

# Space Adventures To Mars!

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**Reading Level: Grade 2**

**Genre/Subject: Science**

## Materials

- Book for each student
- Paper
- Pencils
- Author's Purpose handout (p. 3 of this guide)

## Reading Standards

- **CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.2.8:** Describe how reasons support specific points the author makes in a text.

## Targeted Reading Strategy:

Identify the author's purpose.

**Academic Vocabulary:** atmosphere, desert, Earth, gravity, oxygen, rover, solar system, volcano

**High Frequency Words:** around, because, don't, fast, its, many, or, pull, us, wish, would, why

## Before Reading

### Build Background Knowledge

- After reading the title, explain to students that they will be reading a book about Mars. Ask them what they know about space and the planets.
- Take a book walk, discuss the pictures, and have students make predictions. Review these informational text features: table of contents, glossary, and index. Discuss the importance of the text features, and have good readers use these features to gain a better understanding of what they are reading.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Explain that the pictures can be helpful in figuring out words, especially in books about specific topics such as Mars.

### Skill Introduction

- Tell students that as they read, they are going to think about the author's purpose for writing the book. Explain that authors write books for many different reasons.
  - Use the book to point out facts and sentences about Mars.

**Think-aloud:** *It is important to think about what you know about why authors write books. As you are reading, think about what you are learning. Do you think this book is going to tell a story about an astronaut's visit to Mars? Is it giving information about Mars? Is the book trying to persuade you to like or dislike Mars? Remember, an author has a reason why he or she writes a book. Ask yourself some questions about the book that will help you determine the author's purpose. I know that I always start with the question, "Is this book fiction or nonfiction?" This is an important question because then I will know if I am going to be learning or reading for fun. Are there other important questions that come to your mind right away? Anyone want to share? We can write some of these down on paper.*

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## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 7 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished; students should be reading in their minds or subvocalizing so all the students can read at their own pace.
  - Model the targeted skill: author's purpose

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**Think-aloud:** *I have been thinking about what the author is trying to tell me as I am reading this book, and I think I have figured out the purpose. I know the answer to my first question about whether this is a nonfiction or fiction book. This book is a little different because there are fictional characters. We know that nonfiction books give us information. What do you think this book is? On page 6, I did not know that Mars was the planet most like ours. Did you? This could be a clue to the author's purpose. As you continue reading, I want you to look for more clues or evidence to support your reasons about what you think the author's purpose is. Remember, asking questions while you read will help you.*

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- Have students finish reading the rest of the book. Remind them to continue looking for evidence to support their reasoning about the author's purpose.
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## After Reading

### Response to Text

- Ask students if they were able to come to a decision on what the author's purpose was for this book.
  - Discuss the reasons that support the students' selection of the author's purpose.

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**Think-aloud:** *As I read, I knew this book was nonfiction, so I knew I would be learning facts about law enforcement dogs. I asked questions and used the pictures to look for more details. I learned lots of new information about Mars such as Mars is covered in rocks and a red dust. All of this information helped me decide that the author's purpose for writing this book was to inform.*

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### Word Work

- Write high-frequency words: *look, cover, write, say, and check.*
  - Write all the high-frequency words down on paper in the margin. Make sure they are written correctly. Make three columns down the paper. Then cover the first word. Write it without looking, say the word to yourself, and then check it against the original word. If you got it wrong, circle the part that is wrong, so you know where you made your mistake. Write it again in the next column, say it, and check it. Do this three times for each word whether you get the word right or wrong. You need to know these words automatically.

### Extension Activity

- Have students complete the Author's Purpose handout independently.

Name: \_\_\_\_\_

## Author's Purpose

Read the different reasons authors write. Select what you think the author's purpose was for *To Mars!* Support your answer with three details from the book.

Persuade – the author is trying to get you to do or believe something

Inform – the author is giving you information about a topic

Entertain – the author is telling you a story that you will enjoy

After reading *To Mars!*, do you think the author's purpose was to persuade, inform, or entertain?

\_\_\_\_\_

\_\_\_\_\_

Use three details from the book to prove that the author's purpose was to

\_\_\_\_\_.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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\_\_\_\_\_

3. \_\_\_\_\_

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