

Focus Question:

How would you describe the relationship between José and his father?
How do you know?

Book Summary

Text Type: Fiction/Realistic

In the book *The Hunting Trip* José goes on his first hunting trip with his father. While waiting for his quarry, José gets a lesson in patience and wisdom. He also learns about the special relationship his father sees between animals and hunters. This book is full of rich, descriptive language and can be used to teach students how to analyze characters and to make, revise, and confirm predictions.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze characters in a story
- ☐ Describe information provided by illustrations
- ☐ Identify and use past-tense verbs
- ☐ Identify and create synonyms

Materials

- ☐ Book: *The Hunting Trip* (copy for each student)
- ☐ Analyze character, past-tense verbs, synonyms 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.

• Words to Know

Story critical: *embarrassing* (adj.), *interaction* (n.), *quarry* (n.), *regretted* (v.), *relieved* (adj.), *rifle* (n.)

Enrichment: *alert* (adj.), *crosshairs* (n.), *grimacing* (v.)

- **Academic vocabulary:** *forever* (adv.), *remember* (v.), *same* (adj.), *underneath* (prep.), *unless* (conj.), *without* (prep.)

Guiding the Reading

Before Reading

Build Background

Discuss what it means to go hunting. Ask students if they have ever gone hunting or heard a story about a hunting trip. Encourage students to think about what items they need to take on a hunting trip and specific traits hunters need to have. Pick one or two volunteers to share their ideas with the group.

Introduce the Book

- Give students their copy of *The Hunting Trip*. 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, illustrator's name).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Show students a ball. Pretend you are about to throw the ball. Encourage students to guess what you are going to do with the ball next. Accept a few answers. Explain to students that when they guess what is going to happen next, they are *making a prediction*. Discuss how readers can make predictions about what will happen next in a story on the basis of text clues and past experiences. Move your hand so it looks like the ball will go straight into the air. Ask students to revise their predictions now that you have changed the direction of your hand and to guess where the ball will head now. Throw the ball into the air and catch it again. Ask students if their predictions were correct. Explain to students that finding out if the prediction is correct or incorrect is called *confirming predictions*. Explain to students that engaged readers make, revise, and confirm predictions as they read a story. Point out that when readers make predictions about what will happen next in the story it helps them better understand what they read. Discuss how when something happens in the story that readers

Guiding the Reading (cont.)

were not expecting, the prediction needs to be revised. Remind students that it is important to revise a prediction when new information is introduced. Discuss with students how confirming predictions is an important step because it helps readers better understand the text. Encourage students to reflect on the process of making a prediction, revising it when new information is given, and confirming whether or not the prediction was correct in the end.

Introduce the Comprehension Skill:

Analyze character

- Explain to students that readers often think about the characters in a story and imagine the character's physical traits and personality traits using clues from the text and illustrations. Point out that thinking about what a character looks like, says, does, and feels is called *analyzing character*. Discuss with students how this helps readers understand what they read.
- Post a picture of the Big Bad Wolf on the board. Ask students to identify physical traits of the wolf and share their ideas with a partner. Invite volunteers to share their ideas with the class. Encourage students to support their ideas with evidence. Write down responses on the board. Ask students to identify the personality traits the wolf exhibits. Ask students to think about what the Big Bad Wolf says and does in stories, such as *The Three Little Pigs* and *Little Red Riding Hood*. Invite volunteers to share their ideas. Encourage students to use evidence from the story to back up their claims.

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 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 about the relationship between José and his father. 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.

- *Why do you think everything in the tree stand is made of flimsy materials?* (level 1) page 3
- *Why did José clutch his rifle tightly?* (level 2) page 4–5
- *Why did José and his father need to let the animals forget they were there?* (level 2) pages 5–6
- *Why did José need to make sure he saw antlers before he took a shot?* (level 1) page 6
- *Why did José think his father would be angry with him? What makes you think that?* (level 3) multiple pages
- *How do you think Jose felt after his father told him it was okay not to shoot a deer?* (level 2) page 9
- *Why did José's father grimace when he drank out of the Thermos? Why do you think that?* (level 3) multiple pages

Text Features: Illustrations

Explain that the drawn pictures in this book are called *illustrations*. Discuss how engaged readers use illustrations to help them visualize what something looks like, decode the text, and get additional details that are not in the text. Have students review the illustration on page 3. Ask students: *Where do you think the son and dad are? What details can you see in this illustration that might help you better visualize the text? Does the illustration give you clues about what is in the text?* Have students work in pairs and discuss how the illustrations on each page help readers better visualize and understand the text. Invite volunteers to share their thoughts with the class.

Skill Review

- Ask students to think about the predictions they made at the beginning of the story. Have students turn to a partner and discuss any changes they made to their predictions as they read the story. Invite students to share the reasons they changed their predictions. Ask students to tell a partner if their predictions were confirmed.
- Remind students that sometimes their predictions change because the characters change during the story. Remind students that they are looking for clues that will help them analyze characters. Have groups discuss the character traits that they think José and his father have on the basis of the text and illustrations in the story. Remind students that character traits include how a character looks, acts, and feels.
- Model how to analyze characters using explicit and implicit clues from the text and illustrations.
Think-aloud: *Earlier, we talked about how readers analyze characters using the information in the text.*

Guiding the Reading (cont.)

As I was reading about José on pages 3 and 4, I used the text to deduce that he was nervous about hunting. I predicted José was nervous because he was gripping his rifle so tightly that his fingers grew numb. I will continue to search for clues about José and his father on the basis of what the narrator tells me and make predictions on the basis of my background knowledge and the characters' actions.

- Model how to complete the [analyze character worksheet](#). Have students create a biography for José or his father for *Hunting World Magazine*.

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: **Analyze character**

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class what character traits they attributed to José and his father and the evidence from the text they used to make their decisions.

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. (Answers will vary. Answers should include that José and his father have a strong, caring relationship: José respected his father's opinions, and his father respected his choice not to hunt. Samples: *José and his father care for and respect each other. José was nervous about going hunting but was brave enough to tell his father he would not shoot the deer. His father accepted that José didn't think shooting the deer was the right thing to do and told José to trust his instincts.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: **Past-tense verbs**

- Remind students that a word that names an action is called a *verb*. Write the following sentence on the board: *José hunts with his father*. Ask students to

identify the verb in the sentence. Point out that the word *hunts* is a verb. Ask students when the action is occurring. Point out that the action is happening right now.

- Explain that changing the ending of the verb to -ed will change the time the action takes place to the past. Write *Last week, José hunted with his father*. Ask students to identify when the action is taking place. Remind students that adding -ed to the end of a verb creates a past-tense verb.
- Write the following words on the board: *inhale, relax, continue, follow, clutch, and aim*. Have students turn to a partner to create past-tense forms of each verb. Ask volunteers to come to the board to add -ed to the end of each word and use the word in a sentence. Ask students to explain to a partner what happens when the ending -ed is added to a verb.
- **Check for understanding:** Have students reread the book with a partner and highlight examples of past-tense verbs in the text. Have each student come to the board and write one past-tense verb and the page it was found on. Ask students to underline the ending and describe how they know the action occurred in the past.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

Word Work: **Synonyms**

- Write the words *alert, grimace, embarrassing, rifle, swivel, proud, and quarry* on note cards. Hide the cards around the room.
- Show students a note card that says *small*. Write *tiny* on the board and explain to students that these two words mean the same thing. Explain that words that have similar meanings are called *synonyms*. Discuss with students that writers often use synonyms to make their sentences varied and more descriptive.
- Write the following sentence on the board: *The hunter was following the deer*. Explain to students that they can create a more descriptive sentence using synonyms for some of the words. Then write: *The hunter was quietly stalking his prey*. Have students identify the words that were replaced and the synonyms that replaced them in the new sentence.
- **Check for understanding:** Have students work in pairs. Have one student create sentences and ask the partner to replace one of the words with a synonym.
- **Independent practice:** Introduce, explain, and have students complete the [synonym worksheet](#). If time allows, discuss their answers.

Connections

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