



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Bait  
Approach



## Materials Needed

*How to Find a Fox* by Nilah Magruder  
Chart paper  
Marker



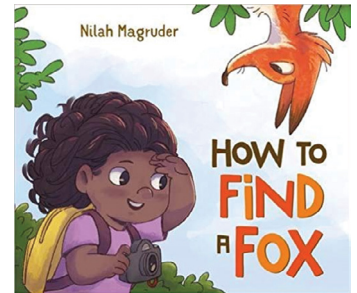
## Also Promotes

Self-Regulation

## How to Find a Fox

by Nilah Magruder

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *How to Find a Fox*. Two novel words will be introduced today: bait (page 6) and approach (page 9). Write the following at the top of the chart paper: Words We Understand.



**BEGIN:** Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

**ACT:** Let's look at a chart that will help us as we learn our new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *How to Find a Fox*.

[Point to and say the name of the author, who is also the illustrator.]

**EXPLAIN:** Let's talk about two words that are in our book. One word is bait. Bait is used to make an animal want to come closer. People who go fishing usually use **bait** to try to get fish to come closer to the hook on their fishing pole. Another word in our book is approach. An **approach** is how we go about doing something.

**ACT:** I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]*

**ASK:** *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (a girl trying to find a fox)
- Who were the main characters in our book? (the girl and the fox)
- What happened first? (the girl starts looking for a fox)
- What happened next? (the girl looks for a fox in a fox hole)

*[Point to and read each word on your chart.]*

- What does the word “bait” mean? (something that is used to make an animal want to come closer)
- What does the word “approach” mean? (a way to go about doing something)

*[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘bait.’ Remember, bait is something used to make an animal want to come closer. Our book says, ‘Take out your fox bait. Place it somewhere easy to spot.” Point to and describe pictures on pages 6–7 and 8–10 that are related to the novel words.]*

**RECAP:** Today we read a book about a girl trying to find a fox so she could take pictures of it. We talked about the words “bait” and “approach.”



### Scaffolding Tips

**Extra support** ■ To help children understand the concept of an approach, point out how the girl changed from waiting near the bait to trying different ways to find a fox. She changed her approach.

**Enrichment** ■ Encourage children to name different animals they would like to find and photograph. Ask children questions to help determine how they might find the animals they would like to photograph.



### Center Activity

Provide paper, drawing tools, magazines, scissors, and glue. Encourage children to create a collage of animals people might photograph.

FIRST  
READING

# Understanding Words *continued*



DAY  
**1**



## Family Child Care

Place binoculars near a window for children to look for various animals outside. Bird food could be placed near a window to help attract birds.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Different  
Tread  
Keen  
Startle  
Sneakier  
Perspective

**Review:** Bait  
Approach



## Materials Needed

*How to Find a Fox* by Nilah Magruder  
Words We Understand chart from Day 3  
Marker



## Also Promotes

Self-Regulation

## How to Find a Fox

by Nilah Magruder

**Be Prepared:** This is the second of three repeated readings of *How to Find a Fox*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *How to Find a Fox*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a girl trying to find a fox so she can take pictures of it)
  - Who were the main characters in our book? (the girl and fox)
  - What happened first? (the girl starts looking for a fox)
  - What happened next? (the girl looks for a fox in a fox hole)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to the chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

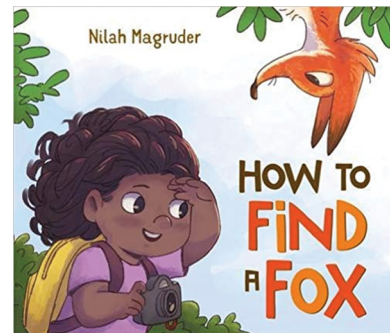
[*Support children in remembering the meaning of each novel word defined yesterday.*]

**ACT:** [*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



*Example: "We just heard the word 'perspective.' Did everyone hear it? 'Maybe you need a change of perspective. Climb a tree.' Perspective means how you see something. The girl climbed a tree to change how she was seeing things. In the tree she could see different things because she was up higher."*

*Below are the novel words and their definitions for this session:*

- **Different** (page 9): When things are different, they are not the same
- **Tread** (page 10): Walk
- **Keen** (page 10): Very good
- **Startle** (page 10): To catch someone or something by surprise
- **Sneakier** (page 11): Trickier
- **Perspective** (page 16): How (or the way) you see something]

**EXPLAIN:** We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what the word keen means. In the book, the girl needed to be quiet because foxes have keen hearing. How did the illustrator draw the fox's ears to help us know that the fox has keen hearing?" (page 11) (the ears are sticking straight up)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use when we catch someone or something by surprise?" (startle)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the girl treaded 'slowly over the ground.' To tread means to walk. Every day we tread on different things. What things do we tread on when we are inside? What things do we tread on when we are outside?"]*

**ASK:** Our book was about a girl looking for a fox. The girl looks in different places and tries different ideas to find a fox. We often go looking for something. What are some other things we might look for? (lost coin, lost teddy bear, etc.)

*[Facilitate a discussion of book connections to children's experiences. Examples:*

- *"Our book today was about a girl trying to find a fox. She had to be quiet to not startle a fox. Have you ever had to be quiet so you would not startle a person or an animal? What or who were you trying not to startle?"*
- *"Our book today talked about fox tracks being sneakier than dog tracks. Do you like to be sneaky? Do you like it if someone sneaks up on you?"*

- “Today we learned about the word *perspective*. A *perspective* is how we see or understand something. Let’s imagine two children are looking at a lake. One child is on the ground and the other child is sitting high up in a tall tree. Does the lake look the same to both children? Why?”]

**RECAP:** We learned more words today when we read *How to Find a Fox*. Let’s look at our chart to remember the words we are learning to understand. What do we know about each of these words?

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



### Scaffolding Tips

**Extra support** ■ In the discussion of bait, invite a child who has gone fishing to describe how he/she used bait to get a fish to come closer. ■ In the discussion of tracks, encourage children to recall and describe a time they left foot tracks in the sand, dirt, or snow.

**Enrichment** ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: pages 10–11, the girl is looking for the fox by following its tracks, pages 16–17, the girl is changing her perspective by climbing a tree; page 31, the fox found the girl. Ask children, “What part of our story about *How to Find a Fox* is shown in this picture?”



### Center Activity

In the science area, provide informative books about foxes and other wildlife. If possible, provide books showing animal tracks and a magnifying glass for children to examine the tracks more closely.



### Family Child Care

Children can plan how to bait a pet to come closer. Perhaps a favorite dog toy or a dog bone could be placed close to children. Provide children with real or pretend cameras to take pictures of the pet when it comes closer.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

**New:** Stalk  
Congratulations  
Master

**Review:** Bait  
Different  
Approach  
Tread  
Keen  
Startle  
Perspective



Materials Needed

*How to Find a Fox* by Nilah Magruder  
Words We Understand chart from Days 1 and 3  
Marker



Also Promotes

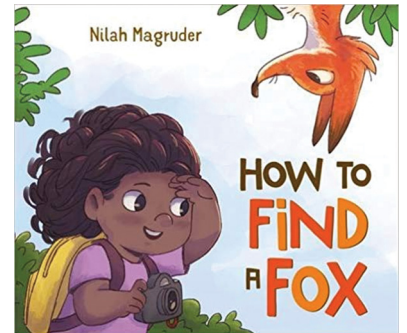
Self-Regulation

# How to Find a Fox

by Nilah Magruder

**Be Prepared:** This is the third of three repeated readings of *How to Find a Fox*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

**BEGIN:** [*Display book cover.*]



We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *How to Find a Fox*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a girl trying to find a fox so she can take pictures of it)
  - Who were the main characters in our book? (the girl and fox)
  - What happened first? (the girl starts looking for a fox)
  - What happened next? (the girl looks for a fox in a fox hole)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We know that reading a book is a good way to learn new words. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author and illustrator of our book is Nilah Magruder.

[*Point to the name as you identify the author and illustrator.*

*Point to where to begin to read on the first page of the book]*

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the three words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*

- Then define the novel word and connect the definition to the book.

*Example: "I just read the word 'stalk.' Did everyone hear it? 'Stalk through the grass.' The word 'stalk' means to move through an area. The girl was moving through the grass looking for a fox."*

*Below are the novel words and their definitions for this session:*

- **Stalk** (page 15): To move through an area looking for something.
- **Congratulations** (page 32): A word we use to tell someone we are happy with something he/she has done.
- **Master** (page 32): Someone who is very good at doing something]

**EXPLAIN:** We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Look at this picture of the girl moving through the grass (page 15). She is making a fox call. What else do you see in the picture that looks like it is stalking?" (the animal behind her)*
- *Define a word without naming it and ask children to identify the word. Example: "In the book, the girl finds a fox. She did a good job looking for the fox. What's a word we can use to tell someone we are happy with the good work he/she has done?" (congratulations)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the girl is a 'master at finding foxes.' Do you know anyone who is a master at fixing things (like a stopped-up sink) or doing things (like hitting a baseball)?"*

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"In the book, the girl put out bait when she was trying to find a fox. Why would someone put out bait when they are trying to find a fox or a different animal?"*
- *"The girl stalked while she was trying to find the fox. Was stalking one of the approaches she used to try to find a fox? Why do you think stalking might not work?"*



- “After trying a few different ways to find a fox, the book says, ‘Maybe you should try a different approach.’ We can see the girl trying different approaches (pages 10 and 11). What other approaches did she try? Are there some other approaches she should have tried? What approach did she use that helped her finally find a fox?”]

**RECAP:** We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *How to Find a Fox*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



### Scaffolding Tips

**Extra support** ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about the girl trying different approaches to finding a fox. Encourage children to look at the approaches the girl is trying (pages 10–15). The girl tried different approaches to finding a fox because her first approaches didn’t work.

**Enrichment** ■ Ask children if they are surprised by anything in the book. Were they surprised by any of the different approaches the girl tried when trying to find a fox? Were they surprised by how she “found the fox?” Were they surprised that a little girl was trying to find a fox? ■ Ask children to describe a time they changed their approach to doing something.



### Center Activity

Hide pictures of foxes around the room for children to find. Provide play cameras. Encourage children to take a picture of the “found foxes.”



### Family Child Care

Encourage school-age children to read *How to Find a Fox* to younger children in your setting by retelling the story, using the book’s pictures as a guide.