

Lesson 2: Step into the Desert

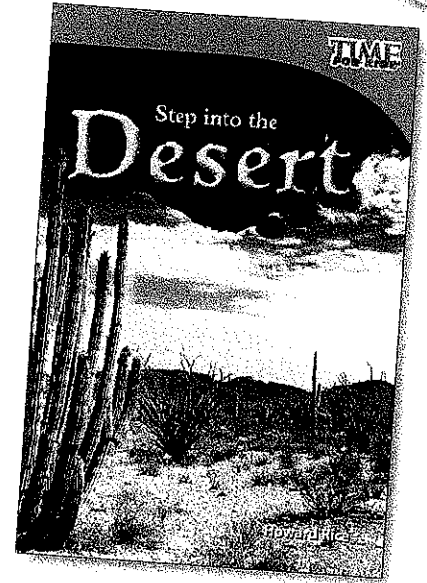
Focus Objectives

Students will be able to:

- use self-correction strategies to monitor comprehension.
- summarize information found in texts.

TESOL Objective

Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.



Word Work

- **High-Frequency Words:** *very, because, does*
- **Word Study:** Beginning consonant blends with *l (bl, fl, gl, pl, sl)*

Academic Vocabulary

- *desert*
- *dunes*
- *erosion*
- *evaporation*
- *oasis*
- *moisture*
- *Sahara*
- *vapor*
- *What Am I?* activity sheet

Comprehension Skills

- Monitoring Comprehension
- Summarizing
- *I Know About Deserts* activity sheet

Writing

Use high-frequency and vocabulary words to write words, sentences, or paragraphs.

Cross-curricular Connections

- **Mathematics:** Students collect and represent information about objects or events in simple graphs.
- **Art:** Students know how subject matter, symbols, and ideas are used to communicate meaning.

Building Fluency

- **Reading the book:** repeated and choral readings
- **Reading the poem:** poetry folder; repeated readings
- "In the Desert" poem

Teacher Created Materials

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Lesson 2: Step into the Desert (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *very*, *because*, and *does* on the board. Read each word aloud.
 - Write four sets of each word on index cards so you have a total of 12 cards. Shuffle the cards and place them facedown in three rows with 4 cards in each row.
 - Have pairs of students play Memory with the words. One student flips over and reads the words on 2 cards. If the cards match, he or she keeps the cards. If they do not match, the cards are turned facedown again.
- 2. Word Study**—Write *Consonant Blends with -l* on a sheet of chart paper using a green marker.
 - Explain that consonant blends are words that begin with two consonants followed by a vowel. Review the vowels, *a, e, i, o, u*, and *y*. Using a blue marker, write them below the title.
 - Tell students that they will practice consonant blends that have the letter *l* in the blend. Write *bl, fl, gl, pl, sl* under the vowels, using a green marker.
- Write the word *blend* on the chart paper. Write *bl* in green, the *e* in blue and the *nd* in black. (This will help students identify the blend and vowel in the word.) Use the word *blend* to illustrate that the word begins with a consonant and an *l* followed by a vowel.
- Give each student a white board and a marker.
- Tell students that the book they will be reading has some consonant-blend words. Show them pages 25–26. Tell students that you will read the pages to them and that you want them to listen for words that begin with a consonant blend. Tell them to write down the words they hear. Ask students to share their consonant-blend words.

Tip: If students find the memory game too easy, make it more challenging by including other high-frequency words they have learned and only making two cards for each word.

Academic Vocabulary

1. Show students the cover of the book *Step into the Desert*. Have students name things that have to do with deserts. Write their responses on chart paper. Your chart may look similar to the chart on the right.
2. Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
3. For additional practice with the vocabulary words in this lesson, have students complete the *What Am I?* activity sheet.

Deserts	
sand	boiling hot
dunes	cactus
empty	snakes

Lesson 2: Step into the Desert (cont.)

Comprehension

Before Reading

- 1. Monitoring Comprehension**—Display the cover of the book. Read the title aloud, but misread it as *Dessert*. Look puzzled and say, “Did I read that right? It didn’t sound right. Let me read that again.” Tell students that they can become better readers by thinking about what they read. If something doesn’t sound right, they should reread it or ask for help.
- 2. Summarizing**—Show students the table of contents. Explain that the table of contents lists titles for each section or chapter of the text.
 - Read the title of the first section together. Explain that each section title is like a summary that provides the reader with clues about the information in that section.
 - Ask students what they think they will learn from reading the first section. Repeat for the remaining section titles in the table of contents.

English Language Support

Provide students with pictures of desert plants and animals. Have students take turns choosing a picture of a plant or animal that might be found in deserts. As students take a picture, have them say, “_____s can be found in deserts,” or “_____s cannot be found in deserts because _____.”

During Reading

- 1. Monitoring Comprehension**—Read the book aloud to students, showing them the photographs while you read. Track the text by pointing to the words as you read them. Misread words occasionally so that students get used to monitoring reading. For example, on page 7, you can misread *rain* as *ruin*. On page 15, model asking for help on the word *oasis*.
- 2. Summarizing**—Read pages 3–6 of the book aloud to students. Stop and ask students to think about what they have learned so far. Invite pairs of students to share with each other what they have learned, using their own words.
 - Explain that you will continue to read the book aloud. Tell students that you will be stopping now and then to have them recall and summarize what they have learned.
 - Continue reading the book, pausing to provide students an opportunity to summarize what they have learned while reading.



Assessment Opportunity—Monitor students as they read to ensure that they read the high-frequency words accurately.

Lesson 2: Step into the Desert (cont.)

Comprehension (cont.)

After Reading

- 1. Building Oral Language**—Put students in pairs. Ask students to take turns finishing the sentence frame *I know I am in a desert because _____*. Have partners take turns sharing and asking each other questions.
- 2. Summarizing**—Ask students to think about the text.
 - Have students summarize the text by asking them to tell you what the book is about, using as few words as possible. They will most likely say, “The desert.” Have students tell you about the characteristics of a desert, using the sentence frame *One of the characteristics of a desert is that _____*.
 - Ask them to tell you what the book is about in their own words without looking at the text. Explain to students that pausing to think about a book after reading it can help them better understand the words.
 - For additional practice with comprehension, have students complete the *I Know About Deserts* activity sheet.

English Language Support

Review the different things that make up a desert. Challenge students to add a page to the book, writing about another plant or animal found in the desert and illustrating it. Display the pages around the classroom.

Writing

Have students describe a desert, using the high-frequency and vocabulary words from the lesson.

- Give below-grade-level students a word bank to use when writing words or sentences.
- Have on-grade-level students write sentences or a paragraph with descriptive words.
- Encourage above-grade-level students to write a paragraph that includes details about the desert, such as the temperature, where deserts are found, and how they are formed.

Cross-curricular Connections



Math—Research weather information for a desert area. Compare and contrast the high and low temperatures for your geographic location with that of a desert. As a class, graph the high and low temperatures on a chart. Discuss the differences between the temperatures.

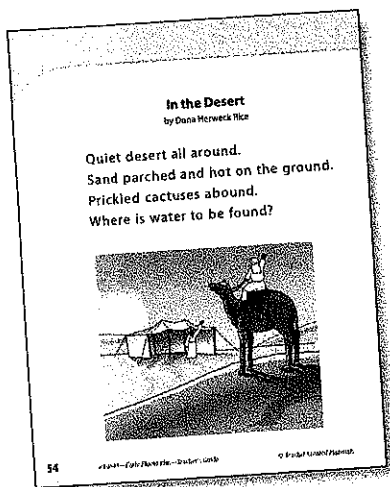


Art—Paint a class mural on chart paper depicting life in a desert. Have students work alone or with classmates to create a section of the mural, depicting plant or animal life against a desert landscape.

Lesson 2: Step into the Desert (cont.)

Building Fluency

- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the “In the Desert” poem. Ask students what it has in common with the book. Also, ask how the book and the poem differ.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Reread it with students throughout the day. Encourage students to create actions, gestures, or a tune to go along with the poem.



Name _____ Date _____

What Am I?

Directions: Read the words in the word bank below. Then read the clues. Write the answer on the line provided. The first one has been done for you.

Word Bank
a dune erosion evaporation
an oasis the Sahara vapor

1. I am a hill of sand formed by wind. a dune
2. I am the largest desert in the world. _____
3. I use water to wear away the land. _____
4. I am a gas form of a liquid. _____
5. I am a special desert area with water and plants. _____
6. When water changes from liquid to a vapor, I happen. _____

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Name _____ Date _____

I Know About Deserts

Directions: Think about a fact that you know about deserts before you read the book. Next, think about something new that you learned while reading. Write your facts on the lines below. Draw a picture to illustrate each fact.

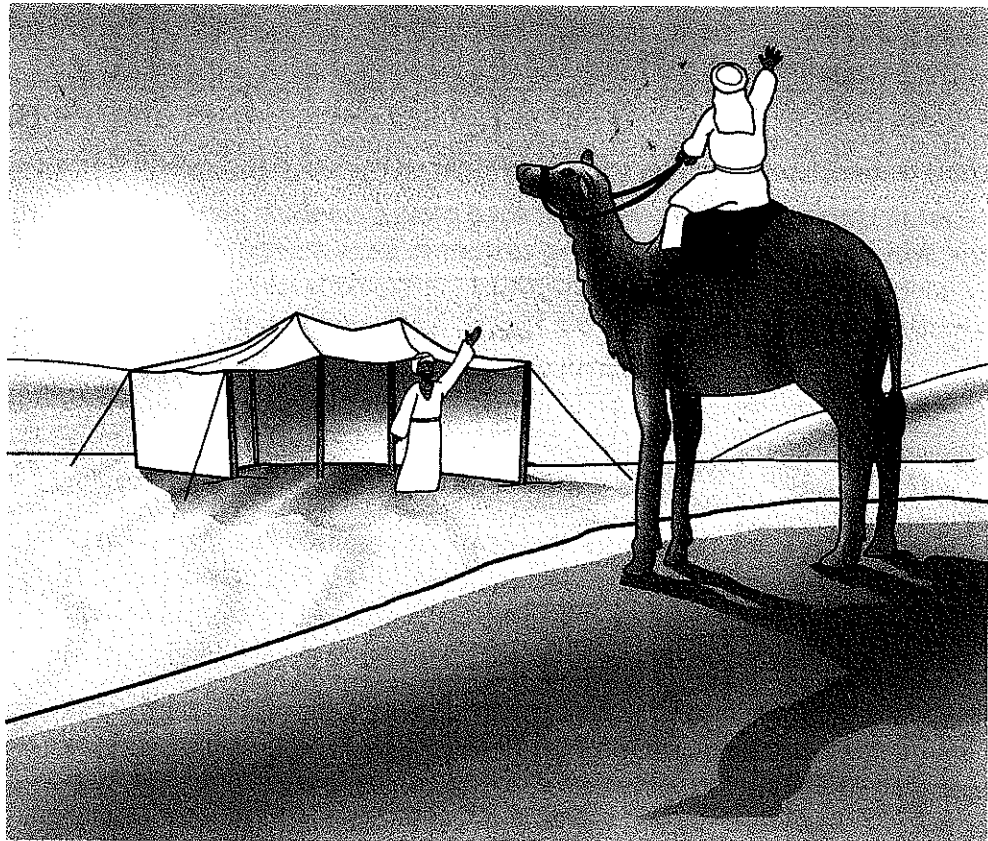
Fact I Already Know	New Fact Learned

56

In the Desert

by Dona Herweck Rice

Quiet desert all around.
Sand parched and hot on the ground.
Prickled cactuses abound.
Where is water to be found?



What Am I?

Directions: Read the words in the word bank below. Then read the clues. Write the answer on the line provided. The first one has been done for you.

Word Bank

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an oasis the Sahara vapor

1. I am a hill of sand formed by wind. a dune
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5. I am a special desert area with water and plants. _____
6. When water changes from liquid to a vapor, I happen.

Name: _____ Date: _____

I Know About Deserts

Directions: Think about a fact that you knew about deserts before you read the book. Next, think about something new that you learned while reading. Write your facts on the lines below. Draw a picture to illustrate each fact.

Fact I Already Knew	New Fact I Learned
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