle. Then I was confident that I had read the words correctly and understood what the author was trying to say.*
- Ask how self-monitoring by rereading and looking at the picture can help students to correctly decode the words and make more sense of what they're reading. Have students share examples of how they self-monitored their reading.
- Tell students to read the remainder of the book. Remind them to monitor themselves by stopping periodically to reread and ask themselves, "Does this make sense?"



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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 share any other questions they had while they were reading. Discuss how self-monitoring helped them stay actively involved in the reading process and helped them better understand and remember what they read.

### Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Talk with students about the specific sequence of events in the text. Say: *This book tells how Jenny goes through her daily routine by listing the yoga poses Jenny does in the order in which she does them.* Discuss what it means to do things in a specific order. Ask: *Can you think of any activities that use a regular sequence or routine?* (after-school sports activities, chores at home, and so on).

 **Introduce and model:** Review or explain that common sequencing words, such as *first*, *next*, *then*, *after*, and *finally*, are used to show the order in which events occur. Ask students to turn to page 9. Read through this page together, having students circle the time order, or sequencing words, they see in the text (*then*, *after*, *again*).

- Explain how the sequencing words in the text show that Jenny first pressed her hands and feet into the floor, then bent her knees, and after that she folded over her legs.

 **Check for understanding:** Have students work in pairs to identify the sequence of Jenny's routine throughout the book. Have them circle the words or phrases in the book that indicate a new step in Jenny's sequence, or routine. Explain that using common sequencing words isn't the only way an author can show the order of things. Model the first step by having students turn to page 4. Instruct them to circle *wakes up very early and puts on her yoga clothes*. Tell students to finish identifying the sequence, or what Jenny did next. Allow time for students to share their findings.

- **Independent practice:** Have students practice identifying the sequence of events by completing the [sequence events worksheet](#). Discuss their answers when finished.
- **Extend the discussion:** Ask students what they thought of the book. Ask if they would be interested in learning yoga and learning the sequence of poses the author described.

### Build Skills

#### Grammar and Mechanics: **Proper nouns**

- Explain that in this book, the names of yoga poses are capitalized because the first word of a sentence and proper nouns are always capitalized.
- Explain that a proper noun is the name of a person, place, or thing. For example, the name *Jenny* is a proper noun. The author's name, *Milo Pear*, is also a proper noun. Ask students to turn to page 5. Ask when you capitalize the word *pose*, making it a proper noun (*Mountain Pose*).
- Have children brainstorm some proper nouns to ensure that they understand the concept (names of people, places, or things in the classroom).
- **Check for understanding:** On the board, write a sentence from the text that contains at least two proper nouns. For example, write the first sentence on page 9: *Then Jenny pushes back into a pose called Downward Dog.* Do not capitalize any of the words, including the letter at the beginning of the sentence. Have students read through the sentence, looking for places to capitalize the appropriate words. Ask a volunteer to come up to the board and change the words to proper nouns (*Then, Jenny, Downward, Dog*).
- Have students pair up and select two or three sentence from the text. Have them write the sentences down, without capitalizing any letters. Then have students exchange papers and write in the capital letters where appropriate.

### Word Work: Suffixes *-ing*, and *-ful*

- Review or explain that a suffix is a word part added to the end of a base word to change the meaning of the word. For example, the suffix *-ing* means “something happening in the present,” and the suffix *-ful* means “full of \_\_\_\_.”
- Write the word *slip* on the board. Have a volunteer tell the meaning of the word or look it up in the dictionary (to slide or lose footing). Write the word *slipping* on the board. Explain that the spelling of the word must be changed before the suffix *-ing* can be added to make a new word with a new meaning. Point out the word *slipping* in the text on page 4. Ask a volunteer to tell the meaning of the word (the act of sliding—happening right now). Explain that when the *-ing* suffix is added, the spelling of the base word may need to be changed.
- Write the word *wonder* on the board. Ask a volunteer to tell the meaning of the word or look it up in the dictionary (something causing admiration). Write the word *wonderful* on the board. Explain that the suffix *-ful* has been added to make a new word. Point out the word *wonderful* in the book on page 13. Ask a volunteer to tell the meaning (full of wonder).
- Check for understanding by writing the words *stand* and *care*. Have students tell which suffix should be added and whether or not a spelling change is needed.
- Give students the [suffixes worksheet](#). Discuss the words students create.

### Build Fluency

#### Independent 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.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection: Journal

Have children write a two-paragraph journal entry telling what they learned about yoga and why they would or would not like to try it someday. As an extension, have students revise, edit, and title their stories before sharing them with the group.

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

#### Math Connection

Have children work in groups to count how many yoga poses Jenny does each day. This should include the five sets of Sun Salutations (18, if you count all the poses within the Sun Salutations as one pose, 33 if you count each pose within the Sun Salutations separately). Have students share what they learned with the other groups, comparing and substantiating their answers.

#### 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 self-monitor their understanding of text while they read
- accurately recognize and recall events using sequencing words and strategies
- correctly identify and capitalize proper nouns found in the text
- identify and use the suffixes *-ing* and *-ful* to work out word meaning

**Comprehension Checks**

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