



## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 371

### Book Summary

*Slithery and Slimy* provides an informative introduction to reptiles and amphibians, and the features that distinguish each group. Students will enjoy photographs of exotic frogs, snakes, lizards, turtles, and more.

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Visualize while reading nonfiction text
- Compare and contrast items in text
- Identify consonant *th* digraph
- Recognize and discuss the use of bullets
- Identify and form compound words

### Materials

Green text indicates resources available on the website

- Book—*Slithery and Slimy* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, consonant *th* digraph, bullets, compound words 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).

#### Content words:

Story critical: **amphibians** (n.), **backbones** (n.), **endangered** (adj.), **reptiles** (n.), **scales** (n.), **venomous** (adj.)

Enrichment: **extinct** (adj.), **polluted** (adj.), **relatives** (n.)

## Before Reading

### Build Background

- Talk with students about reptiles and amphibians. Ask them to share what they know or think they know about these two groups of animals. Ask students whether they know what makes these groups of animals alike and different.

### 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 and what it might be about. (Accept any answers students can justify.)

- Talk about the animals on the front and back covers. Ask students whether they have seen these types of animals before. Have them share where they might have seen them.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the rest of the book, looking at the photos.

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

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind. By making pictures in their mind, or visualizing, readers can remember new information they encounter in the text and understand the information better.
- Read page 4 aloud to students. Model how to visualize.  
*Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. For example, when I read about reptiles and amphibians getting their heat from the sun, I visualized lizards lying on a warm rock in the sun. I also pictured a snake slithering out of the shade into a warm spot on a sandy path. I have seen reptiles do this before. Now I know that they were trying to get warm.*
- Invite students to share what they visualized as they listened to the information on page 4. Point out to students that even though their mental pictures may not be the same, they were each able to create a picture in their mind.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the photos and encourage them to use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into the discussion of the photos. Use as much of the language from the text as possible. For example, on page 3, you might say: *Reptiles and amphibians are amazing animals. Some are slithery, and some are slimy.* Continue by having students repeat the language you used.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.

### Set the Purpose

- Explain to students that reading this book will help them to learn about reptiles and amphibians. Encourage them to read to find things that are alike and different about these two groups of animals. Remind them to use the strategy of visualizing to remember important information from the book. (This will help them fill out the Venn diagram later in the lesson.)

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish early to go back and reread. Ask students whether they stopped to visualize, or picture in their mind, any of the information they read.

## Lesson Plan *(continued)*

## Slithery and Slimy

- **Think-aloud:** *As I was reading through page 5, I thought about what I was reading and visualizing in my mind. I thought about the most important information to remember. I pictured in my mind the dry, scaly skin of a lizard as it sits in the sun. I also thought about baby lizards which look like tiny versions of their parents. By visualizing these things in my mind as I am reading, it is easier to remember the facts about the animals. I also connected the things I visualized to things I had actually seen before. This is another way to remember important information. Now, read the rest of the book and use the strategy of visualizing to help you remember important facts about reptiles and amphibians.*
- Have students read the remainder of the book. Remind them that the pictures in their mind might be different from the pictures in the book.



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 which 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

- Have students share any other questions they had while they were reading. Ask how using the strategy of visualization helped them understand and remember what they read.
- **Think-aloud:** *When I read about frogs and toads on page 12, I visualized a frog leaping across a pond with its long legs stretched out behind it. When I thought about a toad, I pictured a fat toad sitting in a garden after rain and making loud croaking noises.*
- Have students share important information they visualized while they were reading. Reinforce that using what they already know and visualizing as they read helps them make meaning from text. Explain to students how visualizing keeps them actively involved in the reading process and helps them understand, remember, and enjoy what they read.

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

- **Discussion:** Review with students interesting information they learned about reptiles and amphibians while reading the book. Discuss animals that students have seen in your area and compare them to the types listed in the book.
- **Introduce and model:** Explain to students that one way to remember important information is to compare and contrast one group with another group. When we *compare* groups, we are looking for how they are alike. When we *contrast* groups, we are looking for how they are different.
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Reptiles* and the right circle *Amphibians*. Explain to students that information telling how reptiles and amphibians are similar is written where both circles overlap. Information that is only true of reptiles is written in the left side of the left circle. Information that is only true of amphibians is written in the right side of the right circle.
- Direct students to page 4 in the book and reread pages 4 and 5 aloud to them. Say: *When I look at pages 4 and 5, I can see that the author has helped me by summarizing the ways that reptiles and amphibians are alike and different. I can add information from these pages to the Venn diagram. Reptiles and amphibians have backbones, so where the circles overlap, I will write have backbones. The skin of reptiles is not the same. In the left-hand circle under Reptiles, I will write dry, scaly skin. In the right-hand circle under Amphibians, I will write moist skin, no scales. These are not the only ways the two groups are alike and different. We can continue to look for other similarities and differences.*
- **Check for understanding:** Have students find another way in which reptiles and amphibians are alike or different. Have one or two students share their answers, and write the information on the Venn diagram.

## Lesson Plan *(continued)*

## Slithery and Slimy

- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their answers.



Have students use the inside back cover of their book to write one or two new things they learned about reptiles and amphibians and illustrate them.

### Build Skills

#### Phonics: Consonant *th* digraph

- Write the word *with* on the board and say it aloud with students.
- Have students say the /th/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters together stand for the /th/ sound in the word *with*.
- Circle the *th* digraph. Explain to students that the letters *t* and *h* together stand for the /th/ sound at the end of the word *with*. Have students practice writing the *th* digraph on a separate piece of paper as they say the sound the letters together stand for.
- **Check for understanding:** Write the following words that end with the /th/ sound on the board, leaving off the final *th* digraph: *both*, *math*, *fifth*. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [consonant \*th\* digraph worksheet](#). If time allows, discuss their responses.

#### Grammar and Mechanics: Bullets

- Have students turn to pages 4 and 5, and ask them how the text is different on this page than in the rest of the book (it is written as a list).
- Explain to students that the small dot in front of each item on the list is called a *bullet* and that the text is presented as a *bulleted list*. Some computers make bulleted lists automatically. Bullets allow a writer to organize information and make it easier for a reader to read.
- **Independent practice:** Introduce, explain, and have students complete the [bullet worksheet](#). If time allows, discuss their answers.

#### Word Work: Compound words

- Review or explain to students that *compound words* are two words put together to make a new word. Have students look at page 4 in the book. Tell them that *backbones* is a compound word and write the word *backbones* on the board. Underline the two words that make up the compound word, *back* and *bones*. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Have students look on page 14 to find another compound word (*earthworms*). Discuss the two words that make up the compound word *earthworms*.
- **Check for understanding:** Have students think of other compound words. Write the words on the board and have students come up and underline the two words that make up each compound word. Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the bigger word.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow 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.

## ***Extend the Reading***

### **Science Connection**

Have students research a reptile or amphibian of their choice. Provide books and Internet access for students to use to research their animals. Have them record three to five facts about their animal and use the information to write a report to present to the class.

### **Writing and Art Connection**

Have students write and illustrate a fiction story using the reptile or amphibian they researched in the Science Connection as the main character. Be sure to have them include some of the facts about their animal in their fiction story.

### **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 use the strategy of visualizing in their mind as they read
- accurately compare and contrast reptiles and amphibians during discussion and on a worksheet
- correctly identify the consonant *th* digraph during discussion and on a worksheet
- correctly identify the use of bullets during discussion and on a worksheet
- correctly identify and form compound words during discussion and on a worksheet

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**