



Interest Level: K-2

Reading Level: 1-2

Age Range: 6-7

Genre: Fiction

GRL: K

Lexile: 450L

Subject: Beginning

Chapter Books

Pages: 32

Standards:

CCSS.RL.1.7

CCSS.SL.1.1

CCSS.W.1.8



LESSON OBJECTIVE

Students will be able to use illustrations and details in a story to describe its characters, setting, or events.

LESSON FOCUS: Analyzing Pictures and Text for Information

Discuss how important it is to read both the text and look at the pictures or illustrations. Sometimes we learn different things from the pictures or illustrations than we do the text. Tell students that the pictures or illustrations can add meaning to the text too.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

Have students write or draw anything they know about a reporter. If they aren't sure what it is, have them write or draw what they think it might be. When they are finished, ask a few students to share. Have a class discussion about the job of a reporter.



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, sample of pages and photographs.

AS YOU READ

Read the book aloud. During reading, stop and talk about the information the text provides and the information the pictures provide. See if students can determine what is happening in the story before you read the text. You can create a t-chart on the board or an anchor chart to track your findings. On one side, label it, "Information from Pictures" and on the other side, label it, "Information from the Text". Model thinking aloud with a few pages and then ask students to share what they think throughout the rest of the book.

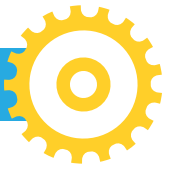
AFTER YOU READ

Discuss how important it is to read both the text and look at the pictures or illustrations in the book. Ask students what would have happened if they only read the text or only looked at the pictures. Have a class discussion about the t-chart and what information both sides provided. Ask students to describe the characters, setting, or events based on the information from the chart you created.

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

1. What helps bald eagle find new stories?
2. How do reporters gather facts?
3. Why was the grizzly bear growling?
4. Turn to page 24. What can you infer from looking at the picture?

STUDENT EXTENSION ACTIVITY - REPORTER TO THE RESCUE



NAME: _____

DATE: _____

1. Identify any unknown words in the text and use the Frayer Model Graphic Organizer to gain a deeper understanding of them.

Definition	Facts/characteristics
Examples	Non-examples

2. Complete the Text-Self-Connections Graphic Organizer.

Directions:

In the first column write or draw a sentence, phrase, or picture from the book you read. In the second column write about the connection you made to what you put in the first column. Was it a text – text connection, text-self connection, or text-world connection?

Connections	
Sentences, phrases, photos, and graphics from the text	My connections Text-Text, Text-Self, Text-World

Need More Space?
Grab a piece of scrap paper!



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

Do you think Bald Eagle is a good reporter? Why or why not?

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

