



## About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 112

### Book Summary

This book teaches students about the types of animals that live in the country. Students learn some of the eating habits and activities of these animals. Detailed photographs and repetitive phrases support early readers.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate consonant digraph /wh/ sound
- Identify consonant wh-digraph
- Recognize and use pronoun *they*
- List words in alphabetical order

### Materials

Green text indicates resources available on the website

- Book—*Country Animals* (copy for each student)
- Chalkboard or dry erase board
- Main ideas and details, consonant wh-digraph, pronouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

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

- High-frequency words: *from*, *live*, *they*, *what*, *where*
- Content words:
  - Story critical: *animals* (n.), *country* (n.), *fields* (n.), *grains* (n.), *nests* (n.), *rivers* (n.)
  - Enrichment: *eat* (v.), *kinds* (n.)

## Before Reading

### Build Background

- Write the word *country* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether they have ever been to the country. Have them identify animals they have seen in the country.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Country Animals*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive phrase on the board: \_\_\_\_ *live in the country*. Read the phrase aloud, pointing to the words as you read them to students. Have students read them aloud with you. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I look at the picture on the cover, I see an animal with its face and feet in the water. The animal has a lot of fur and black circles around its eyes. It looks as if it's wearing a mask. The animal must be a raccoon. This reminds me of animals I've seen outside drinking water from ponds and puddles. I know that when I get thirsty, I get a drink of water. Animals that live outside have to find water to drink. I know that raccoons and other animals need water to survive.*
- Invite students to share how they connected to prior knowledge based on the cover and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to them. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main, or big, idea of this book is *many kinds of animals live in the country*. Write the following sentence on the board: *Many kinds of animals live in the country*. Point to each word as you read the sentence aloud with students.
- Model how to identify details.  
*Think-aloud: I know that every book has details that help explain the big idea. I know that this book is about the kinds of animals that live in the country. I see a picture on the title page of a mouse sitting on a stalk of grain. I know that grain grows in the country and mice like to eat grain. A mouse might be a kind of animal that lives in the country. Since this helps to explain the big idea, mice might be a detail in the book.*
- Review the animals that students have seen in the country that were discussed in the Build Background section. Discuss whether any of these animals might be details in the story.

### Introduce the Vocabulary

- Have the students turn to page 5 in their book. Point out the word *nests*. Ask students to look at the letters at the beginning and ending of the word. Have students look at the picture on the page and tell you the word. Repeat with other vocabulary words if necessary.
- Remind students to look at the beginning and ending sounds, and other parts that they recognize, to help them say words. They should also check whether a word makes sense by looking at the picture or rereading the sentence.
- Encourage students to add the new vocabulary words to their word journals.

### Set the Purpose

- Have students use what they already know about the kinds of animals that live in the country to help them read the book. Remind them to think about the details that support the main idea as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the number in the bottom corner of a page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud: On page 5, I see some birds in a nest. Some of the birds are little. There is a bigger bird standing over the little birds. The little birds have their mouths open. They look as if they are crying, waiting for something from the big bird. This reminds me of babies I've seen who are crying. When they cry, their mothers usually feed them by putting a bottle in their mouth. I know that birds don't drink from a bottle. I've seen birds eat worms. These babies are probably waiting for their mother to give them a worm to eat.*
- Invite students to share how they connected with what they already knew as they read.
- Review the main idea of the book: *Many kinds of animals live in the country.* Ask students to explain whether robins are a detail that supports the main idea of the book and why (yes; robins are animals that live in the country).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *robins* on the board. Have students write the word and draw a picture that represents the word *robins* in one of the spaces on their worksheet. Invite students to tell another animal from their reading that supports the main idea (*deer*). Have students write the word and draw a picture of deer on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to think about other details they read that support the main idea. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the word from the book. Have students share the detail they drew and wrote about.
- Have students read the remainder of the book. Remind them to use what they already know about the kinds of animals that live in the country to help them understand new information as they read.



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 the discussion that follows.

### 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.

#### Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 10, it reminded me of large groups of cows I've seen in big fields in the country. They seem to eat a lot of grass. Therefore, it makes sense that the fields cows graze in must be big.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about one of the animals that live in the country. Invite them to share and explain their picture with the rest of the class.

## Lesson Plan *(continued)*

## Country Animals

- Ask students to explain how thinking about what they already know helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details students drew on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet.
- **Enduring understanding:** In this book, you learned about some of the animals that live in the country. Now that you know this information, why is the country a good environment for these animals?

### Build Skills

#### Phonological Awareness: **Consonant digraph /wh/ sound**

- Say the word *where* aloud to students, emphasizing the /wh/ sound. Have students say the word aloud and then say the /wh/ sound.
- Read page 12 aloud to students. Have them raise their hand when they hear a word that begins with the /wh/ sound.
- Check for understanding: Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /wh/ sound: *what, when, twigs, which, trees*.

#### Phonics: **Consonant wh- digraph**

- Write the word *where* on the board and say it aloud with students.
- Have students say the /wh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters stand for the /wh/ sound in the word *where*.
- Have students practice writing the *wh* letter combination on a separate piece of paper while saying the /wh/ sound.
- **Check for understanding:** Write the following words that begin with the /wh/ sound on the board, leaving off the initial digraph: *when, whack, whiff*. Say each word, one at a time, and have volunteers come to the board and add the initial digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant wh- digraph worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Pronouns**

- Have students turn to page 5. Read the sentences aloud with students. Point to the word *they*. Ask students to whom the word *they* refers in this sentence (*robins*).
- Have students tell how many robins are pictured in the photograph (more than one; four). Explain to students that the word *they* is used to tell about more than one of something.
- Have a volunteer name an animal that lives near them (such as coyotes). Draw and label the animal on the board or on chart paper. Invite a volunteer to draw two or more of the same animal. Have students tell two ways to identify the group of animals (coyotes, *they*). Write the labels next to the drawing.
- **Check for understanding:** Divide students into pairs. Have them identify a group of two or more objects in the classroom. Then have them tell about the objects to the class using the name of the objects and the pronoun.
- **Independent practice:** Introduce, explain, and have students complete the **pronouns worksheet**. If time allows, discuss their responses.

**Word Work: Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *country* and *animals* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, c or a. Explain that the word *animals* would come first in an alphabetical list.
- Write the words *country* and *fields* on the board. Have students identify the initial letter in each word (c and f). Ask students to identify which letter comes first in the alphabet (c). Explain that the word *country* would come first in an alphabetical list.
- **Check for understanding:** List the content vocabulary words in the following order on the board: *nests, animals, rivers, grains, country, fields*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently or with a partner. Additionally, partners can take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the main idea and details of the book to someone at home.

**Extend the Reading**
**Informational Report Writing and Art Connection**

Provide students with books about animals. Have them choose one animal and draw a picture of it. Under the picture, have students write sentences telling where the animal lives and something the animal does or eats. Reinforce the pronoun *they*.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

**Science Connection**

Choose two animals from the book: an herbivore and a carnivore. Discuss the meaning of the two words. Extend the discussion to illustrate the food chain.

**Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently connect to prior knowledge to understand text
- accurately identify the details that support the main idea of the book during discussion and on a worksheet
- accurately discriminate consonant digraph /wh/ sound during discussion
- identify and write the letter symbols that stand for the consonant *wh*- digraph during discussion and on a worksheet
- understand and use the pronoun *they* in sentences during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a separate piece of paper

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)

