

Reading Level: Grades K-1

Subject: Social Studies

### Materials

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- summarizing activity reproducible (optional) (p. 3 of this guide)
- sticky notes (optional)

## Before Reading

### Build Background Knowledge

- Have students draw a picture of the area they live in. Is it mountainous? Is it near oceans or lakes? Is it near a city or farmland? Think about what types of animals this country has and why people come to visit the area. Have students share and compare their drawings with their neighbor.
- Pass out books, and guide children to the front and back covers. Read the title. Have students discuss what they see on the covers. Encourage students to discuss the information on the title page. Preview the table of contents. Remind students that the table of contents gives an overview of what is to come in the book. Ask the students if they can tell you what they think they will learn based on the table of contents.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out the word we don't know. We need to read before and after it. Sometimes we need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

### Skill Introduction

- Explain to students that as they read, they should stop every once in a while to summarize or review what they have read. This means they should be thinking of the most important details of what they have read up to that point. Explain to them that summaries include the main idea of the book and the most important key ideas or details. Point out that summaries do not include all the details from the book. Explain to the students that it is their job to think about what is the most important information in the book and only include that in their summary.
- Have students turn to page 4 in their books and follow along as you read aloud pages 4-7. Then model how to summarize the information.

## Reading Standards

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic, and retell key details of a text.
- **CCSS.ELA-Literacy.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

## Targeted Reading Strategy

Summarize information to understand text.

**Academic vocabulary:** country, Asia, islands, mountains, sea, waters, around, flowers, trees, huge, biggest, million, cities, world, climb, electronics, visit, Japanese, sushi

**High-frequency words:** up, of, is, the, most, live, and, all, have, has, there, from, for, they, eat, are, like

**Think-aloud:** *As I read this book, I will stop several times to check that I am understanding what I am learning about Japan. For example, after reading pages 4–7, I know that Japan is in Asia and it has four main islands and most people live close to the sea. As I read, I will add other important details to this summary.*

- Remind students that as they read, they should stop at every couple of pages and think about what they have read. They may want to jot down key points on a sticky note or in their notebooks. Remind them that they should only include the most important details and not everything they have read.

## During Reading

### Check for Understanding

- Have students read through page 12 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished, students should be reading silently or subvocalizing so they can read at their own pace.
- Model targeted skill with a think-aloud.

**Think-aloud:** *After reading up to page 12 in the book, I can summarize all the information by adding to my original summary. I learned new information about Japan, including that Japan is home to many animals. Cherry trees grow all over Japan, and Tokyo is the largest city in the country. These facts are the most important that are on the pages that I just read.*

- Remind students to continue to think about reviewing what they read as they finish reading the book so they can add to their summary.

## After Reading

### Response to Text

- Have students work with a partner to complete the summarizing activity reproducible (p. 4 of this guide). After both students have orally summarized the book, have one student write a summary on the reproducible. However, both students are helpers in this process even though one is the recorder. Invite various pairs of students to share their summaries with the rest of the class.
- Ask students how summarizing helped them to understand and remember information in the book.

### Word Work

- Have the students say the word "Japan" out loud. Emphasize the second /a/ in the word, and explain to students that the sound is short. It sounds like the /a/ in *apple* and *pack*. Explain that vowels make more than one sound and when we read tricky and unfamiliar words, we need to try more than one vowel sound to see which one makes sense and sounds right in the word and sentence.
- Tell the students that today they are going to use magnetic letters to make short /a/ words. They will need to make the word after hearing it read to them, say the word, and then write the word on a piece of paper. Here are some short /a/ words to use in this activity: *pan, pat, an, tan, fan, fat, cat, rat, ran, nan, ban, bat, sat, mat, man, can, hat*.
- Have students choose three of the short /a/ words they just built and use them in sentences.

### Extension Activity

- Japan has four main islands. Have students research each of the four islands. When they have finished researching, they should write a short report about what makes one of the islands special.

## Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

LERNER  SOURCE™



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

## Let's Explore Japan Activity

Write down your summary from working with your partner about what you learned from reading the book *Let's Explore Japan*. Be sure you only include the most important details from each of the stopping points we talked about.

Summary of pages 4–7: \_\_\_\_\_

---

---

---

Summary of pages 8–12: \_\_\_\_\_

---

---

---

Summary of pages 13–21: \_\_\_\_\_

---

---

---

Whole book summary: \_\_\_\_\_

---

---

---

---

---

---

---

---

