

About the Book

Text Type: Nonfiction/Informational Page Count: 18 Word Count: 720

Book Summary

Blue jeans are as American as it gets, but do you know who invented them, how they became fashionable, or how they are made? *The Story of Jeans* answers these questions, taking the reader from the San Francisco Gold Rush to modern-day closets.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand nonfiction text
- Identify main idea and details in nonfiction text
- Identify vowel digraph ea
- Recognize and use commas in a series
- Identify compound words

Materials

Green text indicates resources available on the website

- Book—*The Story of Jeans* (copy for each student)
- Chalkboard or dry erase board
- [Connect to prior knowledge, main idea and details, commas in a series, compound words 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](#).

- Content words:

Story critical: **banned** (v.), **bolts** (n.), **casual** (adj.), **diagonal** (adj.), **ore** (n.), **rivets** (n.)

Enrichment: *antique* (adj.), *bolts* (n.), *custom* (adj.), *indigo* (n.), *linen* (n.)

Before Reading

Build Background

- Write the word *jeans* on the board. Have pairs of students brainstorm and list words, phrases, and concepts related to the word that come to mind.
- Ask students if they own a pair of jeans. Ask if they know where the jeans came from and how they were made.
- Ask students why they think people like to wear jeans and to think about when people may have first started wearing them.

Preview the Book

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 and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a nonfiction book.
- Model connecting to prior knowledge using the information in the table of contents.
Think-aloud: The section called "Changing Fashions" suggests to me that this section will be about when jeans came into fashion. I know that people have not always worn jeans and that, throughout the years, different styles have become more or less fashionable. I'm not sure when jeans came into fashion, but I hope to find out when I read that section. I will be able to add new information about jeans to what I already know.
- Ask questions to facilitate a discussion: *What is the photograph on the front cover? What do you see on the back cover? What are the similarities and differences in the types of jeans you see? What else do you know about jeans?*
- Introduce and explain to students the [connect-to-prior-knowledge worksheet](#). Have them read the sentences and write "Yes" or "No" to complete the column on the left.
- 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**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, each section having its own main idea.
- Reread the section titles in the table of contents together. Explain to students that they will be learning how to identify main ideas in the book from what they read as a strategy for understanding and remembering the content of the book.
- Read page 4 aloud to students. Model identifying the main idea and details.
Think-aloud: I know that the section headings will often identify the main idea. Each section in this book contains details that support a main idea about jeans. The first section is titled "Introduction." In this section, the author introduces readers to the topic by asking questions about owning a pair of jeans. She informs us that the average American owns about seven pairs. She tells us that we might own a jean jacket, shirt, or a pair of denim shoes; she tells us that jeans are common. I will underline all of this important information. Based on what I've read, I think the main idea of the section is: The average American owns about seven pairs of jeans. He or she may also own a jean jacket, shirt, or a pair of denim shoes. Jeans are very common.
- **Check for understanding:** Ask students to identify details from the section that support this main idea (look in your closet, might be wearing jeans right now, and so on). Point out the difference between interesting details and essential facts that support the main idea.
- **Independent practice:** Introduce and explain the [main-idea-and-details worksheet](#). Draw a similar chart on the board. Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue as to the main idea for that section.*

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs and illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following vocabulary words on the board: *diagonal*, *banned*, *casual*, and *rivets*.
- Give groups of students a large piece of blank paper. Have them divide the paper into four sections. For each word, have them write or draw what they know about the word. Require group collaboration, encouraging students to listen to other students' ideas. Have groups discuss and create a definition for each word using prior knowledge.
- Review or explain that the glossary and a dictionary contain a list of words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary in the back of the book. Invite a volunteer to read the definition for *diagonal* in the glossary.
- Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 14 as you read the sentence in which the word *diagonal* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read the book to find out more about jeans. Remind students to think about what they already know about jeans and to identify and record important details from each section of the text as they read.

During Reading


Student Reading




Guide the reading: Have students read from page 5 to the end of page 9. Ask them to put an asterisk or a star next to information where they connected with prior knowledge. Encourage students who finish before everyone else to go back and reread.

- Model making connections using prior knowledge.
Think-aloud: *I read that Levi Strauss invented jeans in the 1800s. I know that Levi's are a brand of jeans and that they are still very popular today. Levi's are recognizable by their trademark pocket stitching and copper rivets. I could recognize a pair of Levi's anywhere because I have owned many pairs of them in my lifetime. These days, the red tag on the back pocket also is an easily recognizable feature.*
- Ask open-ended questions to facilitate discussion: *What do you know about Levi's jeans? Have you ever worn a pair?* Ask students to share additional ways they connected to prior knowledge while reading the text.
- Review with students that the title of each section can be a clue to the main idea for that part of the book. Have them turn back to page 5. Say: *The title of this section is "History." It makes me think that the main idea has something to do with the history of how and when jeans were invented.* Ask students to provide details for this main idea, and add them to the class chart (Levi Strauss, many kinds of fabric to sell, and so on). Have them check their worksheets with a partner, adding important details they may have left out or erasing details they added that weren't essential to the main idea.
- **Check for understanding:** Have students read to the end of page 11. Review the details that were important to add to their worksheet when reading the section titled "*Changing Fashions*" (Jeans weren't for proper places, women didn't wear pants, 1980s designers made new styles, dyed every color, and so on). Check worksheets for individual understanding. Encourage additions or subtractions to accurately record the most important details in the section. Add them to the class chart.
- Ask students to share examples of how they connected to prior knowledge while reading about changing fashions.

- Point out the registered trademark symbol (®) after the word *Levi's* on page 7. Explain that some words, especially brands, are used to name inventions or products. These brand names are owned by the company, and other people are not allowed to use the name without permission. This rule prevents people from claiming, for example, that they are selling Levi's brand jeans when in fact they are selling imitations. The symbol is like a legal stamp showing that the name mentioned is in fact the name of a company and that it is used legally. As another reference, point out the copyright symbol (©) on the copyright page. Explain that this symbol does practically the same thing, only instead of protecting a single word, it protects an entire book.

 Have students read the remainder of the book. Remind them to think about what they know about jeans as they read and to identify important details of each section. Have them continue to put an asterisk or a star next to information where they connected with prior knowledge.

 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 complete the connect-to-prior-knowledge worksheet and compare what they knew about jeans before they read the book with what they know after reading it.
- Discuss how making connections between information read and information known about the topic keeps readers actively involved and helps them remember what they have read.
- Think-aloud:** *When I read page 16, I thought about how cool it would be to have a pair of custom-made jeans. When I read about that, it reminded me of when I was in a performance on stage, and I had a custom-made costume. They measured my hips, waist, and inseam. Then they created the perfect-fitting pair of pants, along with a shirt and jacket. Thinking about what I know helped me to understand and remember this information in the book.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.

Reflect on the Comprehension Skill

- Discussion:** Talk about how stopping to review the important details helped students remember facts and better understand the information they read. Ask them to use the important details they identified to confirm the main idea of the book.
- Independent practice:** Have students complete their main-idea-and-details worksheet. Have students work in pairs to check their work.
- Enduring understanding:** Levi Strauss became a very successful businessman by inventing a product for which there was a practical need. His location (San Francisco) and timing (the Gold Rush) ensured his success. Now that you know this information, how does it make you think about inventors creating their product in the right place at the right time? Can you think of another invention that is successful because it was invented in the right place at the right time?

Build Skills

Phonics: Vowel digraph ea

- Have students look at the front cover of the book. Ask them to tell what they see (boots and jeans). Write the word *jeans* on the board and point to the letters *ea*. Explain to students that the letters *e* and *a* together stand for the long /e/ vowel sound they hear in the middle of the word *jeans*.
- Explain that the *ea* letter combination is one of the letter combinations that stand for the long /e/ vowel sound. Explain to students that this combination of letters is called a *vowel digraph*.

Lesson Plan *(continued)*

The Story of Jeans

- Write the word *seam* on the board. Point out the letter combination that stands for the long /e/ sound and ask students to blend the letters e and a together to make the same vowel sound as in *jeans*. Point out that the long /e/ vowel sound comes in the middle of this word. Next, run your finger under the letters as you blend the three sounds in seam: /s/ /ea/ /m/. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Write the words *sea* and *say* on the board and say them aloud. Ask students which word contains the same vowel sound as in *jeans*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.



Check for understanding: Have students turn to page 10. Instruct them to find and circle the words that contain the vowel digraph *ea* (*bleached* and *jeans*).

Grammar and Mechanics: **Commas in a series**

- Explain to students that whenever a list of three or more items is made, a comma must be placed between the items. Listed items can be nouns, verbs, adjectives, or, as here, entire phrases or clauses. Remind students that items in a list are only one of the many uses for a comma.
- Have students return to page 10 and read the following sentence aloud: *They made them baggy, stretchy, and flared*. Explain that when the sentence is read aloud, the commas create a pause between the words. Point out the list of items, the commas used to separate each item, and the use of the word *and* before listing the last item.
- Have students turn to page 17 and find the following sentence: *They look good, they last long, and they are comfortable*. Point out the phrases separated by commas. Talk about the location of the commas within the list. Point out that the last phrase (*they are comfortable*) is joined to the list by the word *and* following the comma.



Have students turn to page 11. Ask them to find the list of items made with denim (*jackets, hats, skirts, shoes, and wallets*). Ask them to circle the commas and notice that the last item is added to the list after the word *and*. Point out that other commas are used on the page but not to separate a list of words.

- **Check for understanding:** Direct students to page 7 and ask them to identify the list that uses commas (*school, stores, or offices*). Point out that in this instance, the word *or* separates the last item.
- **Independent practice:** Introduce, explain, and have students complete the [commas-in-a-series worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Compound words**

- Review or explain that when two separate words are combined to form a new word, the new word is called a *compound word*.
- Write the word *stonewashed* on the board. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (washed with stone).
- Have students turn to page 5 in the book. Read the following sentence: *Levi quickly became a successful businessman*. Have students locate the compound word (*businessman*). Ask students to identify the two separate words that make up the compound word (*business* and *man*). Review the concept of compound words (combining two separate words to make a new word).
- **Check for understanding:** Have students look for compound words on page 7 (*gentleman, cowboys, cowgirl*). Encourage students to think of other compound words they know. Create a poster titled *Compound Words* and fill it with all the compound words found in the text and from prior knowledge. Post it on the classroom wall, and add to it as more words are found or remembered later.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Additionally, encourage partners to 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 compare with someone at home prior knowledge about jeans.

Extend the Reading

Informational Writing Connection

Have students research to find out about the different cultures and countries in which jeans are worn. Encourage them to find out how styles differ and how jeans are worn. Provide index cards for students to record information they uncover while researching in books or online. Have students write an additional section for *The Story of Jeans*, complete with a title. Encourage them to add photographs, maps, or illustrations to their new section.

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

Math Connection

Have students conduct a survey in which they enter a room and count the number of people wearing denim and the type (skirt, hat, shorts, and so on). Provide clipboards and paper on which students can record their findings using tally marks as they count. Upon returning to the classroom, create a bar graph on a large poster to summarize their findings. Write section headings to reflect the different rooms surveyed. Display the finished poster in the classroom, lunchroom, or library.

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 nonfiction text during discussion and on a worksheet
- accurately identify important details in each section that support the main idea during discussion and on a worksheet
- fluently read the vowel digraph *ea* during discussion and independently
- correctly recognize and use commas in a series during discussion and on a worksheet
- correctly identify compound words during discussion and on a worksheet

Comprehension Checks

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