

## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 710

### Book Summary

Our planet has many unique and fascinating animals, and *Wonders of Nature* introduces the reader to some of the most interesting among them. Amazing photos support the facts that readers will learn about these creatures.

Book and lesson also available at levels J and R.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize to understand text
- Compare and contrast
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Recognize subjects and predicates in sentences
- Place words in alphabetical order

### Materials

Green text indicates resources are available on the website.

- Book—*Wonders of Nature* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Compare and contrast, subjects and predicates, alphabetical order worksheets
- Discussion cards



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

- Content words:  
 Story critical: **burrow** (v.), **glide** (v.), **larvae** (n.), **silk** (n.), **tropical** (adj.), **wetlands** (n.)  
 Enrichment: *nature* (n.), *underground* (adj.) *wonders* (n.)

## Before Reading

### Build Background

- Write the word *wonder* on the board. Explain to students that this word can mean to question or think about and that it is the root word of *wonderful*. It can also refer to things or places that are unique, strange, or exotic. Use the “seven natural wonders of the world” as examples.
- Ask students to identify things they think are wonders.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand what they are reading is to stop often during reading to summarize in their mind what they are reading about in the book.
- Model how to summarize.  
*Think-aloud: As I read this book, I am going to stop every so often to remind myself about each animal I have read about so far. This helps me remember what I'm reading and makes me think about new information. When I finish reading the book, I should be able to tell, in my own words, some of the information about the wonderful creatures I have read about.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way an author helps readers understand information in a book is to tell how topics in the book are alike and different.
- Have students look at the photographs on the front and back covers.
- Model how to compare and contrast using photographs.  
*Think-aloud: These photographs show two different types of animals. They are alike in some ways and different in some ways. One way they are alike is that they both disguise themselves in some way. One way they are different is that one is an insect and one is a fish.*
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Front Cover* and the right circle *Back Cover*. Explain that information relating to the front cover is written in the left circle (fish). Information that relates to the back cover is written in the right circle (insect). Explain that in the middle, where both circles overlap, information is written about what the front and back covers have in common (animals disguise themselves).
- Have students identify other similarities and differences between the animals on the front and back covers. Record these on the Venn diagram on the board.

### Introduce the Vocabulary


- Write the following vocabulary words on the board: *burrow*, *glide*, and *larvae*.
- Explain that these words can be found in the text and that knowing what they mean will help students better understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a blank piece of paper and have them write or draw what they know about the word and create a definition using prior knowledge.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *burrow* in the glossary. Invite a volunteer to read the definition for *burrow*.
- Have students turn to page 13 in the book and read the sentence in which the word *burrow* is found. Have students confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read the book to learn more about these interesting animals. Remind them to stop after reading about each new animal to review and summarize, in their own words, what they have learned.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book and have them put a finger on the bottom of page 8. Encourage them to read to the end of this page. Have students reread the pages if they finish before everyone else.
  - When they have finished reading, ask students what words, if any, they had trouble with. Then have them point out which animals they had some prior knowledge of and tell how the information they knew about the animals helped them understand what they read. Have a student choose one of the animals and summarize what he or she learned.
  - **Model summarizing.**  
*Think-aloud:* As I read page 6, I paused to summarize in my mind what I learned about the trap-door spider. For example, I read that the spider makes its door out of silk and dirt. I'll keep reading to learn more interesting facts about other animals. While I read, I'll summarize what I've read to help me remember the new information.
  - **Check for understanding:** Encourage students to read to the end of page 10. Invite them to share the important information about the flying dragon and the leaf insect. Ask students to write a brief summary of each section on a separate piece of paper. Have them share what they wrote.
  - Have students work with a partner to compare and contrast the flying dragon and the leaf insect, writing the information on a Venn diagram on a separate piece of paper. Discuss their responses aloud as you create a Venn diagram on the board.
  - Have students read the remainder of the book. Remind them to think about the details in the book so they can summarize the information after they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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

- Ask students to explain how the strategy of summarizing helped them understand the book.  
*Think-aloud:* I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about these strange and wonderful creatures because I summarized the information in my own words as I read the book.
- **Independent practice:** Have students choose one of the animals on pages 11-14 and write a summary on a separate sheet of paper. If time allows, invite students to read their completed summary aloud.

#### Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between the flying dragon and the leaf insect. Add any new information to the Venn diagram on the board. Review how the information is organized in the Venn diagram.
- **Check for understanding:** Have students provide examples of how the archerfish and the sea dragon are alike and different. Record this information on a new Venn diagram on the board.

- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you learned about many different types of animals. You learned how each animal has unique skills for survival. Now that you've read this information, why is it important to learn about the diversity of living things on our planet?

## Build Skills

### Phonics: Vowel digraphs *ee*, *ea*, and *ie*

- Write the word *tree* on the board and point to the letters *ee*. Explain to students that the letters *e* and *e* together stand for the long vowel /e/ sound they hear at the end of the word *tree*.
- Explain that the *ee* letter combination is one of the letter combinations that stand for the long vowel /e/ sound. The other combinations are *ea* and *ie*. Explain to students that these combinations of letters together are called *long vowel digraphs*.
- Write the words *seed* and *sad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *tree*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words containing a digraph with the long vowel /e/ sound the same as in *tree*. Write each example on the board and invite volunteers to circle the vowel digraph in each word.
- Have students turn to page 10. Instruct them to find and circle the word *Leaf*. Write the word *leaf* on the board. Point out the letter combination that stands for the long vowel /e/ sound and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *tree*. Explain that the long vowel /e/ sound comes from the digraph in the middle of this word. Next, run your finger under the letters as you blend the sounds in *leaf*: /ea/f/. Point out that even though there are four letters, only three sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *sweet*, *meat*, and *piece*. Take one word at a time, pointing out the letter combinations that stand for the long vowel /e/ sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.



**Check for understanding:** Have students turn to page 9 and reread it. Have them underline any word that contains the long vowel /e/ sound. Ask students to tell the words they underlined (*tree* and *eat*). Have students circle the vowel digraph in each word.

### Grammar and Mechanics: Subjects and predicates

- Write the following sentence on the board: *Some animals look unusual*. Review or explain that every sentence has two parts—a simple subject and a simple predicate. Review that a *simple subject* tells who or what the sentence is about, and a *simple predicate* is a verb that tells who or what the subject is, says, or does. Ask students to identify the simple subject and simple predicate in the sentence on the board (*animals/look*).
- Underline the words *Some animals* and explain that this is the *complete subject* of the sentence. The *complete subject* is all of the words that tell about the subject. Circle *look unusual* and explain that this is the complete predicate. The *complete predicate* is all of the words that tell what the subject is or does.
- **Check for understanding:** Have students identify the simple and complete subjects and predicates in the first sentence on page 6 (*spider/lives; A trap-door spider/lives in a sticky underground tunnel with a hidden door made of silk and dirt*). Remind students that the word *trap-door* is an adjective that tells what type of spider the sentence is about.
- **Independent practice:** Introduce, explain, and have students complete the [subjects-and-predicates worksheet](#). If time allows, discuss their responses after they have finished.

**Word Work: Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order by using the first and second letters.
- Write the words *beaver* and *spider* on the board. Have a volunteer explain which word would appear first in alphabetical order (*beaver*) and why (because *b* comes before *s* in the alphabet).
- Write the words *change* and *color* on the board. Point out that the words begin with the same letter (*c*). Ask a volunteer to tell which word would appear first in alphabetical order and why (*change* because the second letter, *h*, in *change* comes before the second letter, *o*, in *color*).
- **Check for understanding:** Write the words *five* and *food* on the board. Have a student come to the board and circle which word would appear first in alphabetical order. Point out to students that they must look at the second letter of these words to alphabetize them correctly.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

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

- Invite students to read their book independently. Additionally, invite partners to 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. After reading, have them compare and contrast some of the animals in the book with someone at home.

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

Provide print and Internet sources for students to search for and research other strange animals besides those included in the book. Have them choose one animal to write three paragraphs about. Paragraphs can include where it lives, its appearance, and its unusual abilities. Have students include a drawing of their chosen animal. Display their work on a bulletin board or bind the pages into a class book titled *Weird and Wonderful Animals*.

Visit [Writing A-Z.com](http://Writing A-Z.com) for a lesson and leveled materials on expository writing.

**Social Studies Connection**

Work with students to use print and Internet sources to find the locations and habitats of their chosen animal. Give them copies of a world map and have them label the location with the animal's name. Post their map alongside their finished writing piece.

**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.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

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

- accurately use details from the text to create section summaries during discussion and on a separate piece of paper
- consistently compare and contrast details within the text during discussion and on a worksheet
- correctly read, recognize, and write words that contain vowel digraphs *ee*, *ea*, or *ie* during discussion
- correctly identify the simple and complete subject and predicate of sentences during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a worksheet

**Comprehension Checks**

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