

For students reading at **Literacy Level F/10**, including:

- English-language learners
- Students reading below grade level
- First grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Compare and contrast
- Monitor their reading by making connections
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

### WORD STUDY

Students will:

- Use synonyms

### LANGUAGE

Students will:

- Recognize the sentence structures *What can we \_\_\_\_\_ and We can \_\_\_\_\_*
- Learn multiple-meaning words **to, too**

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize digraphs **ch, sh**

### FLUENCY

Students will:

- Read with appropriate stress or emphasis

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

# Summer to Fall

## THEME: Weather

- **Summer to Fall (Level F/10)**
- Ready for Fall (Level F/10)
- Winter to Spring (Level H/14)
- See You in Spring (Level H/14)

## SCIENCE BIG IDEA:

When summer changes to fall, the weather, animals, plants, and people's activities change, too.



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## Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

### Early Explorers Partner

- *Ready for Fall* (Fiction, Level F/10)

### Early Comprehension Strategy Poster

- Compare and Contrast

### Text-Dependent Comprehension Resources

- *Summer to Fall* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*

Summer	Fall
• green trees	• colorful leaves
• the sun	• pumpkins
• people at the beach	• frost
• flowers	

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about two seasons—summer and fall.* Read the title and author and ask students to echo-read. Invite them to tell what they see in the photograph. Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title has the words **summer** and **fall**. The kids in the photograph are at the beach. I think this book will tell about what people do in summer and in fall.* Allow time for students to share their own predictions about the book.

## Make Connections and Build Background

- **Use Art** Give each student a pencil and piece of paper. **Say:** *We will read a book about two different seasons—summer and fall. I will draw a line down the middle of my paper. On the left side I will draw a picture of myself in summer. On the right side I will draw a picture of myself in fall.* Sketch simple drawings that show differences in clothing, activities, and/or scenery to match each season. Then display and tell about your pictures. Finally, invite students to sketch pictures of themselves in summer and fall to share with the group.
- **Use a Graphic Organizer** Draw a T-chart on the board with the headings **Summer** and **Fall**. Read the headings aloud. **Say:** *Think about your drawings. What can you see outdoors in summer? What can you see outdoors in fall?* Write students' ideas on the chart. Then read each entry and ask students to echo-read.
- **Preview Vocabulary, Photographs, and Text and Graphic Features** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you discuss the photographs. Also talk about the words **change**, **windy**, and **winter**, and make sure students can pronounce each one. In addition, point out the following text feature:  
(Page 4) **Say:** *This book has **captions**. See the caption under the photograph? Some captions tell about the photographs. Some captions give new information about the topic on the page. Watch for captions under many photographs in Summer to Fall.*

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- **Preview Sentence Structures** For students who need additional support, write “What can we \_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words **What can we** are in the book. Page 6 has a sentence with the words **What can we**.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 10. **Ask:** *Can you frame a sentence with the words **What can we**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. Finally, repeat the process with “We can \_\_\_\_” on pages 5, 6, and 10.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **feels**. Say the word **feels**. What letters do you expect to see after the **fi**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **feels** on page 4. Repeat the process with the word **wear** on page 10. **Say:** *Search all the way through a word to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **color**. **Ask:** *Does **color** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **color** sounds like the Spanish word **color**. **Color** and **color** mean the same thing. The words look the same, too.* Write the word **color** on the board and ask students to locate it on page 12 in the book. Repeat the process with **animal** on page 14 and **animal**, and **in** on page 4 and **en**. Then point out that the words **too** on page 7 and **to** on page 8 sound like the Spanish word **tu** but do not mean the same thing. Finally, invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students’ attention to the summer and fall T-chart. **Say:** *Now it’s time to whisper-read the book. Read to learn more about things you can see in summer and fall.*

## Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	hike	11
Syntactic	Think about the book’s sentence structure. Use the structure to make this sentence sound right.	What can we wear in fall?	10
Semantic	What do you see in the picture that would make sense in this sentence?	leaves	12

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our T-chart. What things did we read about in the book? Put a ✓ next to any matching response. Then ask students to name other summer and fall sights from the book. Add these to the graphic organizer and put check marks beside them. Finally, choral-read the check-marked items and ask students to use the graphic organizer to tell a partner about the book.

Summer	Fall
• green trees ✓	• colorful leaves ✓
• the sun ✓	• pumpkins
• people at the beach ✓	• frost
• flowers	• bonfires ✓
• kites ✓	• people wearing jackets and long pants ✓
• green grass ✓	• people hiking ✓
	• people raking ✓
	• squirrels gathering nuts ✓
	• kids going to school ✓
	• apples ✓

## Reading Strategy Mini-Lesson: Make Connections

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** What did you do to help yourself understand what you read?

- **Model Say:** I want to make sure I understand what I read. One way is to connect the people, settings, and events to other books I have read. Page 6 makes me think of a connection. Read the page aloud and then **say:** I once read a book about building sand castles at the beach. Thinking about what I learned helps me understand page 6. Making this connection shows me why the people in the photograph are smiling.
- **Guide** Ask students to turn to page 12. Read the page aloud together. **Ask:** Have you read another book about fall leaves? Did the book tell about leaves turning colors? Did the book tell about leaves dropping to the ground? Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 12.
- **Apply** Ask students to read their favorite page to a partner and then make a connection to another book they have read. Observe students as they share their connections, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **make connections** monitor-reading strategy. Then **say:** You can make connections any time you read. Remember to make connections to help you understand.

## Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering *Take It Apart!* questions. **Say:** The answer to a *Take It Apart!* question is not stated in the book. You must think like the author to figure out the answer.

- **Model** Use the *Take It Apart!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Take It Apart! question. I will read the question to figure out what to do. The question says: "How did the author begin page 10?" This question asks me to figure out a text structure. I know because the question says "How did the author begin." What other information do you think will help me? (Allow student responses.) Yes, I need to look on page 10. Let's read the beginning of the page. The first sentence is: "What can we wear in fall?" This sentence is a question. Now I know the author begins page 10 with a question.*
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

## Build Comprehension: Compare and Contrast

- **Explain** Create an overhead transparency of the "Summer to Fall" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell how things are alike and different. Telling how things are alike is called comparing. Telling how things are different is called contrasting. Good readers try to figure out how things are alike and different. Figuring out how things are alike and different helps readers better understand the information.*
- **Model Say:** *Let's figure out how summer and fall are alike and different. One way summer and fall are alike is they are both seasons. I will write this in the first column of the graphic organizer. Page 4 says the air feels warm in summer. Warm air is a way summer is different. I will write about warm air in the second column. Page 10 says the air feels colder in fall. Colder air is a way fall is different. I will write about colder air in the third column.*
- **Guide Say:** *Let's find another way summer and fall are different. What does page 5 say about the days in summer? (Allow time for students to respond, assisting if needed.) Yes, the days are very long in summer. I will write about long days in the second column of the graphic organizer.*

*What does page 15 say about the days in fall? (Again allow time for students to respond.) Yes, the days are shorter. I will write about shorter days in the third column.*

- **Apply** Ask students to work with a partner to find other ways summer and fall are alike and different. If more support is needed, utilize all or part of the "Guide" process on the following pages: 4 and 16 (Kids play), 6 (We play in the water and sand), 7 (The grass and trees are green), 11 and 13 (We hike and rake leaves), and 12 (Leaves are bright colors). Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____		
Summer to Fall Compare and Contrast		
Summer and Fall	Summer	Fall
<ul style="list-style-type: none"> <li>• Both are seasons.</li> <li>• Kids play.</li> </ul>	<ul style="list-style-type: none"> <li>• The air feels warm.</li> <li>• The days are very long.</li> <li>• We play in the water and sand.</li> <li>• The grass and trees are green.</li> </ul>	<ul style="list-style-type: none"> <li>• The air feels colder.</li> <li>• The days are shorter.</li> <li>• We hike and rake leaves.</li> <li>• Leaves are bright colors.</li> </ul>

**Teacher Tip** Use Benchmark Education Company's K–2 Early Comprehension Strategy Poster Set to provide additional instruction in comparing and contrasting. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to compare and contrast in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Summer to Fall* to read to family members. Encourage students to work with a friend or family member to make a list of things they like to do in summer and fall. Invite students to bring their lists to share with the group.

### Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- With a partner, act out an activity you enjoy in summer and an activity you enjoy in fall.
- Talk with a partner. Which do you like best—summer or fall? Why?
- Tell about your favorite photograph in the book.
- Draw a picture of a park in summer and in fall.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Write about what you thought was most important in the book.

### Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to describe the pictures in interesting ways, too. On page 5 a boy is flying a kite. I will describe the boy and the kite: The boy is running fast. The boy's kite is over his head. The red, blue, and yellow kite is pointed like an arrow. What do you notice about the picture? How would you describe it?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the picture you chose. Now write your description. After you are finished, read your description to a partner.*

### Write to a Text Prompt

- **Write a Summary** **Say:** *Think about something you learned in the book. Then write about what you learned in your own words. When you are finished, read your sentences to a partner.*

### Phonics: Digraphs ch, sh

- Ask students to locate the word **change** on page 8. Write **change** on the board and circle the letters **ch**. **Say:** *The letters **ch** stand for the **/ch/** sound in the word **change**.* Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Point out that **ch** also stands for the **/ch/** sound in the word **chilly** on page 11. Then repeat the process with the **sh** digraph using the word **shorter** (page 8).
- Ask students to brainstorm words beginning with the **/ch/** and **/sh/** sounds as you record them on the board. Read each word, inviting students to echo-read.
- **Say:** *Let's sort the words by beginning sound—**/ch/** or **/sh/**.* Hold up a card with an initial **/ch/** word on it, such as **child**. **Say:** *Find the other words that begin like **child**.* Repeat the process for **/sh/**. Once all the cards are sorted, invite each student to make up a sentence using one of the words.

### Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **chilly**, **fall**, **outside**, **rake**, **summer**, **sunny**, **change**, **windy**, and **winter** on index cards. Ask students to read the words with you. Then mix up the cards and place them facedown on the table. Model how to choose a card, read it aloud, and act out a situation related to the word, such as shivering on a **chilly** day or going swimming in the **summer**. Then invite students to take turns choosing a word to act out. Continue the game until all the cards are used.

## Word Study: Synonyms

- **Model Say:** *When I read, I want to know what the words mean. Sometimes I'm not sure about a word, though. Then I look for synonyms. Synonyms are words that have similar meanings. Look at page 4. Pretend I'm not sure what **sunny** means on this page. I can use the word **warm** in the next sentence to help me. We could say summer days are **sunny** or summer days are **warm**. **Sunny** and **warm** have similar meanings.*
- **Guide** Invite students to read pages 10 and 11 with you, including the captions. **Say:** *Pretend I don't know what chilly means on page 11. What word in the caption on page 10 is a synonym for **chilly**? (**cool**)* Write the following sentences on the board: "The days are chilly in fall. The days are cool in fall. The days are cold in fall." Underline the synonyms as students read the sentences with you. Point out that all three sentences have similar meanings.
- **Apply** Pair students and ask them to think of synonyms for other words in the book, such as: 7—**see** (**notice, observe**); 8—**starts** (**begins**); 9—**next** (**then**); 10—**jackets** (**coats, sweaters**); 13—**big** (**large, huge**); 14—**find** (**get, discover**); 15—**getting** (**becoming**). Each time, substitute the students' word in the sentence to demonstrate that the new sentence has a similar meaning.

## Language Development: Multiple Meaning Words "to" and "too"

- **Model Say:** *Words that sound the same but have different meanings can be confusing to a reader. Let's turn to page 7 and read the last two sentences together: "Grass is green. Trees are green, too." Now let's read the caption on page 4 together: "Kids like to play in the sun." The words **too** and **to** sound alike. The words don't look alike, though, and they don't mean the same thing. The word **too** tells us that trees are also green. The word **to** tells us what happens—kids play. I can use the words **too** and **to** as well. Write the words on the board and point to the correct one as you say: Jane is cold. I am cold, **too**. I am going **to** wear a sweater. The sun is warm. The sun is bright, **too**. I am going **to** put on my sunglasses. We are having salad. We are having fruit, **too**. I can't wait **to** eat lunch.*

- **Guide** Invite students to locate other examples of the words **to** on pages 8 (text and caption), 12 (text), and 14 (text). Point out that the word **to** on pages 8 and 12 tells what happens but the word **to** on page 14 shows where something happens.
- **Apply** Write the following sentences on the board. Invite students to spell the word that correctly completes each sentence.  
*We like going \_\_\_\_\_ the beach. (**to**)*  
*It is fun \_\_\_\_\_ play in the sand. (**to**)*  
*Swimming at the beach is fun, \_\_\_\_\_. (**too**)*

## Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *Good readers do not read every word the same way. Instead, good readers watch for important words to stress or emphasize. Sometimes an exclamation point shows us what to emphasize. Emphasizing important words helps the reader understand the author's ideas. It also helps the listener better understand readers.*
- Ask students to turn to page 4. First, read the page in a flat voice. Discuss how this makes listeners feel. Then read the page again, emphasizing the sentence "Summer is here!" Point out that the sentence ends with an exclamation point. Read the page again, asking students to echo-read.
- Ask students to turn to page 9. Help them locate words they might want to emphasize, such as "Fall comes next!" Choral-read the page with them, emphasizing the words discussed.
- Invite students to take turns rereading *Summer to Fall* with a partner. Remind them to stress or emphasize important words and sentences as they read.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Summer to Fall

Compare and Contrast

**Summer and  
Fall**

**Summer**

**Fall**

Blank writing area for notes under 'Summer and Fall'.

Blank writing area for notes under 'Summer'.

Blank writing area for notes under 'Fall'.