

# Where Can You Find Hard and Soft Things?



Level: E10      Word Count: 116

Little Books of Answers

Curriculum Connection	Matter
Content Vocabulary	bedroom, birthday, book, bowls, clothes, covers, dining room, fair, garden, grass, hard, hats, keyboard, ladder, library, other, party, ribbons, rice, soft, things, wheelbarrow
Visual Literacy Element	Venn diagram
Critical Thinking	personal investigation
Comprehension Strategy	comparing and contrasting
High-Frequency Words	a, and, are, be, but, can, find, in, is, the, this, these, you, your

E10 Where Can You Find Hard and Soft Things?

## Before Reading

### Prior Knowledge – Discuss the Topic

- Bring to school a collection of hard and soft items for the students to discuss and classify. Invite volunteers to describe in detail an object and classify it as hard or soft. Have the students compare and contrast hard things with hard things, soft things with soft things, and hard things with soft things.

- Give each student a copy of the book *Where Can You Find Hard and Soft Things?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? Who has a bedroom like this? Can you name the hard and soft things?*
- Have the students turn to the title page. Ask questions similar to those that you asked about the cover photo.
- Discuss the cover and the title page. Explain to the students that as they read the book they should think about comparing and contrasting hard and soft things. As they look at each photo, they should think about hard and soft things.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the labels and captions with you. Point out that each time the caption asks the students to further investigate the photo.
- To ensure and enrich understanding say things such as – *People use wheelbarrows to move things around outside. Wheelbarrows can be used to move soft things like weeds and grass. They can be used to move hard things like rocks. They can be used to move hard and soft things at the same time, for example leaves and branches.*
- Discuss the Venn diagram on page 15. Explain to the students that Venn diagrams are a very good way to compare and contrast things. Have the students read the Venn diagram.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Where would you find soft clothes and a hard ladder?*  
*What is a hard and soft thing at the dining table?*  
*What at a birthday party can be hard or soft?*  
*What in a library can be hard or soft?*
- Check inferential comprehension by asking these questions:  
*Why are bowls hard?*  
*Would it be hard or easy to use a soft wheelbarrow? Explain your answer.*  
*What other things do you know that can be hard or soft?*  
*Which is best, a hard bed or a soft bed? Explain your answer.*
- Have the students revisit the photos and make more comparisons. Make a class Venn diagram about hard and soft things in the classroom.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to look inside their refrigerator at home and find out which things are hard and which things are soft.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students write about hard and soft things in their bedrooms. Assist with spelling where necessary. Have the students illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Where Can You Find Hard and Soft Things?



Level: E10

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

Sort the words.

Little Books of Answers

wheelbarrow soft grass is The hard is The

Write the sentences.

Draw the picture.

Permission is given to copy for use with the Little Books of Answers series

# Where Can You Find Hard and Soft Things?



Level: E10

Name:

Draw and write.

Little Books of Answers

I like the part about

---

---

---

Permission is given to copy for use with the Little Books of Answers series