

### Focus Question:

*What are some costumes animals can wear?*

### Book Summary

Text Type: Nonfiction/Informational

Have you ever seen an animal dressed in a costume? In *Animal Costumes*, students will gain information about animals and the types of costumes they wear through humorous photographs. Emergent readers will be supported by repetitive sentence patterns and high-frequency words. While learning about this interesting topic, students will have the opportunity to identify the author's purpose, as well as to recognize simple subjects as they read this book.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use simple subjects
- ☐ Identify and use the high-frequency word *too*

#### Materials

- ☐ Book: *Animal Costumes* (copy for each student)
- ☐ Author's purpose, short vowel *i*, simple subjects worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *can*, *of*, *too*
- **Words to Know**  
**Story critical:** *bandanna* (n.), *costumes* (n.), *fins* (n.), *mane* (n.), *snout* (n.), *wear* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place several photos of people dressed in costumes on the board. Ask students to work with a partner to discuss how the people are dressed. Invite volunteers to share their responses with the rest of the class. Record their responses on the board.
- Discuss with students what costumes animals might wear. Have students draw on a separate piece of paper a picture of an animal wearing a costume. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Animal Costumes*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

##### Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the story and what they already know about the topic. Point out that the pictures in a story can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the story.

##### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.

### Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Animal Costumes*.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about animal costumes. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What costumes are the dogs wearing?* (level 2) multiple pages
- *What type of costume is the cat wearing?* (level 1) page 7
- *What costume is this dog wearing on page 12? Why did the author choose this picture?* (level 2) page 12
- *Why do people dress animals in costumes?* (level 3) multiple pages
- *How are the animals in the story alike?* (level 3) multiple pages

#### Text Features: Photographs

Explain that pictures are important when reading stories because they provide the reader with extra information about the author's purpose for writing the story. Have students work with a partner to review the pictures on pages 4 and 5. Ask students: *What information did you learn from these pictures? Why are these pictures an important part of the story? How did these pictures help you determine the author's purpose?* Have students review other pictures in the story and discuss them in groups. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how you create pictures in your mind as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the story.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.  
**Think-aloud:** *The story is providing me with many details about animal costumes. I have learned about the types of animals that wear costumes and the costumes they wear. All of these facts give me new information on the topic, so I believe the author's main purpose is to inform. However, the pictures of the animals in costumes are amusing. It is funny to see a bulldog in a butterfly costume. This makes me wonder whether the author also wants to entertain readers while giving them information.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the purpose they chose on the board. Have students justify the purpose they chose. Point out that authors can have more than one purpose when they write a story.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the costumes the animals are wearing in the story. Samples: *Animals can wear many costumes. A dog can wear butterfly wings or a lion's mane. A goat*

### Guiding the Reading (cont.)

can wear a princess costume. A cat can wear a bandanna like a cowboy. A dog can wear a superhero mask or shark fins. A rabbit can wear a nurse hat. A dog can wear a pig snout or a hot dog costume.)

### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

#### Phonological Awareness: Short vowel /i/ sound

- Say the word *fins* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short/i/ sound.
- Read page 11 aloud to students. Have students raise their hand when they hear a word that has the short vowel/i/ sound.
- Have students practice making the short /i/ sound with a partner. Have student pairs generate words that have the short /i/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole group.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word with the short /i/ sound: *drip, big, dog, cat, princess, mask, rabbit, and dig*.

#### Phonics: Short vowel i

- Write the word *fins* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *fins*.
- Say the words *fins* and *fans* aloud, emphasizing the vowel sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's.
- **Check for understanding:** Write the following words with the short /i/ sound on the board, leaving out the vowel: *grip, sip, hit, and lift*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a *noun that the sentence is about*. Explain that a subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.
- Write the following sentence on the board: *Animals can wear costumes*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*Animals*).
- Write several sentences that describe costumes animals can wear. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject of each sentence.
- **Check for understanding:** Have students reread the story in groups and discuss the subjects they find. Ask students to circle the subject in every sentence.
- **Independent practice:** Introduce, explain, and have students complete the [simple subjects worksheet](#). If time allows, discuss their answers.

### Word Work: High-frequency word too

- Write the word *too* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and that they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Animals can wear costumes too*. Read it aloud with students and discuss with them the meaning of the word *too*.
- Have students practice spelling *too* on top of their desk.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *too*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *too* correctly.

### Connections

- See the back of the book for cross-curricular extension ideas.