

## About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 77

### Book Summary

*Hobbies* explores a variety of activities that people do for fun and relaxation. Photographs of people enjoying different hobbies will make the reader excited to read and learn. Repeated sentence patterns support early-emergent readers as they learn about classifying information as well as using the inflectional ending *-ing*.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge


### Objectives

- Connect to prior knowledge to understand text
- Classify information
- Discriminate initial consonant *gr*-blends
- Identify initial consonant *gr*-blends
- Recognize and apply inflectional ending *-ing*
- Identify and use the high-frequency word *some*

### Materials

Green text indicates resources are available on the website.

- Book—*Hobbies* (copy for each student)
- Chalkboard or dry-erase board
- Index cards
- Highlighters
- Picture cards, classify information, initial consonant *gr*-blends, inflectional ending *-ing* worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *like*, *some*, *they*
- Content words:  
 Story critical: *collecting* (n.), *create* (v.), *enjoy* (v.), *hobbies* (n.), *relax* (v.), *writing* (n.)

## Before Reading

### Build Background

- Ask students to think about activities they like to do when they have free time. Have them describe these activities to a partner.
- Write the word *hobbies* on the board. Read the word aloud and have students repeat. Explain to students that a hobby is an activity a person does for relaxation or pleasure.
- Invite volunteers to share with the class the hobbies they like to pursue during their free time. Record a list of hobbies on the board. Discuss with the class how these hobbies compare and contrast.

**Book Walk**
**Introduce the Book**

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

**Introduce the Reading Strategy: Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they are reading and what they already know or have read. Remind students that thinking about what they already know about a topic will help them understand what they read. Point out that prior knowledge is the information they already have about a topic.
- Model connecting to prior knowledge.  
*Think-aloud: When I look at the cover, I see three groups of people doing different activities. On the left, a mom is running with her kids, and on the right, a mom is biking with her kids. In the middle, a dad is preparing food with his child. These pictures connect to information I already have about some of these activities. For instance, I like to run for exercise. Running makes me feel healthy and strong, but it can also be hard. I imagine that the woman and the two kids feel better because they are running. Running is more fun when you do it with other people, so I understand why the mom would want to share this activity with her children. My prior knowledge about running helps me to relate to the people on the cover, and I understand why they would want to do this as a hobby.*
- Have students share with a partner any connections they can make between their prior knowledge of hobbies and any of the three pictures they see on the cover.
- Refer to the list of hobbies on the board. Point out that students have already discussed some prior knowledge about hobbies, and they will connect this knowledge to what they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

**Introduce the Comprehension Skill: Classify information**

- Explain to students that readers sometimes think about the objects in a book and what they have in common. Thinking about what objects have in common and sorting them into groups is called *classifying information*. Classifying objects helps readers to understand what they are reading.
- Remind students that they are reading a book about hobbies. Cut out pictures from an extra copy of the [picture cards worksheet](#) and place the cards on the board. Have students identify the activities on each card. Write the following headings on the board: *Exercise* and *Sitting Down*.
- Model classifying information using the picture cards.  
*Think-aloud: As I think about how to classify these activities, I begin by asking myself what they have in common. I notice that roller skating and swimming are both exercise activities, while drawing pictures is not. Drawing is an activity that is creative but more restful than exercise. I will group skating and swimming under the heading Exercise. However, I will place drawing in the Sitting Down group, because it is a quieter activity that can be done while sitting. How should I classify playing checkers? Since I can play checkers sitting down, I will group it under the Sitting Down heading.*
- Place the picture cards under the appropriate headings as you speak. Invite volunteers to help you classify the remaining picture cards.

- Introduce and explain the picture cards worksheet. Have students cut out their picture cards. Ask students to work with a partner to classify the cards, using different categories from the ones used in the think-aloud. Invite volunteers to share their classifications with the rest of the class.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 7, you might say: *To enjoy something means to take pleasure in it. How can you tell that these people enjoy writing?*
- Remind students to use the beginning letters of a word and the picture to help decode difficult words. For example, point to the word *singing* on page 8 and say: *I am going to check the picture to help me decode this word that begins with the letter Ss. The sentence says that some people enjoy this. In the picture, people are playing music on guitars. The word music starts with the /m/ sound, and the word guitars starts with the /g/ sound; this word starts with the /s/ sound. When people play music on the guitar, they often sing as well. The word sing begins with the /s/ sound. I see that this word has the -ing ending. When I add that to the word sing, I create the word singing. The sentence and the picture make sense with this word. The word must be singing.*
- Write the word *singing* on the board. Discuss with students the meaning of the word. Have students copy the word on an index card, and draw a picture on the back that illustrates the word's definition.
- Repeat this process for the remaining vocabulary words. Have students use their index cards to quiz a partner about the meaning of the vocabulary words.

### Set the Purpose


- Have students read to find out more about hobbies. Remind them to think about how they would group the various hobbies according to what they have in common and to connect what they are reading with what they already know about the topic.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.  
*Think-aloud: On page 3, I read that hobbies help people to relax and have fun. In the pictures, I see people laughing and focused as they engage in their own hobbies. This page makes me think of one of my hobbies: I like to read books. Reading makes me happy, and I feel comfortable when I read. By connecting to my prior knowledge, I understand how hobbies help people, and I understand why everyone is so happy in those pictures.*
- As you speak, draw a picture on the board that represents the prior knowledge you connected to the text, for example, a picture of you reading a book. Have students use a separate sheet of paper to draw a picture that shows their own prior knowledge that they connected to any of these three pages.
- Ask students to share their picture with a partner. Have partners discuss how they connected this prior knowledge to the book.
- Review the classifications made earlier with picture cards. Explain to students that they are now going to classify the hobbies from the book. Ask students to identify the hobbies presented in these first pages (*dancing* and *collecting*).
- Discuss with students what these hobbies have in common and how they are different. Have students share with a partner two groups they would make to classify these hobbies. Point out that they will need to read further and discover more hobbies before they can decide on the best way to classify the activities.



- **Check for understanding:** Have students read to the end of page 8. Have students draw one more picture that represents a connection to prior knowledge. Encourage students to continue making these connections to the text.
  - List on the board the hobbies discussed through page 8: *dancing, collecting, gardening, writing, and singing*. Have students work in groups to classify these hobbies. Ask groups to share with the rest of the class how they sorted the hobbies.
  - Write the following headings on the board: *Outdoors* and *Indoors*. Have students work with a partner to sort the hobbies into these categories. Point out that some hobbies may fit in both categories, so they should choose the group that is the best fit for that hobby.
  - Have students read the remainder of the book. Remind them to think about what the hobbies have in common, how they are different, and how they would use that information to classify the hobbies into groups.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *On the last page, the book refers to other hobbies that people enjoy. In one of the pictures, I see people reading a book, just like me. The other pictures show a man fishing and a boy doing magic. This page made me think of my friends, who all have different hobbies. Some like to take pictures, and others like to build robots. One of my friends makes model airplanes. Everyone I know has a special hobby. My prior knowledge about hobbies helps me to understand why people enjoy hobbies and to relate to the information in the book.*
- Have students draw one final picture that represents prior knowledge they connected to the text. Invite volunteers to share their pictures with the class and explain how they made connections between their prior knowledge and the book.
- Have students review all the pictures they drew of their prior knowledge. Ask students to discuss with a partner how connecting to prior knowledge helped them to better understand the book.

### Reflect on the Comprehension Skill

- **Discussion:** Review the hobbies described in the book. Write the following headings on the board: *Alone* and *With Others*. Have them sort the hobbies according to whether people most often do them alone or with other people. Ask them to draw two circles on a separate sheet of paper and label one *alone* and one *with others*. Ask them to write the name of each hobby in the appropriate circle. Invite volunteers to share their choices and explain them to the rest of the class. Have students discuss with a partner how classifying information helped them to better understand the book.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, have them sort the objects at least two different ways.
- **Enduring understanding:** In this book, you learned about hobbies. Now that you have thought about this information, why do you think hobbies are so important?

### Build Skills

#### Phonological Awareness: **Initial consonant gr-blends**

- Say the word *grass* aloud to students, emphasizing the initial /gr/ sound. Have students say the word aloud and then say the /gr/ sound.

- Say the words *gab* and *grab* aloud to students, emphasizing the initial sounds. Have students discuss with a partner the difference between the two words. Point out that in the second word, there are two sounds blended together at the beginning, the /g/ sound and the /r/ sound.
- Read page 6 aloud to students. Ask them to listen carefully for a word that begins with the /gr/ sound. After reading the page aloud, have students call out the appropriate word (*grow*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /gr/ sound: *green, gold, give, grape, grub, gasp, and grill*.

## Phonics: Initial consonant *gr*-blends

- Write the word *grass* on the board and say it aloud with students.
- Have students say the /gr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /gr/ sound in the word *grass*.
- Remind students that this word begins with two sounds blended together, the /g/ and the /r/ sounds blended into one. Circle the letters *gr*. Point out that these letters together create this blended sound.
- Have students practice writing the letters *gr* on their desk with a finger while saying the /gr/ sound.
- **Check for understanding:** Write the following words that begin with the /gr/ sound on the board, leaving off the initial consonant blend: *grin, grow, grey, gruff, and grit*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *gr*-blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant \*gr\*-blends worksheet](#). If time allows, discuss their answers.

## Grammar and Mechanics: Inflectional ending *-ing*


- Write the following words on the board: *dancing, writing, singing, and painting*. Read the words aloud and have students repeat. Have students discuss with a partner what these words all have in common. Invite a volunteer to share their answer with the class.
- Explain to students that sometimes they can add the *-ing* ending to verbs to change the meaning of the word. Adding this ending can change a verb to a noun.
- Use your hand to cover the suffix *-ing* on the word *singing*. Ask students to identify the verb. Have students discuss with a partner what the word *sing* means.
- Uncover the *-ing* ending. Remind students that *singing* sometimes means *the act of making musical sounds*.
- Write the following sentence on the board: *My singing has gotten better*. Discuss with students whether the word *singing* is a noun or a verb. Explain that in this case, it is a thing, not an action word, and is therefore a noun.
- Point out that the word *singing* can also be a verb. Explain to students that they will have to use the rest of the sentence to figure out whether a word ending in *-ing* is being used as a noun or a verb.
- Use your hand to cover the suffix *-ing* on the word *dancing*. Ask students what verb they see. Write the word *dance* on the board. Explain to students that if a verb ends in the letter *e*, they need to remove the *e* before adding *-ing*. Ask students to point to the other word on the board that dropped an *e* before adding *-ing* (*writing*).



**Check for understanding:** Have students search the book for all words that have an inflectional ending *-ing*. Ask students to circle the words and mark in the book whether the words are nouns or verbs.

- **Independent practice:** Introduce, explain, and have students complete the [inflectional ending \*-ing\* worksheet](#). If time allows, discuss their answers.

**Word Work: High-frequency word *some***

- Explain to students that there are words they should know how to read as soon as they see them. These words often appear in books they will read. Write the word *some* on the board and read it aloud. Have students read the word with you.
  - Draw on the board two pictures, one representing a collection of many ballet shoes and the other depicting a group of just a few ballet shoes. Ask students to point to the group that contains a lot of ballet shoes. Then have students point to the drawing that just has some ballet shoes. Explain to students that the word *some* means a few or a fairly small number of objects.
  - Have students practice writing the word *some* on their desk with their finger while saying the word aloud. Point out to students that if they memorize the word *some*, they won't have to spend time decoding it. They will just see it and read it.
-  Pass out highlighters. Ask students to highlight every example of the word *some* in their book. Ask students to count the number of times they highlighted the word.
- **Check for understanding:** Have students work with a partner to quiz each other on how to spell *some*. Then, have pairs use the word in three oral sentences.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them classify the hobbies from the book with someone at home.

**Extend the Reading**
**Informational Writing and Art Connection**

Ask students to think about one of the hobbies they enjoy. Have them draw a picture of themselves engaged in the activity. Have students write a paragraph about their hobby. Ask them to introduce and describe the hobby, explain why they enjoy it, and state how long they have practiced it. Have students use at least four sentences in their paragraph. After the writing is complete, have a show-and-tell where students share their picture and describe their hobby to the class using their paragraph.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

**Social Studies Connection**

Invite several members of the community to come to the classroom and share information about their hobbies. Have a format for the presentations, such as personal introductions, an introduction of the hobby, their involvement with the hobby, and a demonstration if possible. Prepare a list of questions ahead of time for students to interview each guest speaker. Afterward, discuss with students the different backgrounds of the speakers, and emphasize that people from different cultures and places all enjoy hobbies. Guide students in researching the popular hobbies from several different countries around the world. Discuss how hobbies from other places compare and contrast to popular hobbies in America.



### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately classify information during discussion and on a worksheet
- consistently discriminate the initial consonant *gr*-blend sound during discussion
- correctly write the letter symbols that represent the initial consonant *gr*-blend during discussion and on a worksheet
- accurately apply the inflectional ending *-ing* during discussion and on a worksheet
- correctly use the high-frequency word *some* during discussion

#### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**