

- For students reading at
Literacy Level G/11, including:
- English-language learners
 - Students reading below grade level
 - First-grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Retell what you've read
- Utilize text and graphic features
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use **all** and **some**
- Use antonyms
- Recognize the sentence structures
You can ____ and Some ____ are ____

PHONICS

Students will:

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

FLUENCY

Students will:

- Read with appropriate pacing

WRITING

Students will:

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

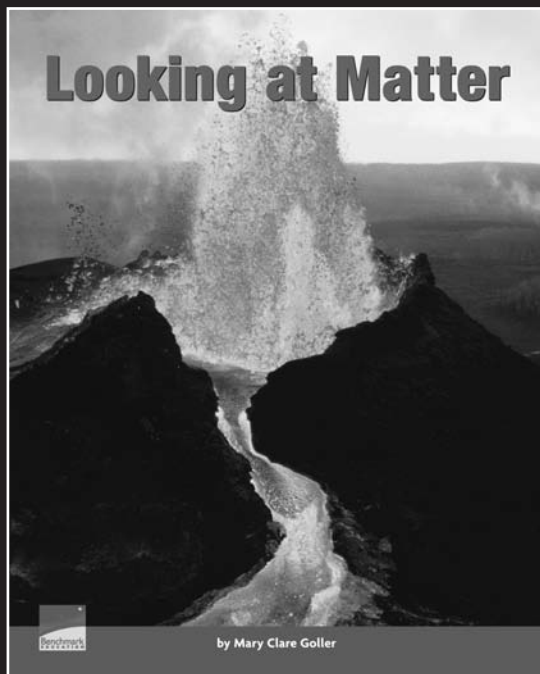
Looking at Matter

Theme: Matter

- Looking at Matter (G/11)
- Food Is Matter (I/15)

Science Big Idea:

Readers learn about features of different kinds of liquid and solid matter.



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Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Soft and Hard (C/3)
- Three Kinds of Water (E/7)

Fluency and Language Development

- *Looking at Matter* Audio CD

Comprehension Resources

- *Looking at Matter* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

Assessment

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

Make Connections and Build Background

- **Use Realia** Gather a few solids and liquids from the classroom. **Say:** *We will read a book about matter. Everything is matter. Some matter is solid or liquid. You can see and touch solids and liquids. The paper clip on the table is solid matter. The soap in the bottle is liquid matter.* Invite student partners to name the other items on the table and determine whether each one is a solid or liquid. Then ask them to name other solids and liquids they see in the classroom.

- **Use a Graphic Organizer** Draw a T-Chart on the board with the headings **Solids** and **Liquids**. Read the headings aloud. Ask students to help you think of things that are solid or liquid. Record the items under the correct headings, and then read each entry on the chart. Have students echo-read.

<i>Solids</i>	<i>Liquids</i>
• paper clip	• shampoo
• rock	• water
• table	• juice
• book	• milk

Introduce the Book

- Give each student a copy of the book. Remind students they will read about different kinds of matter. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photos			
2–3	photos	chair, feather, liquid, matter, plum, solid		
4	photo, caption	apples, matter, pick, hold, taste	matter/materia	You can ____.
5	photo, caption	color	color/color	Some ____ are ____.
6	photos, caption	chair, button, size, big, small	button/butón	
7	photo, caption	car, balloon, heavy, light		
8	photos, caption	touch, rock, towel, hard, soft	rock/roca	
9	photo, caption	plum, smooth, orange, bumpy, types, fruit	type/tipo, fruit/fruta	
10	photo, caption	liquid, drink, juice	liquid/líquido	
11	photo, caption	solid, eat	solid/sólido	
12	photo, caption	soup, hot	soup/sopa	
13	photo, caption	milk shake, cold		
14	photos, caption	compare	compare/comparar	
15	photos, caption	different	different/diferente	
16	photo	puppy		

- **Page 4 Graphic Feature** *This page has a **caption**. A caption tells more about a photograph. What information does this caption give us that is not on the page? (All things are matter.)*
- **Page 4 Spanish Cognate** *Does **matter** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **matter** sounds like the Spanish word **materia**. **Matter** and **materia** mean the same thing. What is some **matter** on our school playground? (Allow time for students to respond.) Write the word **matter** on the board and ask students to locate it on page 4 in the book.*
- **Page 4 Sentence Structure** *Write **You can** ___ on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** We use this sentence structure to tell what someone can do. Model using the sentence structure to tell about the photographs, such as **You can pick apples** or **You can see a green apple**. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

Rehearse Reading Strategies

- **Say:** *One word in this book is **yellow**. Say the word **yellow**. What letters do you expect to see after the **yl**? Allow time for students to respond, assisting as needed. Then ask them to find the word **yellow** on page 5. **Say:** Search all the way through a word to help when you read.*

- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the T-chart. **Say:** *Now it's time to whisper-read the book. Read to learn about different kinds of matter.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	each	9
Syntactic	Think about the book's sentence structure. Use the structure to make this sentence sound right.	You can touch matter.	8
Semantic	What do you see in the picture that would make sense in this sentence?	drink	10

During Reading

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.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our T-chart. Did we read about any of these solids or liquids?* Put a 3 next to any matching response. Then ask students to name other solids and liquids they saw in the book and put check marks beside them. Finally, choral-read the checkmarked items and ask students to use the graphic organizer to tell a partner about the book.

<i>Solids</i>	<i>Liquids</i>
• paper clip	• shampoo
• rock 3	• water
• table	• juice 3
• book	• milk
• apples 3	• soup 3
• chair 3	• milk shake 3
• button 3	
• car 3	
• balloon 3	
• feather 3	
• towel 3	
• plum 3	
• orange 3	
• balls 3	
• puppy 3	

Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to retell the important information. Let's read pages 6 and 7 together: Some matter has size. This chair is big. This button is small. Some matter is heavy. A car is heavy. Some matter is light. A balloon is light. A feather is light. Now I will say the important information in my own words: Matter can be big, small, heavy, or light.*
- **Guide** Invite students to read page 9 with you. Ask the following questions, allowing time for students to respond after each one. *What do you see? What is this page about? What kind of skin does a plum have? What kind of skin does an orange have? How could you tell about fruit in your own words?* If students have difficulty, model a retelling of your own, such as *Smooth fruit and bumpy fruit are both matter.*
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students'

understanding of the monitor-reading strategy. Then say: *You can retell any time you read. Remember to retell 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 that today they will practice answering *Find It!* questions. **Say:** *The answer to a Find It! question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.*
- **Model** Use the *Find It!* question on the question card. **Say:** *I will read the question: Some ___ is heavy. The important words in the question show me what to look for in the book. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the words **some** and **heavy**.* Model looking through the book. **Say:** *On page 7 I read: Some matter is heavy. This sentence has the words **some** and **heavy**. Put your finger on this sentence. The sentence answers the question. The answer makes sense. I have found the answer in the book.*
- **Guide** Ask students to answer the other questions on the 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:
Summarize Information

- **Explain** Create an overhead transparency of the “Looking at Matter” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we **summarize** the information. To summarize, we put the ideas together into one sentence about the book.*
- **Model Say:** *Let’s figure out the important ideas in Looking at Matter. We read about holding and tasting apples on page 4. Write **hold and taste** in the first box on the graphic organizer. Then **say:** We read about different colors of apples on page 5. Write **different colors** in the second box.*
- **Guide Say:** *Let’s find more important ideas about matter. What do we learn about matter on pages 6 and 7? (Allow time for students to respond, assisting if needed.) Yes, matter can be big or small. Matter can be heavy or light. Write **big or small** and **heavy or light** in the third and fourth boxes on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other important ideas about matter. If more support is needed, utilize all or part of the “Guide” process on page 8 (hard or soft), 9 (smooth or bumpy), 10–11 (liquid or solid), and 12–13 (hot or cold). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *We can compare how different kinds of matter look, taste, and feel.*

Name: _____ Date: _____

Looking at Matter

Important Ideas	Summary
hold and taste	We can compare how different kinds of matter look, taste, and feel.
different colors	
big or small	
heavy or light	
hard or soft	
liquid or solid	
hot or cold	

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Home Connection

- Give students the take-home version of *Looking at Matter* to read to family members. Encourage students to work with a friend or family member to make a chart of liquid and solid matter at home. Invite them to bring their charts 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.

- Draw a picture of your favorite fruit. Describe your drawing to a partner.
- Tell something you learned. Use the sentence frame *Matter can be ____*.
- Tell what you remember best about the book.
- Pretend you are some kind of matter. Give clues to group members to guess what you are.
- Write a sentence to describe each picture on page 7.
- Write a question you would like to ask the author.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 10. **Say:** *I can use this picture to tell about something that happened to me: **Once I made fresh-squeezed orange juice for breakfast. The juice was delicious!** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you have finished, read your writing to a partner.*

Write to a Text Prompt

- **Write a Description** **Say:** *Imagine you are in an apple orchard. Write about things you hear, see, touch, smell, and taste. Write how you feel, too. When you are finished, read your writing to a partner.*

Phonics: Digraphs ch and sh

- Ask students to locate the word **chair** on page 6. Write **chair** on the board and circle the letters **ch**. **Say:** *The letters **ch** stand for the /ch/ sound in the word **chair**.* 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 at the end of the word **touch** on page 8. Then repeat the process with the **sh** digraph using the word **shake** on page 13.

- Ask students to brainstorm words that begin or end with the **/ch/** and **/sh/** sounds as you record them on index cards. Read each word, inviting students to echo-read.

- **Say:** *Let's sort the words by sounds—**/ch/** or **/sh/**.* Hold up a card with an initial **/ch/** word on it, such as **child**. **Say:** *Find other words that have **/ch/** 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

- **Tier Two Vocabulary** Pronounce the word **visible** and ask students to repeat it. **Say:** *If something is **visible**, you can see it. The apples in the book are **visible** to the girls. The rock and towel are **visible** to the boy.* Discuss other things that are visible, such as a show on television, the sun on a cloudless day, and a dirty spot on clothes. Then model a sentence, such as *My book is closed, so the photographs are not **visible**.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**visible**. Let's try to use the word **visible** many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Review the book with students and record the words **matter**, **liquid**, **solid**, **chair**, **juice**, **size**, **color**, **compare**, and **different** on index cards. Ask students to read the words with you. Then mix the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had

several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar, Word Study, and Language Development

Use **all** and **some**

- **Model** Explain that authors sometimes use the words **all** or **some** to talk about two or more people or things. Ask students to read the first sentence on page 5 with you: **Some** apples are red. **Say:** *The author uses the word **some**. More than one apple is red, but not all apples are red.* Then ask students to read the first sentence on page 16 with you: **All** things are matter. **Say:** *The author uses the word **all**. Every single thing is matter. I use the words **some** and **all**, too.* Point to classroom items or students as you model sentences with **some** and **all**, such as:
Some pencils are yellow. **All** pencils are for writing.
Some backpacks are red. **All** of our backpacks are hanging on hooks.
Some students speak Spanish. **All** students read books.
- **Guide** Invite students to read page 6 with you. **Ask:** *Does every kind of matter have size? (No) How do you know? (The author says **some** matter has size. **Some** means more than one kind but not all kinds.) Repeat the process with the word **all** in the page 15 caption.*
- **Apply** Invite student partners to write the words **some** and **all** on index cards and then make up their own sentences using the words. Encourage them to hold up the word card that matches each sentence.

Antonyms

- **Model** Explain that authors sometimes use antonyms, or opposites, when they write. **Say:** *I see some antonyms on page 6: This chair is big. This button is small. The words **big** and **small** are antonyms. The words **big** and **small** have opposite meanings.*
- **Guide** Invite students to read page 7 with you. **Ask:** *Which words are antonyms? (**heavy, light**) Why are **heavy** and **light** antonyms? (The words have opposite meanings.)* Invite students to use the words **heavy** and **light** in oral sentences and pantomime the actions.
- **Apply** Ask student partners to find the antonyms on pages 8 (**hard, soft**), 9 (**smooth, bumpy**), and 12–13 (**hot, cold**). Then invite the partners to make up an oral sentence using an antonym pair of their own choice.

Fluency: Read with Appropriate Pacing

- **Say:** *We do not read everything at the same pace, or speed. Instead, we change our pace to match what is happening in the book. Changing the pace makes the book sound more interesting.*
- Ask students to turn to pages 12 and 13. Read page 12 slowly. **Say:** *I read these sentences slowly. Reading the sentences slowly shows how I eat hot soup. I take my time and make sure the soup does not burn my tongue.* Read page 13 at a faster pace. **Say:** *I read these sentences more quickly. Reading more quickly shows how I drink a cold shake on a hot day.* Read the pages again, asking students to echo-read.
- Ask students to turn to page 4. Help them locate some words they might read more slowly, such as *You can hold apples*. Then help them locate a sentence they might read more quickly, such as *You can taste apples!* Choral-read the page with them, adapting the pace as discussed.
- Invite students to take turns rereading *Looking at Matter* with a partner. Remind them to change their pace to match what is happening in the book.

Name: _____

Date: _____

Vocabulary

Choose four words from the box. Write a sentence for each word. Draw a picture for each sentence.

matter	liquid	solid	compare
different	size	color	

<p>Word: _____</p> <p>Sentence: _____</p> <p>_____</p>	<p>Word: _____</p> <p>Sentence: _____</p> <p>_____</p>
<p>Word: _____</p> <p>Sentence: _____</p> <p>_____</p>	<p>Word: _____</p> <p>Sentence: _____</p> <p>_____</p>

Looking at Matter

Important Ideas	Summary