

My Country

Synopsis: This informational text introduces readers to basic facts about the United States of America.

Introduction: Explore Informational Text

Display the cover of the book. Together, read the title and the name of the author. Then display the title page (page 1) and ask students what the girl is pointing to. Explain that this informational text is about our country, the United States of America. Share with students that they will learn interesting facts about the land and people of our country and government.

Vocabulary

Tier Two: country, diversity, vote

Tier Three: continent, government, president

Word Work

1.6.C Determine what words mean from how they are used in a sentence, either heard or read.

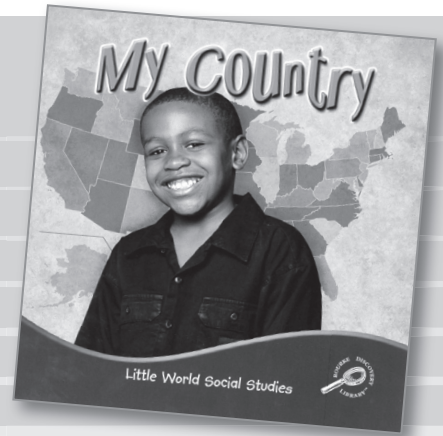
1.14.D Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

1.24.B Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information.

Introduce vocabulary in context as it appears within the book before or during reading. Direct students to the Picture Glossary on page 22. Have them point to each word as you read it and its definition aloud.

Point out the maps accompanying the words *continent* and *country*. Say, *The top map shows the continent of North America. The map below it shows a country, the United States of America. Look very closely at the two maps. What do they show you about continents and countries? (A continent is larger than a country. A country is part of a continent.)*

Continue with a discussion of the meaning of *diversity*. Provide or elicit examples of different religions, ethnic groups, and cultural celebrations to help students understand the meaning.



Author: Ellen K. Mitten

Genre: Informational Text

Guided Reading Level: G

TEKS: 1.4.B, 1.6.C, 1.14.D, 1.19, 1.22.B.ii, 1.24.B

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Practice the singular and plural forms of common nouns. Have students look at the map on page 7. Point to the map and say, *The United States of America is made up of 50 _____. (states) [Name of students' state] is the name of our _____. (state)* Have students complete the sentences orally. Continue with *The president is one of our _____. (leaders) Barack Obama is our 44th _____. (president)*

Understanding the Text

Literal: *What is the name of our country?
(the United States)*

Interpretive: *What kind of people live in the
United States?*

Applied: *The author says that the United States
of America is a great place to live. Do you agree?
Why or why not?*

Phonics and Word Recognition

1.22.B.ii *Use letter-sound patterns to spell: Consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope")*

Point out the word *vote* on page 12. Write it where all can see and read it aloud. Explain that the word *vote* has the *long-o* vowel sound because the word has the consonant-vowel-consonant-*e* pattern and that the *e* is silent. Point out the word *place* on page 20. Write it where all can see. Have students read the word with you and say the vowel sound /ā/. Ask students why the word *place* has the *long-a* vowel sound (*because the word has the consonant-vowel-consonant-e pattern*). Then point out and read aloud the word *live* on page 20 as an exception to the CVCe rule. Say, *Not all words with the consonant-vowel-consonant-e pattern have a long vowel sound in the middle. In this sentence, l-i-v-e spells the word live, which has a short-i vowel sound.* Discuss that in other contexts, the word does follow the rule, as in the sentence: *We saw live baby chicks at the farm.*

Text Features

1.14.D *Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.*

1.24.B *Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information.*

Point out the Fun Fact on page 7. Explain that the details in the Fun Fact are used by the author to make the text more interesting. Ask, *How does the map on this page help you understand the Fun Fact?* (The map shows that Hawaii and Alaska are not connected to the rest of the United States.) Then have students find the Fun Fact on page 21. Ask, *How does the photo help you understand what the Grand Canyon is like?* (Possible answer: The picture shows what a deep gorge is.)

Reading Informational Text

1.4.B *Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.*

Use the following questions to discuss key details of the text.

What special right do people have in a democracy?

What other countries are larger than the United States?

How is the United States of America divided?

Then encourage students to pose questions to the group about key details in the text.

Writing

1.19 *Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.*

Have students write two or three sentences about interesting facts they learned from *My Country*. Display or provide copies of this cloze paragraph:

One thing I learned is that _____. I also learned that _____. The most interesting thing I learned is that _____.