

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 120

Book Summary

What do you use that comes from a factory? In *All Kinds of Factories*, students learn about what factories are and some of the things factories make. Students have the opportunity to identify the main idea and supporting details as well as connect to prior knowledge. Detailed, supportive photographs, captions, high-frequency words, and repetitive phrases 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
- Discriminate final consonant /s/ sound
- Identify final consonant Ss
- Capitalize sentence beginnings and punctuate sentence endings
- Recognize and use size words

Materials

Green text indicates resources available on the website.

- Book—*All Kinds of Factories* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, final consonant Ss, capitalization and punctuation 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

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

- High-frequency words: *have*, *into*, *make*
- Content words:
Story critical: *buildings* (n.), *goods* (n.), *machines* (n.), *parts* (n.), *robots* (n.), *turns* (v.)

Before Reading

Build Background

- Write the word *factories* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Place some common classroom items on the table, such as a backpack, a toy, and a notebook. Ask students whether or not they know where these items are made. Discuss the fact that these items and many others are made in large buildings called *factories*.

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 *All Kinds of Factories*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

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

- Model how to connect to prior knowledge as you preview the book.
Think-aloud: I see a large building on the cover of All Kinds of Factories. I have seen these types of buildings in my town. They are called factories. I know that many people work in factories. I wonder what the people do inside the factories. On the basis of the title and the pictures on the covers, I think that the book might tell about factories and what kinds of things are made there.
- Invite students to share how they connected to prior knowledge on the basis of the covers and title page of 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 a book may have one main idea. The main idea of this book is: *Factories are buildings where goods are made*. Point to each word as you read the sentence aloud with students.
- Model how to identify details.
Think-aloud: I know that every book has details that help explain the main idea. I know that this book is about factories and the things that are made there. On the back cover, I see a man using a machine to make something. It looks as though he might work in a factory. So the man and the machine could be details that support the main idea.
- Have students look at the picture on the title page. 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 is in a factory and what kinds of things are made there. 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 that students will encounter. For example, while looking at the picture on page 8, you might say: *It looks as though this factory turns wood into paper.*
- 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 *goods* on page 4 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. I see people making things in the picture on page 3. The sentence reads as follows: Factories are big buildings where /g/ are made. One word that would make sense is things, but it starts with the /th/ sound, and this word starts with the /g/ sound. So I can think about other words that might make sense in the sentence. I know that things can be bought and sold are called goods. The word goods starts with the /g/ sound. This word must be goods.*

Set the Purpose

- Have students use what they already know about factories 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 4 (*Factories*). 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 connecting to prior knowledge and locating details.
Think-aloud: After I read the first few pages, I learned that the things a factory makes are called goods. I know that goods are things that people want or need. Factories make the things people want or need. I know that factories sell the goods to stores, and then stores sell the goods to people. I also learned that factories can be located in the city or in the country. I wonder if these facts might be details that support the main idea.
 - Invite students to share how they connected with what they already knew as they read.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Review the main idea on the board: *Factories are buildings where goods are made.* Ask students to explain whether or not turning wood into paper is a detail that supports the main idea of the book and why (yes, paper is one of the goods made in a factory).
 - Introduce and explain the **main-idea-and-details worksheet**. Write the words *city or country* on the board. Have students tell where this detail should be placed on the worksheet. Write the words *wood* and *turned into paper* on the board. Have students tell where this detail should be placed on the worksheet. Have students fill in the information on their worksheet. Discuss the information recorded on the worksheet.
 - Have students read the remainder of the book. Remind them to look for details as they read 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:** When I read page 12, I thought about all of the things I have used today that were made in factories. I put on my clothes. I drove my car to school this morning. I carried my books in a backpack. I wrote with markers on the whiteboard. The clothes, car, backpack, markers, and whiteboard were all made in a factory by people or robots. Factories are very important to all of us.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about factories. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details that students wrote on their worksheet. Invite them to explain why each of the details on their 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 goods that are made in factories, as well as how they are made. Now that you know and have thought about this information, is it better to have goods made by humans or by robots? Why?

Build Skills

Phonological Awareness: **Discriminate final consonant /s/ sound**

- Say the word *goods* aloud to students, emphasizing the final /s/ sound. Have students say the word aloud and then say the /s/ sound.
- Read page 7 aloud to students. Have them raise their hand when they hear a word that ends with the /s/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word ends with the /s/ sound: *turns, sand, glass, cloth, cars, places*.

Phonics: **Identify final consonant Ss**

- Write the word *goods* on the board and say it aloud with students.
- Have students say the /s/ 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 /s/ sound in the word *goods*.
- Have students practice writing the letter Ss on a separate piece of paper while saying the /s/ sound.
- **Check for understanding:** Have students read the book with a partner. Ask them to find and circle all of the words that end with the /s/ sound. Invite volunteers to share with the class one word they found with the class.
- **Independent practice:** Introduce, explain, and have students complete the **final consonant Ss worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Capitalization and punctuation**

- Write the following sentence on the board: *Factories can be in the city.* 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 come to the board and point to the signal at the end of the sentence.
- Explain that this signal is called a *period*. Point out that a period is like a stop sign because it tells readers to stop reading. It also tells readers that the sentence is a statement.
- Explain that sentences can also end with a question mark or an exclamation mark. Draw the two symbols on the board. Point out that a question mark signals that the sentence is asking a question, and an exclamation mark signals that the sentence is expressing strong feeling.
- Reread the sentence on the board with students. Invite a volunteer to come to the board and circle the first letter in the sentence. Ask students to think about what is different about this letter. Explain that all sentences begin with a capital letter. Capital letters are also signals, letting readers know that a new sentence is beginning.



Check for understanding: Have students circle the punctuation for every sentence in the book. Have them underline the capital letter at the beginning of every sentence in the book.

- **Independent practice:** Introduce, explain, and have students complete the **capitalization-and-punctuation worksheet**. If time allows, discuss their responses.

Word Work: Size words

- Read page 4 aloud to students and have them raise their hand when they hear a word that describes the size of factories (*big*). Have students look at the page, find the word *big*, and point to it.
- Ask students if they know any other words that mean the same thing as *big*. Write their answers under the word *big* on the board. Explain that these words all tell about an object's size.
- Have students read page 6 and underline the size words (*huge* and *small*). Ask a volunteer to add the word that means the same as *big* to the list on the board. Write the word *small* on the board and have volunteers name words that mean the same as *small*. Record these words under the word *small*.
- **Check for understanding:** Have students use size words in oral sentences with a partner.

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 something they use that was made in a factory. Under the picture, have students write one sentence telling about their picture. Remind students to use a capital letter and a period.

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

Social Studies Connection

Work with students to create a list of things they use each day that are made in factories. Provide Internet and other resources about factories and the goods that are made there. Read these materials with students and discuss the new information learned. Make a chart to show how goods move from a factory to the people who want or need them. Have students make their own chart showing the flow of goods from the factory to the customer.

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 connect to prior knowledge to understand text during discussion
- accurately determine main idea and supporting details during discussion and on a worksheet
- accurately discriminate final consonant /s/ sound during discussion
- identify and write the letter symbol that represents the final consonant /s/ sound during discussion and on a worksheet
- correctly capitalize sentence beginnings and punctuate sentence endings during discussion and on a worksheet
- correctly locate and use size words in text and in oral sentences

Comprehension Checks

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