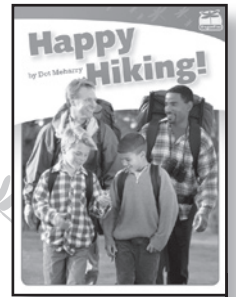


Happy Hiking!

by Dot Meharry



Overview

This book presents a step-by-step approach to planning a hiking trip. The lively yet straightforward text and photographs will encourage the students to explore the outdoors. [Big idea: People take care of themselves by keeping safe.]

Content standards

This book supports the following content standard:

- NPH-H.K-4.3 Reducing health risks

Suggested purposes

This book supports the following **comprehension strategies**:

- making inferences **INF**
- summarizing the main ideas. **SUM**

It supports the following **nonfiction strategies**:

- using procedural markers – *first, now, next, finally*
- using a contents page and index
- using a glossary (boldface type)
- using checklists (key words and phrases).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *hurt, rules, safety gear, signs*
- Content words – *adventure, boots, clothes, compass, danger spots, energy, feet, food, hat, Internet, jacket, layers, library, map, outdoors, plans, route, shoes, sunglasses, sunscreen, weather*
- High-frequency words – *about, another, before, eat, feel, find, first, going, know, look, next, people, take, use, want, where, yourself*

Features of the text

- Nonfiction features:
 - contents page and index
 - procedural markers – *step 1, step 2, step 3, first, now, next, finally*
 - bold headings
 - checklists
 - fact boxes
 - photographs
 - chart
- Word study:
 - digraphs – “th,” “sh,” “ch”
 - initial blends – “cl-,” “pr-,” “wh-,” “f-,” “pr-”
 - alliteration – *happy hiking*
 - contractions – *let’s, you’ll, you’re*
 - speech marks
 - exclamation points
 - compound words – *outdoors, cellphone, newspaper, waterproof, flashlight, peanut, pocketknife, sunglasses, sunscreen*



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Discuss taking a long walk with friends or family. Explain that a long walk can also be called a hike. Encourage the students to share their experiences of hiking.

- *Have you ever been hiking?* Talk about their experiences.
- *What do you know about hiking?*
- *Where is a good place for hiking?*

ELL support

It's important to provide opportunities for ELL students to build their background knowledge. This makes it easier for them to retain and recall information.

Introducing the book

Front cover – Discuss the photograph. (*Making inferences*) *What are the people about to do? How do you know?* (they have backpacks, a compass, and outdoor clothing) *How do they feel about hiking?* Read aloud the title and the author's name.

Back cover – Read aloud the preview question. Lead a discussion to build the students' background knowledge. List their ideas on the board.

Using the flap – Read aloud the text and remind the students that they have read this in *Taking Care of Yourself*. Read the anchor words on the other side. Tell the students that they can point to the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Listen as the students read aloud the title. Discuss the photograph. *What information does this photograph give us? What things would help you on a hike?*

The first reading

Pages 2 and 3 – Discuss the table of contents. *What does it look like?* (a numbered set of instructions) Ask the students to choose a heading and share with a partner what they think it means. Ask them to think about the information it might include. Point to the photograph on page 3. *What would be fun about hiking here? Where would you like to go hiking?*

INF **Pages 4 and 5** – (**Making inferences**) Discuss safety when hiking. *How can you make sure you'll be safe on a hike?* Encourage the students to refer to the contents page for further information. Point to the photograph on page 4. *How is this boy being safe? How might knowing how far you can walk help you keep safe?*

Pages 6 and 7 – Discuss the photograph on page 6. *What are the girls doing? What might they be looking for?* (a good route and danger spots) Explain that the bold word identifies important information and that we can find the meaning in the glossary. Look up "route" in the glossary. Discuss the fact box on page 7. *What is the key information? Why has the author used a fact box?* (to signal a change in topic, to separate this information from the main text) *How does this information relate to keeping safe?*

Pages 8 and 9 – Have the students identify the objects on page 8. *Which word explains why you need safety gear?* (challenges) Look up "challenges" in the glossary.

INF (**Making inferences**) *What kinds of challenges might you face on a hike?* Discuss the list on page 9. *Why is it a good idea to write a list?* Explain that a GPS and a compass are

tools that help you find your way. Look them up in the glossary. If possible, have one or both to show the students.

Pages 10 and 11 – (**Summarizing**) *What is the author's message?* Ask the students to summarize the message in one sentence. (it's important to make decisions about the right kinds of clothes for a hike) Discuss the fact box on page 11. *How is our attention drawn to it?* (bold heading, bright colors, different font) **SUM**

Pages 12 and 13 – (**Making inferences**) *What does the food chart show? Why has the author presented the information like this?* Discuss why these foods are "good food for hikers." *What clues tell you why the author chose this food? What other foods would you take?* Look at the checklist on page 13 and compare it with page 9. *How are the checklists different?* (The checklist on page 9 is very specific; the checklist on page 13 is more general.) **INF**

Page 14 – (**Summarizing**) Have the students imagine they are going hiking. *Who will you tell your plans to? Why is this important? What rules will you follow?* **SUM**

Page 16 – Explain that an index is an alphabetical list of important topics. Page numbers alongside show where you can find information on those topics. Have the students use the index to locate the following:

- *what safety gear to take*
- *what to look for on the Internet.*

Vocabulary activity

Focus word: enough

1. Turn to page 12 and read: *Take enough to eat and drink.*
2. Say “enough” with me.
3. Explain that “enough” means all you need. *Have you had enough to eat?* Explain that in the book, one of the steps is to make sure you have enough food. If you don’t eat enough, you won’t have enough energy. If you don’t have enough energy, you will find it hard to walk long distances.
4. Give examples to show how to use “enough.”
 - *I can’t run fast enough to catch up with my friend.*
 - *I have asked you to stop doing that. Enough!*
 - *I’m really busy today! I don’t have enough time to practice the piano.*
5. Have the students do the following activities:
 - *Tell a partner about a time when you didn’t have enough time to do what you needed to do. For example, you might have needed to do your homework, your chores, and take care of a brother or sister at the same time. How did you feel? What did you do?*
 - *What could you do if you were painting a picture and you didn’t have enough paint to finish it? If you were baking a cake and you didn’t have enough sugar or flour?*
 - *Imagine your mom or dad has told you to turn off the TV. Half an hour later, you are still watching. Your mom or dad says, “I’ve had enough!” How do they sound? How do they look? Share with a partner.*
6. *What is the word we’ve been learning that means all that is needed? Say “enough” with me.*

ELL activity

Language objective: Building background knowledge (using conditional language)

- Reread the book together. Revisit the three questions you asked in Setting the scene.
Have you ever been hiking?
What do you know about hiking?
Where is a good place for hiking?
- Have the students share their thinking. Encourage them to talk about safety gear for hiking.
- Turn to page 8. *What do you see on this page?* Support the students to label the items in the photo (compass, matches, pocket knife, whistle). *What other safety items would you take hiking?* List their ideas.
- Show some safety items to the students (compass, whistle, flashlight).

- Look at each item. Talk about what it is, what it does, why you would use it, and when it could help you. *What do matches help us do?* (light a fire) *Why might we need to light a fire when we’re hiking?* Support the students to think about when a fire would be helpful (get dry after rain, cook food, use as a signal if lost). *If we were hiking and it began to rain, we could light a fire with the matches to dry off.*
- Support the students to go through this process with each safety item. Together, develop a summary statement for each item (why you would use it, why you need it to stay safe while hiking).
- *If we were hiking and _____ we could use _____ to _____.*
- The students can work in pairs to record their sentences and share with the group.

Ideas for revisiting the text

1. Review and check

Listen as the students reread the text, observing their fluency and decoding strategies. Check that students understand the meaning of the anchor and content words.

2. Stop and learn

a. Decoding/word attack activities

Using contractions

- Explain that a contraction is a shortened word or phrase. The missing letter or letters are replaced by an apostrophe. For example, “don’t” is a contraction of “do not.”
- Write the following sentences on the board:
 - “You are coming on a hike with me tomorrow.”
 - “We are going to buy some hiking boots.”
 - “We will be back this afternoon.”
- Clarify that:
 - “you are” becomes “you’re”
 - “we are” becomes “we’re”
 - “we will” becomes “we’ll.”

BLM – Using contractions

The students can practice changing the words to contractions. They can practice writing their own sentences using contractions.

b. Comprehension activities

- Discuss how the five steps in the book would help you to plan for a hike. *Would you add any steps?* Ask the students to think about the style of writing.

Explain that it is a procedural text. *How do we know this? Is this a good style for this book? Why/why not?*

- Reread page 6 and discuss danger spots.
- Reread page 7 and discuss hiking in bad weather.
- Reread page 8 and discuss the challenges in hiking.
- Review the five steps people should take before going on a hike. Use the following as a model:

Before hiking, I need to ...

1. _____ (Look at a map.)
2. _____ (Learn about the route.)
3. _____ (Make sure I have the right safety gear.)
4. _____ (Make sure I'm wearing the right clothes.)
5. _____ (Make sure I have enough healthy food.)

BLM – Identifying and summarizing the main ideas

The students can write the steps to take before going on a hike. They should include key words for each step. They can then list some challenges they might face on their hike.

c. Writing activities

Have the students write:

- a checklist of things to remember when hiking
- a shopping list for food to take on a hike
- a story about some children who go hiking and have an adventure.

3. Suggestions for further activities

- Find out about hiking trails in the local area.
- Gather some newspaper articles about lost hikers or hiking accidents. Talk about what happened, the cause, the rescue, and how the accident might have been avoided.