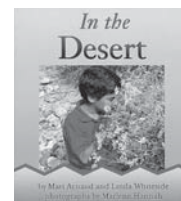


# In the Desert

by Mari Arnaud and Linda Whiteside  
photographs by Marlene Hannah



## Book Summary

*In the Desert* follows the experience of a young boy as he explores the features of a desert.

## Features of the Book

- The high-frequency words – “you,” “from,” and “can.”
- The repetitive and predictable structure.
- Clear letter spacing.
- The contraction “don’t.”
- The use of senses to describe experiences.
- The use of ellipses, exclamation point, and commas.
- Photographs to support the text.
- The multisyllabic words – “mountains,” “desert,” “flowers,” “candy,” and “cactus.”

## Purpose

*In the Desert* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** blending sounds together to make a word;
- S** using a range of punctuation to read expressively;
- S** introducing and discussing the meaning of new words within the story;
- S** innovating on an original story line to write another version.

## Introducing the text

Discuss with the children what they think a desert is.

- *What would you expect to see, hear, smell, touch, and taste there?*

Read the title and the names of the authors and photographer to the group.

## Reading the text

- S** Blending sounds together to make a word.
- S** Using a range of punctuation to read expressively.
- S** Introducing and discussing the meaning of new words within the story.

## Title page

- *Where do you think the boy is standing?*
- *How do you know that?*

Introduce the children to the new vocabulary contained within the story (“coyote,” “cactus,” and “spines.”)

## Pages 2 and 3

- *What can he see in the desert?*

## Page 4

- *What sort of animal does a coyote remind you of?*
- *Why is the boy doing that with his ears?*

## Page 5

- *What can he smell in the desert?*

## Page 6

- *How do you think the rocks would feel?*

## Page 7

- *Can you guess what he’s eating?*

Page 8 – Discuss the use of the exclamation point and the way this would be read.

Children now read the book independently.


## Revisiting the text

- *Which words are the same on each page? Can you point to them?*

Discuss the hard “c” in “can.” Find some other words in the story that start like “can” and record them. Get the children to add others they know. Discuss the contraction “don’t” and the function of the apostrophe. List other words like this the children may know.

## Following Up

- S** Innovating on an original story line to write another version.

 The children could write their own story using a similar structure, for example, “In the swimming pool, you can ....”

- B** Complete the blackline master opposite.