

Nature or Not?

Synopsis: In this informational text, young readers explore materials that come from nature and how people use those materials to make useful everyday objects.

Introduction: Explore Informational Text

Share the cover of the book, read the title aloud, and point out the question mark. Discuss what students think the question means. (*Sample answer: Was something made by nature or not?*) Then discuss things that students know come from nature, such as trees. Say, *People can plant trees, but they cannot make a tree. In nature, trees grow from seeds. Objects such as rulers and toy blocks are made from wood, but they did not form in nature. People use the wood from trees to make these objects.*

Direct students' attention to the photo on the cover of the book. Ask students to make predictions about how the girl's clothing and the sheep are connected in the book. Have students read the book to determine if their predictions are correct.

Vocabulary

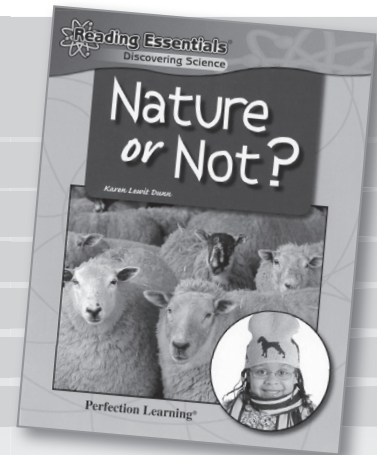
Tier One: a, are, by, comes, do, from, is, look, makes, not, of, see, that, what, who, you

Tier Two: drinking glass, hat, nature, people, rocking chair, sand, sheep, trees, wool, yarn

Word Work

K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.

Introduce vocabulary in context as it appears within the book before or during reading. Display the word *drinking glass*. Draw a vertical line between *drink* and *-ing*. Review that the word *drink* is an action word that means "to take in a liquid." Have students act out the verb *drink*. Then point out that the ending *-ing* has been added to the word *drink*. Explain that it changes the word's meaning. In this case, the word *drinking* describes the glass. Ask, *What do you think a drinking glass is?* (a container made of glass that is used to drink) Repeat the activity with the word *rocking chair*. Point out that the verb *rock* means "to sway back and forth." A rocking chair is a chair that can sway back and forth.



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Genre: Informational Text

Guided Reading Level: D

TEKS: K.5, K.3.A, K.13,
K.110.11.D, K.110.11.F

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Write the words *drinking glass*, *hat*, *rocking chair*, *sand*, *sheep*, *trees*, *wool*, and *yarn* on index cards. Then show students the actual objects or pictures of the objects. Read aloud each word and display the object or photo that represents the word. Then read the words in random order and have students point to the object or photo as they repeat the word. Explain to students that they can find out more about these objects in the book.

Understanding the Text

Literal: *Are trees or rocking chairs made by people? (rocking chairs) Do wool hats or sheep come from nature? (sheep)*

Interpretive: *What does the chart on page 8 help you understand? (It shows the information from the book all in one place in a clear way.)*

Applied: *Think of your favorite possession. Is it found in nature or is it made by people?*

Phonics and Word Recognition

K.3.A *Identify the common sounds that letters represent.*

Write the words *tree* and *sheep* where all can see. Have a volunteer read both words aloud. Ask, *What vowel sound do you hear in these words? (long e) What letter or letters in each word make the long-e sound? (vowel team ee)* Point out that when the vowel team *ee* is in a word the letters usually stand for the *long-e* sound. Provide clues and have students supply other *ee* words. Record each word. A suggested list of words follows. Offer clues such as, *This is an insect that can sting. (bee, free, see, knee, cheek, seed, bleed, sleep, feet)*

Text Features

K.110.11.D *Make inferences based on the cover, title, illustrations, and plot.*

Explain to students that photos are important text features in informational texts. Point out that the photos an author includes in a text can help readers understand the words in the book. Have students turn to page 6. Discuss how the photo of the sheep helps the reader understand the text on page 6. Say, *Some readers may not know that wool comes from sheep. By showing sheep and then showing the photo on page 7 where someone is spinning the wool into yarn, readers can make the connection between the wool hat and the sheep on page 6. Even for readers who understood that wool comes from sheep, these photos offer more information than the text by itself. Photos help readers understand the connection.*

Reading Informational Text

K.110.11.F *Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.*

Direct students' attention to pages 2–3. Point out that even though rocking chairs are made by people, people rely on nature for the materials to make the chairs. Ask, *What material from nature do people use to make rocking chairs? (wood) Where does the wood come from? (trees)* Then reread pages 4–5. Ask students to explain the steps used to make a drinking glass. (First, sand is formed in nature. Then people use sand to make glass for drinking glasses.) Next, review pages 6–7. Ask, *How is a wool hat connected to a sheep? (The sheep grows wool. People use the wool to make yarn. People use the yarn to make a wool hat.)*

Writing

K.13 *Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.*

Pose the question, *What things do people make from glass, wood, and wool?* Have students locate items in the classroom and bring items or pictures from home for a display called "Things People Make." When the display is complete, have students use it as the basis for writing riddles such as, "I am made from wood. You use me to write. What am I?" (a pencil) Help students write their riddles and then share them with the group.