Interest Level: PreK-2

Reading Level: K

Age Range: 4-7

Genre: Nonfiction

GRL: F

Lexile: 190L

Subject: High Interest

Pages: 16

Standards:
CCSS.RI.4
CCSS.SL.1
CCSS.W.8

LESSON OBJECTIVE

With prompting and support, students will be able to ask and answer questions about unknown words in a text.

LESSON FOCUS: Word Meaning

Tell students that readers often encounter words that are new and have unknown meanings. Sometimes the author defines vocabulary or glossary words within the text, but sometimes we must infer the meaning of unknown words using context clues and illustrations.

BEFORE READING
ACTIVATING PRIOR KNOWLEDGE

Ask students what they know about Golden Retriever puppies. Encourage them to think about what they look like and act like. Set the timer for two minutes. Have students turn and talk to their shoulder or face partners. After they have discussed with their partners, ask a few students to share what their partners said. You can record their answers on the board or an anchor chart.

PREVIEW AND PREDICT

Have students study the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, photo glossary, and a sample of pages and photographs. Think aloud and model the process of predicting before reading. Explain that predicting is when we use what we know to make a guess before we read.

AS YOU READ

Read the book aloud. During reading, stop and talk about any bold or unknown words. Create a chart that includes the following headings: *Word, What We Infer It Means* and *What Helped Us*. As you stop and talk about unknown words, use the chart to track your thinking. As you are filling in the chart, think aloud how to infer the meaning of unknown words. After you model a few words, ask students to help you complete the rest of the chart as you are reading the book.

AFTER YOU READ

After reading the book, engage in a class discussion about the words that you wrote on the chart and the clues used to determine the meaning. Choose a word in the book that you did not add to the chart. Have students turn and talk to their shoulder partners about what the word might mean. Tell them to be prepared to share the clues that helped them determine the meaning. Follow up with a recap of inference and context clues if needed.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS
(Encourage students to look back in the text to support their answers):

1. What do Golden Retriever puppies look like?
2. What do Golden Retriever puppies act like?
3. What can a Golden Retriever puppy learn to do?
4. What does the word *fetch* mean? How do you know?

STUDENT EXTENSION ACTIVITY - *GOLDEN RETRIEVER PUPPIES*

NAME: _____ DATE:_____

1. Complete the Frayer Model Graphic Organizer for an unknown word in the text.

Directions:
1. Write a word in the center of the chart. Include an illustration.
2. Define the word (in the Definition box).
3. Write some facts/characteristics about it (in the Facts/Characteristics box).
4. Provide examples about its use.
5. Provide non-examples.

Definition	Facts/Characteristics
Examples	Non-examples

Need More Space? Grab a piece of scrap paper!

2. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

What is something new that you learned from reading the book about Golden Retriever puppies?

_____

_____

_____

_____

_____

_____

_____

Use this box to add an illustration to your writing.

9781731628541TN

Don't Forget to Edit Your Work!
Check the spelling, punctuation, and grammar.

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