

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:

- Identify characters and setting
- Analyze character
- Monitor their reading by visualizing
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of animal fantasy
- Determine the story's message

VOCABULARY

Students will:

- Recognize high-frequency words
- Read academic content vocabulary
- Develop robust oral vocabulary

WORD STUDY

Students will:

- Use antonyms

LANGUAGE

Students will:

- Recognize the sentence structures _____
looked for _____ and _____ *looked at* _____
- Identify irregular past tense verbs

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with **I**-family blends

FLUENCY

Students will:

- Read with appropriate pitch

WRITING

Students will:

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

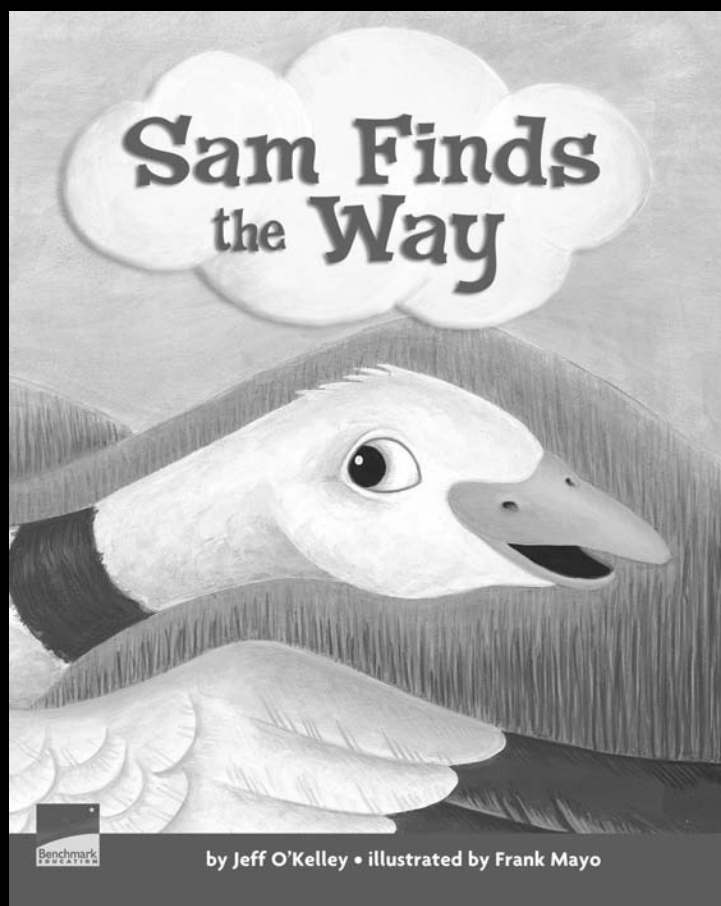
Sam Finds the Way

THEME: Using Maps

- Mapping the Way (Level G/11)
- **Sam Finds the Way (Level G/11)**
- Where Are We? (Level I/15)
- The Lost Pirate (Level I/15)

GENRE/SUMMARY:

In this animal fantasy, a snow goose named Sam helps his younger sisters fly to safety by looking for familiar landforms.



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Related Resources

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

Early Explorers Partner

- *Mapping the Way* (Nonfiction, Level G/11)

Text-Dependent Comprehension Resources

- *Sam Finds the Way* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

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

I look for . . .
buildings
signs
trees
houses
river
bridge
park

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about some birds that find their way. Read the title and author, and ask the students to echo-read. Invite them to tell what they see in the illustration. 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 information on the title page: The title mentions someone named Sam. I see some birds in the illustration. I think a bird named Sam will try to find his way. Allow time for students to share their own predictions about the story.*

- **Introduce Characters and Setting** **Say:** *The animals in the story are called characters. Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then say: The setting is where the story takes place. What is the setting of the story? Help students use the illustrations to determine that the story takes place outdoors.*

- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book. Take students on a picture walk, emphasizing the words **city, forest, landforms, mountains, river, winter, places, south, sea, and beach** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.*

Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book called Sam Finds the Way. Some birds in the story fly south for the winter. The birds look for things they remember to find their way. I will pretend I am coming to school. I will point out things I look for that help me find my way. Pretend to do so. Then invite students to tell what they look for on their way to school. Encourage them to act out their trip as well.*
- **Use a Graphic Organizer** Write **I look for . . .** on the board. Read it aloud. Tell students you would like them to help you make a list of things people look for to help them find their way from one place to another. Then read each entry and ask the students to echo-read.

- **Preview Sentence Structures** For students who need additional support, write _____ *looked for* _____ on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words **looked for** are in the book. Page 7 has two sentences with the words **looked for**.* Model how to frame each sentence between two fingers. Then read the sentences aloud and ask students to echo-read. Invite them to turn to page 9. **Ask:** *Can you frame a sentence with the words **looked for**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. Finally, repeat the process with _____ *looked at* _____ on pages 13 and 15.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **back**. Say the word **back**. What are some letters you expect to see after the **l**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **back** on page 5. Repeat the process with the word **lost** on page 11. **Say:** *Search all the way through a word to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **no**. **Ask:** *Does **no** sound like a word in Spanish?* Allow time for students to respond. *The word **no** sounds like the Spanish word **no**. **No** and **no** mean the same thing. The words look the same, too.* Write the word **No** on the board and ask students to locate it on page 9 in the book. Repeat the process with **in** on page 5 and **en**. Then point out that the words **to** and **too** on page 4 sound like the Spanish word **tu** but do not mean the same thing. Finally, invite students with other first languages to share their cognates.

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?	last	15
Syntactic	Think about the patterns you see. Here you read: "On the first day . . ." What would sound right in the next sentence?	On the second day, Dad looked for a forest.	7
Semantic	What do you see in the picture that would make sense in this sentence?	snowstorm	9

Set a Purpose for Reading

- Direct students' attention to the **I look for . . .** list. **Say:** *Now it's time to whisper-read the book. Read to find out what places the birds see when they fly south for the winter.*

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Did the birds look for any of these things?* Put a ✓ beside any matching responses. Then ask students to name things the birds looked for that aren't on the list. Add these words and put a check mark beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell the story to a partner.

I look for . . .
buildings
signs
trees
houses
river ✓
bridge
park
forest ✓
mountains ✓
city ✓
sea ✓
beach ✓

Genre Study

- **Say:** *This story is an animal fantasy. You could see real animals like Sam, Cleo, Flo, and Dad. But fantasy means some things could not happen in real life. What parts of this story are fantasy?* Guide students to mention that the birds talk to one another. They ask questions, describe things, and explain things.
- **Say:** *Animal fantasy stories have themes. A theme is like a message from the author. I notice in Sam Finds the Way that Sam asks Dad a question. Sam wants to learn how to find the way. What happens when Sam learns from Dad? (He figures out how to save himself, Cleo, and Flo. He makes his dad proud.)* **Say:** *The theme for Sam Finds the Way could be "Ask questions to learn new things." The author uses the characters to send readers a message. The author is telling us to ask questions when we want to learn new things, too.*

Reading Strategy Mini-Lesson: Visualize

- **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 visualize. To visualize means to make a picture in my mind. I will turn back to pages 4 and 5. I will shut my eyes. I will imagine flying with Sam. The weather is getting cold. I see my family around me. I feel excited about taking a trip. I am happy I will soon be in a warm place, too. Can you think of other things I might see, hear, or feel?* Allow time for students to share their ideas. **Say:** *Visualizing the page helped me. Now I better understand how important the trip is to Sam.*
- **Guide** Ask students to turn to page 7. Read the page aloud together. **Ask:** *What do you see? Can you imagine flying high over the landforms? Can you imagine the river? Can you picture the forest in your mind? How do you feel?* Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 7.
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the visualize monitoring reading strategy. Then **say:** *You can visualize anytime you read. Remember to visualize 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 Look Closer! questions. **Say:** *The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*

- **Model** Use the second *Look Closer!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: “Sam saw a city. What did Sam see after the city?” This question asks me to find a sequence of events. I know because the question has the cue word **after**. Now I need to look for other important words in the question. What words do you think will help me? (Allow student responses.) That’s right. I’m looking for the words **saw** and **city**. Now I will look back in the book. Page 13 says: “Sam saw a city he knew!” The next thing Sam saw is on page 14: “Sam saw the sea!” Put your fingers on these two sentences. Putting this information together 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 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: Analyze Character

- **Explain** Create an overhead transparency of the “Sam Finds the Way” graphic organizer on page 8, or draw it on the chalkboard. **Say:** *Fiction books have characters. The words and pictures give us clues about the characters. We figure out things about the characters ourselves, too. Good readers analyze the characters all through the book. Analyzing characters helps us better understand why things happen in the story.*

- **Model Say:** *I will analyze the character Sam. I will write down clues from the story’s words and pictures. On page 4, I read that Sam knows the place the birds are going. I will write about knowing the place on the graphic organizer under **Clues**. I think knowing the place means Sam has made the trip before. I will write my idea under **What I Think**. Now I will keep looking through the story for clues about Sam. I will look at the picture on pages 4 and 5. I see that Sam is bigger than Cleo and Flo. This information is a clue. The clue helps me figure out that Sam is the big brother.*

- **Guide Say:** *Let’s analyze Sam some more. What does Sam do on page 6? (Sam asks Dad questions.) What does this clue help you figure out about Sam? (Sam is curious.) Let’s add this idea to the graphic organizer. What does Sam do on page 8? (Sam remembers places he has seen.) What does this clue help you figure out about Sam? (Sam pays attention.) Record this idea as well.*

- **Apply** Ask the students to work with a partner to analyze Sam’s character on pages 12–15. Remind them to look for clues in the words and pictures and then add their own ideas. After each partnership shares, agree on how to word the entry on the graphic organizer. Finally, read the completed graphic organizer aloud and invite the students to echo-read.

NAME _____ DATE _____	
Sam Finds the Way Analyze Character	
Character Name: Sam	
Clues	What I Think
knows the place the birds are going	has made the trip before
is bigger than Cleo and Flo	is the big brother
asks Dad questions	is curious
remembers places he has seen	pays attention
leads Cleo and Flo back to Dad	is smart and brave

SAM FINDS THE WAY © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company’s *Comprehension Strategy Assessment* books to assess students’ ability to analyze character in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Sam Finds the Way* to read to family members. Encourage students to work with a friend or family member to draw a picture of the landforms they see between their home and school. Invite them to bring their drawings 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 map for Sam and his family to use.
- Name your favorite landform in the story. Tell why you like it.
- Think about the theme of the story. Tell about a time you asked a question when you wanted to learn something new.
- Tell what you wondered as you read.
- Write about a connection you made to the story.
- Write about your favorite character in the story.

Write to a Picture Prompt

- **Describe a Setting** Tell students they will describe a setting they see in the story. Then they will write about the setting. **Say:** *I like the pictures in this book. I like to see where different parts of the story take place. I can describe the settings in my own words, too. I see water on pages 4 and 5. I can describe the water: The water is bluer than the sky. The water is so cold the birds must fly away. What do you notice about the setting? How would you describe the setting?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the setting?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the setting in the picture you chose. Now write your description. After you are finished, read your description to a partner.*

Write to a Text Prompt

- **Make a Prediction** **Say:** *Think about what might happen when the birds fly home from the sea. Then write about your prediction. When you are done, read your prediction to a partner.*

Phonics: I-Family Blends

- Ask students to locate the word **flying** on page 4. Write **flying** on the board. Explain that the two sounds at the beginning of the word—**/f/** and **/l/**—are blended together to make **/fl/**. Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. **Say:** *This is an I-family blend. Another consonant blends with the letter “I” to start the word.* Repeat the process with **place** (page 4), **flew**, **Cleo**, and **Flo** (page 5), **places** (page 6), and **glad** (page 16).
- Ask students to brainstorm words that begin with the above I-family blends as you record them on index cards. Then spread the cards out on a table. Read each word, inviting students to echo-read.
- **Say:** *Now let’s sort the cards by I-family blends.* Write **fl-**, **gl-**, **pl-**, and **cl-** on separate index cards. Hold them up one at a time, asking students to blend the sounds and locate any word cards that begin with that blend. Once all the cards are sorted, invite each student to select a pile and think of one more word to add.

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to using maps: **city**, **forest**, **landforms**, **mountain**, **river**, **places**, **south**, **sea**, and **beach**. Ask students to pretend they are flying in an airplane and use the words to describe what they see when they look out the window.
- **Robust Oral Vocabulary** **Say:** *In the story, Sam is **determined**. **Determined** means you keep trying even when something is hard. Sam doesn’t let the snowstorm keep him from getting to the sea. He is **determined** to lead Cleo and Flo to safety. Say the word with me: **determined**. Here are some ways people are **determined**: A baby wants to learn how to walk. The baby gets up every time she falls. A boy has a tricky song to play for a recital. The boy keeps practicing until he can play it well. Now, tell about a way you are **determined**. Try to use the word **determined** when you tell about it. You could start by saying, “I was **determined** when I ____.”* Allow time for each student to respond, assisting if needed. *Let’s try to use the word **determined** many times today.*

Word Study: Antonyms

- **Model Say:** Authors sometimes use antonyms, or opposites, when they write. Some antonyms tell where things are. I see some antonyms on page 5: "Sam's dad flew in front. Sam flew in the back with Cleo and Flo." The words **front** and **back** are antonyms. I can use the words **front** and **back**, too. Point as you demonstrate the following: Here is the **front** of the book. Here is the **back** of the book.
Here is the **front** of my desk. Here is the **back** of my desk.
Here is the **front** of the room. Here is the **back** of the room.
Say: Knowing antonyms like **front** and **back** help me describe where things are.

- **Guide** Invite students to read pages 14 and 15 with you. **Say:** Which words are antonyms? (**sea, land**) Why are **sea** and **land** antonyms? (The words have opposite meanings.) How could you use the words **sea** and **land** to describe where something is?
- **Apply** Write the following positional antonym pairs on the board: **up, down; right, left; far, near**. Read the words aloud and ask students to echo-read. Then invite partners to act out one antonym pair as they make up a sentence using the words.

Language Development: Irregular Past Tense Verbs

- **Model Say:** Authors often write about things that have already happened. Sometimes we use special words to show something happened in the past. Ask students to find the word **flying** on page 4. **Say:** A bird can be flying right now. Ask students to find the word **flew** on page 5. **Say:** The word **flew** means the flying already happened. The birds already **flew**. **Flew** is the past tense of **flying**. I can use the words **flying** and **flew**, too. Use the classroom calendar to support the concepts of today and yesterday as you model present and past tenses:
Today the eagle is **flying** over the forest.
Yesterday the eagle **flew** over the river.
Today I am **flying** my kite in the park. Yesterday I **flew** my kite in my backyard.
Today the jet is **flying** to Florida. Yesterday the jet **flew** to Colorado.

- **Guide** Invite students to read the first paragraph on page 6 with you. **Say:** Sam asks, "How do you **know** . . ." You can know something right now. What word shows that Dad already knows something from the past? (**knew**)
- **Apply** Ask students to find two more words and their irregular past tense partners on pages 10 and 11. (**see/saw** and **do/did**) If more support is needed, utilize all or part of the "Guide" process.

Fluency: Read with Appropriate Pitch

- **Say:** In fiction books, characters talk to one another. We can tell when characters are talking. We look for quotation marks around the characters' words. Point out the quotation marks on page 6. Then ask students to find other places that have quotation marks (pages 8, 11, 12, and 16). **Say:** Good readers think about who is talking. Good readers think about what the character is saying. They also think about how the character might talk. (Use a low pitch.) Some characters might talk with a low pitch. (Use a high pitch.) Some characters might talk with a high pitch. (Use a normal voice.) Other characters might talk with a normal pitch, like this.
- Ask students to turn to page 6. First, read the entire page in a normal voice. Ask students if they think Sam's voice would have the same pitch as Dad's. Then read the page again using a higher pitch for Sam and a lower pitch for Dad. Ask the students to echo-read.
- Ask the students to turn to page 11. Invite them to say "What can we do?" in different pitches to see which best works for Cleo. Then choral-read the page with the students.
- Invite students to take turns rereading *Sam Finds the Way* with a partner. Remind them to change their pitch to match what the characters are saying.

Sam Finds the Way

Analyze Character

Character Name: Sam

Clues	What I Think