

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 506

Book Summary

Introducing Planet Earth introduces readers to facts pertaining to Earth, including how the planet supports life, why seasons occur, and how day becomes night. Physical attributes are defined, such as continents, equator, latitude, longitude, and axis tilt. Humorous illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify the main idea and supporting details
- Identify vowel pattern *-ight*
- Understand plural nouns
- Identify and form compound words

Materials

Green text indicates resources available on the website

- Book—*Introducing Planet Earth* (copy for each student)
- Chalkboard or dry erase board
- [Main idea and details, plural nouns, compound words worksheets](#)
- [Discussion cards](#)



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **continents** (n.), **equator** (n.), **latitude** (n.), **longitude** (n.), **North Pole** (n.), **South Pole** (n.)

Enrichment: *Antarctica* (n.), *seasons* (n.), *tilted* (adj.)

Before Reading

Build Background

- Write the word *Earth* on the board. Ask students to think about what they know about our planet.
- Show students a globe and ask them to share what they know about Earth. Ask if they know the names of the continents, how day and night occur, and why we experience four different seasons. Encourage students to share their knowledge.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title with them. 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, fiction or nonfiction, 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: **Connect to prior knowledge**

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a nonfiction book.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: On the back cover, I see a dashed line around the middle of the planet. I know this line represents the equator and that it is very hot along this area.
- Have students look again at the covers of the book. Ask them to make connections to prior knowledge and to discuss the illustrations on the pages. Ask questions such as the following: *Why are some places hot and others cold? What types of animals live on Earth, and where are they found? What else do you see and why might it be important to a book about Earth?*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain that every book has a big idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book covers, and ask them to predict the main idea of the book.
- Explain that each page gives supporting details that tell the reader more about the book's main topic (understanding Earth).
- Model using the glossary to infer supporting details in the text.
Think-aloud: When I look at the glossary, I see that equator is listed. I already know that the equator is important for understanding Earth's hemispheres, so this might be a supporting detail in the book. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I'm reading. I know that good readers do this when they read, so I am going to look for supporting details as I read this book.
- Have students turn to the glossary and list some of the supporting details about Earth (latitude, longitude, and so on).

Introduce the Vocabulary


- Introduce the following words from the content vocabulary: *continents, equator, latitude, longitude, North Pole, and South Pole*. Draw a large circle on the board and label it *Earth*.
- Have a volunteer draw a horizontal line across the middle of Earth. Ask students what the line is called and how it is important (*equator*).
- Review with students that the glossary contains a list of vocabulary words along with their definitions and the page number on which each is first used. Have students turn to the glossary, and ask a volunteer to read aloud the definition for *equator*, confirming what was just demonstrated with the drawing.
- Remind students that they should check whether words make sense by rereading the sentences in which they occur. Have students follow along as you read the last paragraph on page 8 to confirm the meaning of *equator*.
- Draw the remaining words on Earth, one at a time. Discuss each word with students. Use the glossary and the sentences in the book to provide further understanding of each word.

Set the Purpose

- Have students think about what they already know about the topic as they read the book to identify important details about Earth.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for details in the book that provide more information about Earth. Encourage students who finish before everyone else to go back and reread.
 - When they have finished reading, have students share details they have identified so far.
 - Model making connections to prior knowledge.
Think-aloud: When I read about how Earth has everything living things need to stay alive, it made me remember what I know about living things on Earth. I know that living things cannot live without air, water, food, and shelter.
 - Ask students to explain whether life would be possible on another planet, such as Pluto or Mercury. Encourage them to share their opinions about the possibility of things living on Pluto without sunlight or on Mercury without water.
 - **Check for understanding:** Ask students to list details about Earth. Encourage them to describe how details help readers better understand the main idea. Ask questions such as the following: *What do you know about the poles? How are they different? Is this information important to the understanding of Earth?*
 - Have students read the remainder of the book. Encourage them to continue connecting to what they already know as they read the details about Earth.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Ask students to share how making connections between information they read and what they already knew about the topic helped to keep them actively involved while reading the book.
- **Think-aloud:** *When I read page 12, I thought about the four seasons in the year. I thought about how some seasons are colder than others. I know that connecting with what I already know about the subject kept me actively involved in the reading. This helped me to understand and remember the new information. I know that I will remember more about Earth because I used this strategy while I read.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information. Ask them to use the details they identified to confirm or refine the main idea.
- Have students reread page 12 and search for supporting details about the main idea. Write the details on the board (tilted toward the sun part of the year and away from the sun for the other part of the year, and so on). Ask students how this information supports the main idea (the facts are all important to understanding Earth).

- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, many amazing features and qualities of Earth are described. People adapt their life routine depending on the conditions they experience in their area of Earth. What might happen if Earth's tilt changed? How would it affect the area in which you live and your daily life? Why is the balance of Earth's systems so important?


Build Skills

Phonics: Vowel pattern *-ight*

- Have students open to page 6 and locate the word *night*. Write the word *night* on the board using one color for the letter *n* and a different color for *-ight*.
- Explain to students that *-ight* is a word pattern. Explain that the letters *i*, *g*, and *h* come together to form the long /i/ vowel sound heard in the word *night*. If we look at these letters as one chunk of information, we can use it to help us make and read other words with the same chunk sound.
- Covering up the *n*, say *-ight* and have students repeat. Then uncover the *n* and say the word *night*, putting emphasis on each sound.
- Change the *n* to *r* and repeat the step. Point out to students that by changing the initial sound, a new word is formed.
- **Check for understanding:** Have students work with a partner to locate and circle two words with the long *i* vowel pattern on pages 7 and 8 (*flashlight*, *sunlight*). Write the two words on the board and have a volunteer underline the long *i* word pattern in each *-ight* word.
- **Independent practice:** Have students generate a list of *-ight* words. Have them circle the *-ight* word pattern in each word. If time allows, discuss their answers.

Grammar and Mechanics: Plural nouns

- Show students a pencil. Have a student identify the object. Write the word *pencil* on the board.
- Show students two pencils. Have a student identify the objects. Write the word *pencils* on the board. Ask students how the meaning of the word *pencil* changed (the *-s* ending on *pencils* means more than one pencil). Explain that *pencils* is a *plural noun*.
- Write the following nouns on the board and ask students to provide the plural form for each by adding *-s*: *season*, *ocean*, *continent*, *year*. Write the plural form of each word on the board as students provide answers (*seasons*, *oceans*, *continents*, *years*).
- Write the following nouns on the board: *branch*, *branches*; *bush*, *bushes*. Have students explain how the first word in each pair was changed to make the other word (*-es* was added). Explain that the plural form of these nouns is created by adding *-es*. Write *s*, *sh*, *ch*, *x*, and *z* on the board and explain that words with these endings are made plural by adding *-es*.


 **Check for understanding:** Have students turn to page 5 and underline all of the plural nouns (*oceans*, *pieces*, *continents*, *lakes*, *rivers*, *plants*, *animals*). Then have them turn to page 4 and locate all the singular nouns. Have them write the plural form above each word.

- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#).

Word Work: Compound words

- Review or explain that when two short words are combined to form a new word, the new word is called a *compound word*.
- Write the word *daylight* on the board. Ask students which two words they see in *daylight* (*day* and *light*). Explain that this word is a compound word. A compound word has two parts that make up one word meaning.
- Have students turn to page 12. Read the following sentence: *As I travel around the sun during my yearlong trip, I stay in my tilt.* Have students identify the compound word (*yearlong*). Ask students to identify the two separate words that make up the compound word (*year* and *long*). Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a span of time that is a year in length).

- Have students turn to page 9. Read the first sentence aloud while students follow along. Ask them to locate a compound word (*sunlight*) and identify the two separate words that make up this compound word (*sun* and *light*). Discuss the definition of each word, using the smaller words to figure out the meaning of the compound word.

 **Check for understanding:** Have students look for and circle compound words on pages 12 through 14 (*yearlong*, *sometimes*, *halfway*, *sunlight*, *nighttime*, *daytime*). Have them discuss the meaning of each word. Ask students to name other compound words they know. List these words on the board.

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

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 students make connections to prior knowledge about Earth with someone at home as they read the story together.

Extend the Reading

Informational Writing and Art Connection

Provide students with books and other resources and have them write a report as to why Earth best supports human life. Encourage them to use the facts in the book to support their ideas and to illustrate their report.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Have students research another planet in our solar system to identify information specific to that planet (the planet's temperature, amount of rainfall, surface characteristics, and so on.) Facilitate a discussion to compare and contrast the living conditions on Earth versus the other planets in our solar system. Discuss the importance of respecting Earth's environment.

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:

- use the reading strategy of making connections to prior knowledge during discussion
- identify the main idea and supporting details during discussion and on a worksheet
- locate the long *i* vowel pattern *-ight* in the text and write examples on paper
- identify and create plural nouns with *-s* and *-es* endings during discussion and on a worksheet
- understand and form compound words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)