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# At the Pond

## Summary

This book presents information about ponds and their function as habitats for plants and animals.

## Science Focus

### Earth Science

- Water makes up part of Earth's surface.
- Living things are found almost everywhere in the world.

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## INTRODUCTION TO THE READING

### Vocabulary and Comprehension Mini-Lesson

**Differentiated Lessons:** Before you begin a mini-lesson, determine the students' levels of language proficiency (see page 4) and group students accordingly. For the activities, you will need the following materials:

- mini-lessons provided on the following pages
- *At the Pond*
- *At the Pond* photo card
- chart paper or a whiteboard
- crayons
- large index cards



# At the Pond

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

**LEVEL: Beginning**

**Content Vocabulary:** deer, fawn, pond, standing

### Vocabulary Application

- Show the *At the Pond* photo card and ask students, “What do you see in this picture?” Accept responses.
- Then say, “I see a deer. The mother deer has two babies.” Have students repeat the sentences. Next say, “Baby deer are called fawns.” Have students repeat the sentence. Write *deer* and *fawn* on chart paper or a whiteboard.
- Now ask, “Where are the deer standing?” Elicit responses from the students. Say, “The deer are standing in water. The water is called a pond.” Have students repeat the sentences. Add the words *standing* and *pond* to the list.

### Comprehension—connecting photo to self, using action verbs

- Stand and say, “I am standing.” Then point to the *At the Pond* photo card and say, “The deer is standing in the pond.”
- Show the photo card again and ask, “Who else is standing in the pond?” Say, and have students repeat, “The deer and the fawns are standing in the pond.”
- Ask different students to stand as you say, “Will \_\_\_\_\_ please stand?” As each student stands, have him or her say the following: “I am standing” or “[Juan] and [Mary] are standing.”
- Extend the activity to the other action verbs by asking, “What else might the deer and fawn be doing?” (e.g., “The deer and fawn are playing.”) Repeat this pattern, saying sentences and demonstrating each verb with the students.

## READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *At the Pond* aloud as students follow along with their individual readers.

# At the Pond

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

**LEVEL: Intermediate**

**Content Vocabulary:** beaver, deer, fawn, goose, pond, swan, tadpole

### Vocabulary Application

- Show the *At the Pond* photo card and ask students, “What do you see in this picture?” List students’ responses on chart paper or a whiteboard. Introduce the vocabulary words *deer*, *fawn*, and *pond* if students do not say them.
- Continue the conversation by asking, “Have any of you ever been to a pond? What did you see there?” Add students’ responses to the list, making sure all the vocabulary words are introduced. (If needed, refer to some of the pictures in *At the Pond* to encourage further discussion.)
- Say each vocabulary word as you write it on the list. Ask students to describe and/or give an example for each word. As a class, work together to write a simple definition for each word. (Sample definitions are provided in the Glossary.)
- Give students large index cards and ask them to draw pictures of each animal. Attach the pictures to the chart paper or whiteboard. Re-read the definitions as a group.

### Comprehension—extending sentences

- Write *where*, *when*, *why*, and *how* down the side of a whiteboard or piece of chart paper, leaving plenty of space between each word.
- Show the *At the Pond* photo card and say, “We can add to sentences by telling *where*, *when*, *why*, or *how*. Who can add to this sentence by telling *why*? *The deer is at the pond.*” (Student may respond with the following: “to get a drink of water.”) Help the students determine which question was being answered by the student’s response, and record the entire sentence underneath the word *why*. Continue with *where*, *when*, and *how*.

## READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *At the Pond* aloud as students follow along with their individual readers.

# At the Pond

## GUIDED SESSION

Choose one of the teaching points based on your diagnosis of the class's needs. Activate background knowledge and set a purpose for reading during the discussion about the teaching point. The teaching point will determine the purpose of the reading. Here are descriptions of several teaching points for *At the Pond*.

### Teaching Points

<b>Writing Craft</b>	using action verbs, extending sentences
<b>Text Features</b>	analyzing the cover and title page
<b>Comprehension Strategy</b>	connecting text to self, scanning, visualizing
<b>Decoding and Phonics Features</b>	using <i>-ing</i> verb endings, <i>sw</i> blends, and beginning sounds

#### Writing Craft—using action verbs

- Initiate a discussion about action verbs by using such words as *jumping* and *leaping* in sentences and having students act them out. Remind students that readers want action because it helps them visualize what they are reading.
- Have students look through the book to identify the action on each page. Direct students to turn to page 8. Help them generate a list of action verbs they might use if they were to write about the picture (e.g., fishing, standing, watching). Write students' suggestions on chart paper or a whiteboard. Direct students to look for action verbs as they read the book.

#### Decoding and Phonics Feature—using *-ing* verb endings

- Ask students to read page 3 together. Have them pay attention to the end sound in *swimming*. Explain that writers can add an *-ing* ending to a verb to show action that is occurring in what they describe (e.g., reading, speaking). Ask, "What sound do you hear at the end of *swimming*?" Ask students to look for other words that end with *-ing* as they read (e.g., diving, pulling, standing, fishing).

#### Comprehension Strategy—connecting text to self

- Ask students to turn to page 2. Explain that writers want their readers to get involved with and make connections to the text. Sometimes, writers hook their readers with a beginning question about the topic. That is what the author of *At the Pond* does on page 2 with the following question: "What is at the pond?" Encourage students to find answers to the question as they read the text.



# At the Pond

## GUIDED SESSION (cont.)

### Comprehension Strategy—scanning

- Show students the following list of six words that you’ve written on a whiteboard: *swan*, *swimming*, *beaver*, *branch*, *tadpole*, *fishing*. Explain that **scanning** a book for certain words or information can help readers better understand what the text is about. Invite them to search or scan the book for the six words.

## INDEPENDENT READING

- Observe student groups as they read *At the Pond* independently. If students are struggling, provide just enough support with appropriate strategies or skills to help them continue reading independently. For students needing further reading practice and reinforcement, use the CD for an audio reading of the book. Students can follow along silently with the first reading of the story and then read aloud with the second reading.
- Address decoding problems as they arise. For example, if a student is having difficulty with the word *swan* on page 3, encourage him or her to consider the beginning sound of that word. Ask, “What do you hear at the beginning of *swan*?” Use your voice to draw attention to the *sw* blend. Then direct students to find two words on page 3 that begin with *sw*. After students identify *swan* and *swimming*, ask a volunteer to read the entire sentence aloud.

## WRITING AFTER READING

**Strategy:** Help readers visualize.

**Target Skill:** Practice using action verbs.

- Begin by modeling this activity. Display one of the small photo cards and ask students to describe several things they notice about it. Encourage students to focus on the people, animals, objects, etc., in the photo.
- Distribute the small photo cards to students. Ask them to look closely at their photos. Help students by asking, “What is happening in your photo?” Encourage students to articulate sentences that contain action verbs and describe the animals or objects in their photos.
- Then, with your guidance, have students write the things they said about the animals or objects in their photos. For example, a student might write, “The duck is swimming.”
- Encourage students to try this skill in any of their independent writing. Use literacy centers and journals for further opportunities to practice the skill.

# At the Pond

## WHOLE-GROUP GUIDED WRITING

**Strategy:** Engage readers.

**Target Skill:** Practice extending sentences.

- Explain that writers tell readers *what* is happening and *where* it is happening. Display the photo cards from the WRITING AFTER READING lesson.
- Ask students to tell something about the animals or people pictured. (Or use their action verb lists from the GUIDED SESSION.) Then have individual students tell where the animal or person is located. For example, a student might say, "The jellyfish is swimming" and then add, "The jellyfish is swimming in the water."
- Finish by supporting students as they write or revise sentences that tell *what* is happening and *where*.

## SCIENCE CONNECTION

- Review the cover, title page, and interior text and photos from *At the Pond*. Focus on the pond (water makes up part of Earth's surface) as a habitat for many plants and animals.
- Show how to use the book or other reference materials to find pictures of plants and animals that can be found at a pond.
- Create a "pond" in the classroom by either drawing a picture or placing a shallow pan of water in a small area of the room. Direct students to draw pictures or use clay to recreate the animals and plants they saw while researching. Invite them to place their drawings or clay figures by the class pond.

## ASSESSMENT AND STUDENT PAGES

- Use page 13 to assess students' understanding of the information presented in *At the Pond*. Distribute photocopies for students to complete. Evaluate students' responses to determine progress.
- Use pages 14 and 15 to reinforce the vocabulary in *At the Pond*. Distribute photocopies for students to complete. Review answers as a class or independently.

At the Pond		Assessment
Name: _____	Date: _____	
Directions: Read each sentence. Write the action words on the lines.		
1. The beaver swims in the water.	_____	
2. The deer look for food.	_____	
3. A fawn hides behind her mother.	_____	
4. The goose glides across the pond.	_____	
5. The pond ripples from the wind.	_____	
Directions: Write your own sentence using an action word from above.		
My Sentence		
_____		
_____		
_____		
_____		

## At the Pond

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each sentence. Write the action words on the lines.

1. The beaver swims in the water. \_\_\_\_\_

2. The deer look for food. \_\_\_\_\_

3. A fawn hides behind her mother. \_\_\_\_\_

4. The goose glides across the pond. \_\_\_\_\_

5. The pond ripples from the wind. \_\_\_\_\_

Directions: Write your own sentence using an action word from above.

### My Sentence

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At the Pond

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the vocabulary words in the Word Box. Then write them on the lines in alphabetical order. Use the alphabet to help you.

Word Box

pondswangoose  
beaverfawndeer

tadpole

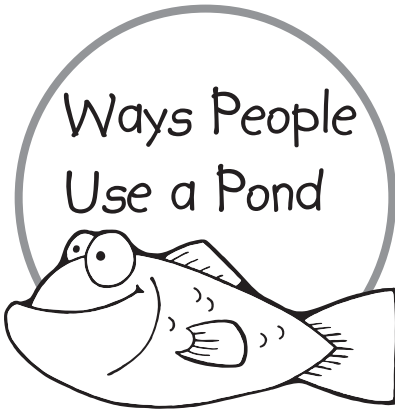
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# At the Pond

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write about the different ways people use a pond. An example has been done for you.



1. for fishing
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Directions:** Use your list to write about a pond.

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