

Focus Question:

How are animal horns different?

Book Summary

Text Type: Nonfiction/Informational

What do sheep and bulls have in common? They both have horns, like many other animals! Read *Animal Horns* to discover more about this animal feature. Vivid photos will capture students' interest as they learn about adjectives and comparing and contrasting.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand the story
- ☐ Compare and contrast information
- ☐ Describe information provided by pictures
- ☐ Discriminate initial consonant *scr*-blend
- ☐ Identify initial consonant *scr*-blend
- ☐ Recognize and use adjectives
- ☐ Identify and use antonyms

Materials

- ☐ Book: *Animal Horns* (copy for each student)
- ☐ Compare and contrast, initial consonant *scr*-blend, adjectives 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.

- **High-frequency words:** *has, this, use*
- **Words to Know**
Story critical: *antelope* (n.), *curved* (adj.), *fighting* (v.), *horns* (n.), *scratching* (v.), *straight* (adj.)

Guiding the Reading

Before Reading

Build Background

- Ask students to discuss animals with horns. Have students talk about how the animal horns discussed are the same and how they are different.
- Create a KWLS chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for knowledge we learned, and the *S* stands for what we still want to know. Discuss and fill in the first column (*K*) on the board with information the students know about animal horns.

Introduce the Book

- Give students their copy of *Animal Horns*. 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:

Ask and answer questions

Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while they read helps readers remember and understand information in the story. Direct students to the cover page and model asking questions about the animal shown. Ask students what they would like to know about animal horns. Write their questions on the class chart under the second column (*W*). As students read, encourage them to ask questions, and record them on the class chart.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that one way to understand new information in a book is to organize it by describing how objects are alike and different. Explain that noting how objects are alike is called *comparing* and noting how objects are different is called *contrasting*.

Guiding the Reading (cont.)

- Draw a Venn diagram on the board and write *compare* (alike) in the center and *contrast* (different) on the outer sides of the diagram. Write *front cover* on one side of the diagram, *page 1* on the other side, and *both* in the middle. Have students work with a partner to compare and contrast the picture of the horns on the front cover with the horns on page 1. Invite students to share their observations and write them on the class chart.

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 different animal horns. 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.

- *How would you describe the water buffalo’s horns?* (level 1) pages 4
- *What do you notice about the lizard’s horns and the mountain goat’s horns?* (level 2) page 5 and 7
- *How would you contrast the mountain goat’s horns to the antelope’s horns?* (level 2) pages 7–8
- *What facts would you select to support the idea that animal horns are different?* (level 3) multiple pages
- *What would happen if a bull and a sheep switched horns?* (level 3) pages 6 and 9

Text Features: Pictures

Explain that pictures are helpful when reading because they provide the reader with important information. Have students review the pictures throughout the book and discuss how the pictures in the story could help them compare and contrast. Have students describe different pictures that could have been added to the story. Ask students: *Which animals have horns? How are the horns alike and different?*

Skill Review

- Direct students to the class Venn diagram and review the meaning of *compare* and *contrast*. Have students discuss the different kinds of animal horns from the story. Record this information on the class KWLS chart under the (L) column. Ask students if any of their questions from the (W) column were answered. Circle those questions. Ask students what questions they still have about animal horns. Write them under the (S) column on the class KWLS chart.

- Model comparing and contrasting information in the story.

Think-aloud: I know that many animals have horns from reading page 3 of the story. I can compare and contrast the different horns to learn more. I read that the bull has long horns on page 6. I see on page 7 that the mountain goat has horns like the bull. The mountain goat has short horns unlike the bull. So, the mountain goat and the bull are alike because they both have horns. They are different because the mountain goat has short horns and the bull has long horns. These are two different types of horns.

- Direct students to the class Venn diagram and write *mountain goat* on one side, *bull* on the other side, and *both* in the middle. Write *the mountain goat and the bull have horns* under *both*. Write *the mountain goats has short horns* under *mountain goat* and *the bulls has long horns* under *bull*.
- Model and discuss how to complete the **compare-and-contrast worksheet** using evidence from the text. Have students discuss the details they noted with a partner.

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: Compare and contrast

Review the compare-and-contrast worksheet that students completed with a partner. Have students share their work with the group. List ideas on the board.

Comprehension Extension

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

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that animal horns are different because some are big, some are little, some are long, some are short, some are straight, and some are curved.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant scr-blend

- Say the word *scratching* aloud to students, emphasizing the initial /scr/ sound. Have students say the word aloud and then say the /scr/ sound.
- Have students practice saying the /scr/ sound to a partner and then brainstorm a list of words that begin with the /scr/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the scr-blend.
- **Check for understanding:** Say the following words one at a time and have students stomp when they hear a word that begins with the /scr/ sound: *scribble*, *scan*, *scroll*, *screwdriver*, *scold*, *scuba*, *scrooge*, and *scary*.

Phonics: Initial consonant scr-blend

- Write the word *scream* on the board and read it aloud with students.
- Have students say the /scr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /scr/ sound in the word *scream*.
- Write the word *cream* and read it aloud with students. Have students discuss with a partner the difference between the two words. Point out that the digraph *scr* creates a different initial sound in the word *scream*.
- Have students practice writing the letters *scr* on a separate sheet of paper while saying the /scr/ sound.
- Have students identify words that begin with *scr* in the book.
- **Check for understanding:** Write the following words on the board: *crunch* and *crew*. Say each word, one at a time. Have students work with a partner to change each word by adding the letter *s* to create the scr-blend and then say the new words aloud. Have volunteers come to the board and change each word so it begins with the scr-blend. Point to the new words and have students read them aloud.

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

Grammar and Mechanics: Adjectives

- Turn to page 9 of the story. Have students describe to a partner the animal horn in the picture. Call on students to share one descriptive word with the rest of the class, and record the words on the board.
- Explain to students that *adjectives* are *words that describe nouns*. Explain to students that adjectives bring greater detail and clarity to writing.
- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the story. Call on students to share with the rest of the class an adjective they found, and have other students give a thumbs-up signal if the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Have students find and point to the word *big* on page 4. Have students discuss with a partner what the word *big* means.
- Explain to students that words that mean the opposite of another word are called *antonyms*.
- Ask students to think of a word that means the opposite of *big*. Have students to turn to page 5 and find the antonym for *big*. Invite students to discuss the word *little* with the class.
- Ask students to look for another example of antonyms, words that have opposite meanings.
- **Check for understanding:** Have students work in pairs to find and circle all examples of antonyms in the story. Have students call out the number of antonyms they found. Have students explain to a partner why those words are antonyms.

Connections

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