

### Focus Question:

*Why are some hotels incredible places to stay?*

### Book Summary

Text Type: Nonfiction/Informational

Have you ever visited a hotel made out of ice? How about a hotel located underwater? *Incredible Places to Stay* explores these and many other fascinating hotels around the world. Photographs of these unique places help further engage student with this interesting topic. Students will also have the opportunity to connect to prior knowledge, as well as to compare and contrast to better understand the text.

The book and lesson are also available for levels J and M.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast information in a text
- ☐ Identify and use the table of contents
- ☐ Identify initial consonant *bl*-blend
- ☐ Recognize and use proper nouns that name places
- ☐ Identify and arrange words in alphabetical order

#### Materials

- ☐ Book: *Incredible Places to Stay* (copy for each student)
- ☐ Compare and contrast, proper nouns, alphabetical order 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *conservation* (n.), *continents* (n.), *endangered* (adj.), *hotels* (n.), *incredible* (adj.), *profits* (n.), *slabs* (n.), *tour* (n.), *unique* (adj.)

Enrichment: *endangered* (adj.), *profits* (n.), *slabs* (n.)

- **Academic vocabulary:** *beneath* (prep.), *different* (adj.), *experience* (n.), *however* (adv.), *remember* (v.), *through* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a traditional hotel. Ask students if they have ever stayed in a hotel, and invite them to share their experiences with a partner. Encourage students to share details of their experiences with the class, such as where they stayed, why they needed to stay in a hotel, and how they felt when they were there.
- Make a T-chart on the board, using the photograph of the traditional hotel on one side. Ask students to describe the picture of the traditional hotel, and write these descriptions on the board.

##### Introduce the Book

- Give students their copy of *Incredible Places to Stay*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Read the title of this story and ask students to look at the front and back covers. Invite volunteers to share what they already know about this story, on the basis of the title and cover pictures.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Compare and contrast

- Explain to students that readers better understand a story when they compare and contrast details such as characters, settings, and subjects. Explain that to *compare*, readers look at how things are alike, and to *contrast*, readers look at how they are different.
- On the existing T-chart on the board, add a photograph of one of the hotels from the book. Ask students to describe the hotel, and record these descriptions on the board. Then, have students work with a partner to compare and contrast the two hotels on the board. Explain to students that they will be comparing and contrasting the hotels in this book as they read.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about incredible places to stay. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 map show on page 4? Why did the author include it?* (level 3) page 4
- *During which season would you want to visit the Hotel de Glace?* (level 2) pages 6 and 7
- *Why do giraffes like to eat at Giraffe Manor?* (level 1) pages 9–12
- *How did the Mirrorcube get its name?* (level 1) page 10
- *Which animal might like to stay at the Sala Silvermine Hotel?* (level 3) page 12

- *In what way are the Treehotel and Sala Silvermine Hotel opposites?* (level 2) pages 10–12
- *How are all of the hotels in this book alike?* (level 3) multiple pages

#### Text Features: Table of contents

Explain that the table of contents helps readers identify key topics in the book in the order they are presented. Put students into small groups and give each group multiple sentences cut out from the book. Ask groups to work together to match the sentences with the correct section by using the table of contents. Invite volunteers to share their answers with the class. Discuss with students how the table of contents helps readers better identify the order of key topics in the book.

#### Skill Review

- Model for students how you connect with prior knowledge as you read. Share personal experiences with various hotels from the book if possible. Ask volunteers to share their personal connections with the class.
- Have students stop now and then to compare hotels in the book.
- Model comparing and contrasting.  
*Think-aloud: Two of the fascinating hotels from this book are the Golden Nugget and the Jules’ Undersea Lodge. These two hotels are alike because they are both located in the United States. These two hotels are different because the Golden Nugget is above ground while the Jules’ Undersea Lodge is located underneath the water. Comparing and contrasting these two hotels helps me better understand and remember the information presented in this book.*
- Model how to complete the [compare-and-contrast worksheet](#). Have students compare and contrast two hotels from this book using a Venn diagram.

### 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: Compare and contrast

Review the Venn diagram that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how comparing and contrasting helped them better understand the information presented in this book.

### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make hotels unique places to stay, such as their location or their design.)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

##### Phonics: Initial consonant *bl*-blend

- Write the word *black* on the board and read it aloud with students.
- Have students say the /bl/ sound aloud. Then, run your finger under the letters in the word *black* as students say the whole word aloud. Ask students to identify which letters represent the /bl/ sound in the word *black*.
- Say the words *blue* and *blot* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's, recognizing each word begins with the /bl/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *blew*, *blast*, *blanket*, and *blend*. Invite volunteers to come to the board and add the initial consonant blend.

#### Grammar and Mechanics:

##### Proper nouns: Names of places

- Review or explain with students that *proper nouns* are words that name *specific people, places, and things*.
- Write the word *hotel* on the board. Remind students that the word *hotel* is a noun. Ask students to share with a partner which hotel from the book they thought about when they read the word. Then, write *treehotel* on the board (in all lowercase letters). Ask students to describe how writing the specific name of the hotel helped students to understand exactly which hotel to think about.

- Point out to students that *treehotel* is a proper noun and that all proper nouns are capitalized. Show students how to add editing marks to indicate the word *treehotel* needs a capital letter (draw three lines underneath the letter). Invite a volunteer to come to the board and add the correct editing marks for the word *treehotel*.
- **Check for understanding:** Have students look through the book to locate proper nouns that name places. Ask them to share with a partner five nouns they found and confirm that each one is a proper noun.
- **Independent practice:** Introduce, explain, and have students complete the **proper nouns worksheet**. If time allows, discuss their answers.

#### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order to the second letter.
- Write the words *fun*, *find*, and *hotel* on individual pieces of paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first and second letter in each word. Have a volunteer move the words into the correct order.
- Put students into small groups, and give each group the following five words: *Sweden*, *Las Vegas*, *Florida*, *Kenya*, and *Canada*. Have students work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *giraffe*, *breakfast*, *guests*, and *forest* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

#### Connections

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