

About the Book

Text Type: Fiction/Concept Page Count: 10 Word Count: 25

Book Summary

In *Who Has It?* a boy and his friends play with the boy's dog at the park. They pass the dog's toy around, but who has it now? The high-frequency words and simple sentences will support early emergent readers. Students will also have the opportunity to sequence events as well as to ask and answer questions to better understand the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events
- Discriminate initial consonant /h/ sound
- Identify initial consonant *Hh*
- Identify and create declarative sentences
- Recognize and use the high-frequency words *has*, *have*, and *it*

Materials

Green text indicates resources that are available on the website.

- Book—*Who Has It?* (copy for each student)
- Chalkboard or dry-erase board
- Cut-out pictures from an extra copy of the book
- Paper
- Sequence events, declarative sentences, high-frequency words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *has*, *have*, *it*
- Content words:
 Story critical: *has* (v.), *have* (v.), *he* (pron.), *I* (pron.), *she* (pron.), *they* (pron.), *we* (pron.), *who* (n.), *you* (pron.)

Before Reading

Build Background

- On the board, make a tally chart that lists common household pets. Read each one and ask students to raise their hand if they have that type of pet, and tally the answers on the chart.
- Focus on how many students have dogs. With a partner, have students brainstorm to generate a list of different games they can play with dogs. Have students share their answers with the class.

Book Walk**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 (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: Ask and answer questions

- Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while reading helps readers better remember and understand information from the story.
- Model asking questions by using the title and cover picture.
Think-aloud: *This book is called Who Has It? and I see a boy and a dog at the park. Now, I have some questions. First, why is this book called Who Has It? I can see the boy has a toy in his hand. Is he going to lose the toy? Will the dog take the toy from the boy? I will search for the answers to these questions as I read the book.*
- Have students use the title and picture on the title page to generate questions about the story with a partner. Invite volunteers to share their questions and record them on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Sequence events

- Explain to students that a story contains a series of events that happens in a particular order. First one thing happens, then something else, and so on. The way the events happen is called the *sequence*.
- Remind students that readers organize information from a story in different ways. Point out that one way to organize the information is to focus on the correct sequence of events.
- Model sequencing events.
Think-aloud: *Every day when I go to school, I need to follow certain steps in the right order. First, I wake up and get ready for school. Next, I go to school and learn new things. Then, I go home and do my homework. Finally, I go to sleep so I can follow the same steps tomorrow!*
- Draw pictures on the board for each step described in the think-aloud.
- Explain that certain transition words are often used to clarify a sequence of events. Write the words *first*, *next*, *then*, and *finally* on the board. Read them aloud and have students repeat each word. Have students share with a partner the transition words they heard in the think-aloud.
- Point to a middle event on the board, and have students share with a partner why that event can't be first in the sequence. Point to the last event on the board, and have students share with a partner why that event must be last. Reinforce the importance of the correct sequence of events.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Who has the toy? That's right; the boy has the toy. Has means to own something.*
- Write the following story-critical words on the board: *I*, *he*, *she*, *you*, *they*, and *we*, and discuss the meaning of each pronoun. Explain that *pronouns* are words that can take the place of nouns in sentences.
- Write the following sentences on the board, underlining the first word(s) in each sentence:
1. (Teacher's name) likes school. 2. Tommy reads a book. 3. Sally draws a picture. 4. (Name of student in class) likes to learn. 5. Sarah and Matt are eating lunch. 6. Billy and I are having fun!


- Read the first sentence to the class. Have students work with a partner to determine which pronoun would take the place of the underlined words in the sentence. Invite a volunteer to share and write the correct pronoun underneath the underlined words. Repeat with the remaining sentences.

Set the Purpose

- Have students read to find out who has the toy in the story. Remind them to ask and answer questions as they read as well as to sequence events from the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
 - Model asking and answering questions.
Think-aloud: *Earlier, I wanted to know why this book was called Who Has It? I also wondered if the boy in the story would lose the toy in his hand. After reading the first few pages, I know the boy does not lose the toy. He gives it to other children at the park, which is why this book is called Who Has It? I also wanted to know if the dog would take the toy from the boy, but I don't have the answer to my question yet. I will keep reading to see if I can answer this question.*
 - Have students think about the questions they generated before reading. Invite them to share the answers to their questions with a partner. Then, have them share their answers with the class and record them on the board.
 - Ask students what new questions they generated after reading the beginning of the story. Record these new questions on the board, and remind students to look for the answers as they continue to read.
 - Draw students' attention back to the words on the board: *first*, *next*, *then*, and *finally*. Remind students that the sequence of events is the order in which the events in the story take place.
 - Place on the board pictures from pages 3 through 6, cut out of an extra copy of the book. Arrange the pictures in the wrong order. Have students work in groups to discuss the correct sequence of events for the pictures. Invite volunteers to come to the board and rearrange the pictures. Write the word *first* above the first picture. Emphasize to students that this transition word can only be used with the first event described.
 - Have students discuss with a partner the transition words they can use for each event in the sequence. Invite volunteers to come to the board and add an appropriate word above each picture (*then* or *next*). Have the class read the sequence of events aloud, including the transition words. Emphasize to students that the words *next* and *then* can be used interchangeably to describe events in the middle.
 - **Check for understanding:** Have students read to the end of page 8. Encourage students to think about answers to the questions on the board. If any questions have been answered, record the answers on the board.
 - Hold up the next two pictures of the book (pages 7 and 8). Invite volunteers to place the pictures on the board in the correct order. Have students discuss which transition words can be used for the remaining two pictures (*next* or *then*).
 - Have students read the remainder of the book. Remind them to continually ask and answer questions as they read as well as to sequence the events from the story.
-  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 the discussion that follows.

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 share with a partner the answers to the questions on the board. Invite volunteers to share the answers with the class until all questions have been answered. Circle any questions that could not be answered from the story.
- **Think-aloud:** *I have finished the story, and I have answered many of my questions. Asking questions kept me interested in the book, and finding the answers to questions helped me better remember and understand what I read.*
- Reinforce with students how asking and answering questions gives readers a purpose for reading and keeps them engaged with the text.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the sequence of the pictures already on the board. Hold up the last two pictures of the book (pages 9 and 10), and have students work with a partner to decide where they fit in the sequence of events. Invite volunteers to come to the board and add the pictures to the sequence.
- Write the word *finally* above the last picture. Point out to students that the transition word *finally* can only be used for the last event in a sequence.
- Have students refer to the pictures on the board to describe the sequence of events to a partner. Remind them to use the transition words *first*, *next*, *then*, and *finally* to organize their sequence.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, a boy and his friends played with the boy's dog at the park. How do you feel about playing with dogs? Would you have enjoyed playing with the children at the park?

Build Skills

Phonological Awareness: Initial consonant /h/ sound

- Say the word *horse* aloud to students, emphasizing the initial /h/ sound. Have students say the word aloud and then say the /h/ sound.
- Read pages 3 and 4 aloud to students. Have students stand up when they hear a word that begins with the /h/ sound.
- Say the following word pairs and have students identify the word that begins with the /h/ sound: *hand/lour*, *four/house*, *shirt/hot*, *heart/jump*, *hurt/tomato*.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /h/ sound: *airplane*, *train*, *helicopter*, *wagon*, *hot air balloon*, *car*.

Phonics: Initial consonant Hh

- Write the word *horse* on the board and say it aloud with students.
- Have students say the /h/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /h/ sound in the word *horse*.
- Have students practice writing the letter *Hh* on a separate piece of paper while saying the /h/ sound.
- **Check for understanding:** Write the following words that begin with the /h/ sound on the board, leaving off the initial consonant: *hat*, *hit*, *had*. Say each word, one at a time, and have volunteers come to the board and add the initial *Hh* to each word.

Grammar and Mechanics: Declarative sentences

- Write the following sentence on the board: *I play with the dog.* Read the sentence aloud with students. Point out that every sentence must start with a *capital letter*. Explain that every sentence also has a signal at the end so readers will know when to stop reading. This is called a *period*. Point out that the period is like a stop sign because it tells readers to stop reading for a brief moment.
- Reread the sentence aloud with students. Point out that the sentence tells the reader information. Explain that a sentence that tells information is called a *declarative sentence*. Explain to students that a declarative sentence starts with a capital letter and ends with a period.
- Have students tell information about playing with dogs. Write each declarative sentence on the board, starting with a lowercase letter and leaving off the period. Then, have volunteers come to the board and add a capital letter and a period to each sentence.



Check for understanding: Have students reread the story and underline all the declarative sentences in the book.

- **Independent practice:** Introduce, explain, and have students complete the [declarative sentences worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency words *has, have, it*

- Explain to students they are going to learn three words that they will often see in books. Write the words *has*, *have*, and *it* on the board and read the words aloud. Have students read the words with you.
- Ask students to spell each word with you, opening and closing their arms for each letter like an alligator's mouth.



Check for understanding: Have students reread the story and circle every occurrence of the words *has*, *have*, and *it* in the story.

- **Independent practice:** Introduce, explain, and have students complete the [high-frequency-words worksheet](#). If time allows, discuss their answers.

Build Fluency**Independent Reading**

- Allow students to read their book independently. Additionally, partners can 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 discuss the sequence of events and explain why the correct sequence is necessary in order to understand a story.

Extend the Reading**Procedural Writing and Art Connection**

Have students choose one activity they know how to do, such as brushing their teeth. Then, have students write sentences explaining how to do the activity, putting the steps in the correct order. Remind students to use the transitional words *first*, *next*, *then*, and *finally*. Have students illustrate their sentences and share with the class.

Visit WritingA-Z.com for a lesson and leveled materials on procedural writing.

Math Connection

Have students make a tally chart that records the different types of pets owned by the class. Then, have students use their tally chart to create a bar graph to show their results.

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 asking and answering questions to understand the story during discussion;
- accurately sequence events from the story during discussion and on a worksheet;
- accurately discriminate initial consonant /h/ sound during discussion;
- identify and write the letter symbol that represents the /h/ sound in text and during discussion;
- correctly identify and understand how to create declarative sentences during discussion and on a worksheet;
- recognize and use the high-frequency words *has*, *have*, and *it* during discussion and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**