

### About the Book

Text Type: Nonfiction/Descriptive Page Count: 12 Word Count: 167

#### Book Summary

Students can be animal detectives as they read *What in the World Is That?* By using the clues in the book, can they determine what the mystery animal is before the end of the book? The author compares and contrasts the unknown animal and different creatures, revealing more and more of its attributes with each comparison. Students will be so absorbed with the fun of unraveling the mystery that they won't even realize that they are learning to make predictions and identify main idea and details.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify main idea and details
- Discriminate initial consonant L-blends
- Identify initial consonant L-blends
- Recognize and apply questions marks
- Recognize and use question words

#### Materials

Green text indicates resources available on the website.

- Book—*What in the World Is That?* (copy for each student)
- Chalkboard or dry erase board
- Photographs of different animals
- A rubber band
- Highlighters
- Main idea and details, initial consonant L-blends, question marks 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: *is*, *it*, *what*
- Content words:

Story critical: *bill* (n.), *claw* (n.), *platypus* (n.), *sleek* (adj.), *strange* (adj.), *webbed* (adj.)

Enrichment: *feathers* (n.), *gnaw* (v.), *whiskers* (n.)

## Before Reading

### Build Background

- Place photographs of different animals in a pocket chart or along the chalkboard ledge and ask students to identify them. Write the name of each animal on the board, above its picture.
- Discuss with students how they know what each animal is. For example, using a picture of an elephant, ask students what features of the animal prove to them that it is actually an elephant (long trunk, huge ears, tusks, big feet).
- Place another photograph of an animal in the pocket chart or along the chalkboard ledge, but cover it so students cannot see it. Reveal just one animal feature, such as the eyes or tail, and ask students if they can guess the animal. Continue to show one body part at a time until students correctly guess the animal. Repeat with a new animal, as time allows.

### 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 *What in the World Is That?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Remind students that good readers make guesses, or predictions, about what they are reading. Point out that they base their predictions on prior knowledge and clues from the text. Emphasize that the goal is not to make sure that the prediction is right but rather that the prediction makes sense, based on the available clues.
- Model making predictions using the information on the covers and title page.  
*Think-aloud: The title page shows pictures of different animal body parts, including feet, a tail, and a bill. The title of the book is What in the World Is That? The cover shows the shadow of an animal with a big question mark across it. Based on these clues from the book, I predict that I am going to be reading about animals and figuring out what some mystery animals are.*
- Invite students to share predictions they made using information from the cover and title page. Record their predictions on the board.
- 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**

- Remind students that every book has a main idea, which is the big idea that the book is mostly about.
- Explain to students that in certain books, details help to determine the main idea. Encourage students to think about all the details they are reading and try to figure out the main idea of this book as they read.
- Model how to identify details.  
*Think-aloud: I know that every book has details that help explain the main idea. These first pages have a lot of animal pictures. I recognize a bird bill, and I see some feet and tails, although I'm not sure what animals they belong to. I also see a shadow of a strange creature swimming in the water. Because of these details, I know my main idea will have something to do with animals. I'm not sure what that main idea will be, though. I will keep noticing all the details I read so I can discover the main idea of this book.*
- Invite students to share with a partner their prediction about the main idea of this book. Have them write their prediction on a separate sheet of paper. Remind them that they will change this main idea as they come across more details in the book.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *Those feet look unusual. It must be because they are webbed feet! Webbed feet have skin that stretches between the toes. Do you have webbed feet?*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *sleek* on page 10 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the bodies of two animals. They have brown fur that looks smooth. When I look at the first part of the word, it starts with the /s/ sound. However, the word *smooth* starts with the /sm/ sound, and the word *brown* starts with the /br/ sound, so neither of these can be the word. I know that when hair is smooth, it is sometimes called sleek. The word sleek starts with the /s/ sound. The sentence makes sense with this word. The word must be sleek.*

### Set the Purpose

- Have students make and revise predictions about the mystery animal as they read the book. Remind them to think about the main idea of the book, based on the details they are reading.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*At*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making and revising predictions.  
**Think-aloud:** *Earlier, I predicted that we would be reading about animals. Now I know that we are reading about animals, so that prediction is confirmed. I also predicted that we would be guessing about mystery animals, but the information in the book tells me that there is only one strange animal at the end of this book. I need to revise my prediction. I predict that we will be guessing about one mystery animal. The book shows us that the animal has a long, flat tail like a beaver's tail. I predict that the mystery animal is not a beaver, though, because the tails look a little different. I predict that the animal is an otter because that animal also has a long, flat tail.*
- Revisit the predictions recorded on the board and ask students to point at any confirmed predictions. Circle these predictions and write the letter C next to them. Ask students if they would like to revise any old predictions. Invite students to come to the board and change their predictions as necessary.
- Ask students to work with a partner to discuss new predictions they formed now that they have read more of the book. Encourage students to predict the actual type of animal with the clues they have. Ask pairs to share their predictions. Record all new predictions on the board.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share the predictions they revised, the predictions they confirmed, and the new predictions they made. Record all the information on the board.
- Remind students that they are looking for details that will lead them to the main idea of the book. Ask students to share some of the details they read in the book. Record those details on the board (these are all traits describing the strange animal). Point out that all these details have something to do with the mystery animal, which means that the main idea has something to do with the strange animal.

## Lesson Plan *(continued)*

## What in the World Is That?

- Have students return to the main idea they recorded on a separate sheet of paper earlier. Ask them to predict and write a new main idea that they think the details they have read so far support. Remind them that this main idea should have something to do with the strange animal. Invite volunteers to share their predicted main idea.
- Have students read the remainder of the book. Remind them to use their predictions 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:** *We now know that the strange animal is a platypus. My earlier prediction, that it was an otter, was not confirmed. My other prediction, that we would be guessing about one mystery animal, was confirmed. Making predictions, and then revising or confirming them after gathering more information, helped me to focus more attention on the book and better understand the information.*
- Ask students to find all the confirmed predictions on the board. Invite volunteers to come to the board, circle those predictions, and write the letter C next to them.
- Ask students to explain how making, revising, and confirming predictions helped them to understand and remember the book.

### Reflect on the Comprehension Skill

- **Discussion:** Have students take out their sheet of paper with their predicted main idea. Ask them to think about everything they learned in the book, and have them write one last main idea on their sheet of paper.
- Ask volunteers to share their thoughts, and guide the class to form a cohesive main idea for the book, based on their individual ideas, similar to the following: *A platypus is a strange animal.*
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the platypus and many of its features and actions. Why do you think the author kept the platypus's name a secret until the end of the book? What did you learn about the platypus?

### Build Skills

#### Phonological Awareness: **Discriminate initial consonant L-blends**

- Say the word *claw* aloud to students, emphasizing the initial /cl/ sound. Have students say the word aloud and then say the /cl/ sound.
- Using a rubber band as a prop, stretch it out. Explain that you are going to stretch out the word *claw*, just like a rubber band, so students can easily hear the blend at the beginning of the word. Say the word *claw* again, stretching out the word by saying each phoneme slowly. Have students repeat. Ask them what two sounds they hear at the beginning of *claw* (the /k/ sound and the /l/ sound). Point out that each individual sound in the blend can be heard, yet the two sounds flow together.
- Say the words *claw* and *caw* aloud to students. Ask students to describe how the two words sound different.
- Explain to students that the other L-blends are: *bl*, *cl*, *fl*, *gl*, *pl*, and *sl*. Cite examples of words that use these blends (*blew*, *clean*, *fly*, *glue*, *sleek*).

## Lesson Plan *(continued)*

## What in the World Is That?


- **Check for understanding:** Say the following words, one at a time, and have students slap their desk when they hear a word that begins with the initial consonant *L*-blend: *play*, *pay*, *cay*, *clay*, *slip*, and *sip*.

### Phonics: Identify initial consonant *L*-blends

- Write the word *claw* on the board and say it aloud with students.
- Have students say the /cl/ 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 /cl/ sound in the word *claw*.
- Explain to students that the *cl* letter combination is one of the blends in the *L*-blend family. Explain that a consonant blends with the letter *L* to create these blends. Write the following blends on the board: *bl*, *cl*, *fl*, *pl*, and *sl*. Guide students in brainstorming examples of words that start with each blend. Write these words on the board under the appropriate blend. Invite volunteers to come to the board and circle the *L*-blend in each word.
- **Check for understanding:** Ask students to find and circle an *L*-blend word on page 4 (*claw*), page 6 (*flat*), page 10 (*sleek*), and page 12 (*platypus*).
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant \*L\*-blends worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Question marks


- Write the following sentence on the board: *What is that animal?* Read the sentence aloud with students.
- Remind students that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and circle the signal at the end of the sentence.
- Remind students that the signal at the end of the sentence on the board is called a *question mark*. Have students say the phrase *question mark* aloud. Point out that the question mark is like a stop sign because it tells readers to stop reading. It also tells readers that a question is being asked.
- Have students practice drawing question marks on their desk with their finger.
- Reread the sentence aloud to students. Emphasize how the voice is inflected at the end of a question sentence. Read the sentence as if it were a statement, and ask the class if that sounds right to them.
- Have students ask a partner questions about animals. Invite volunteers to share those questions. Write them on the board, interspersed with statements about animals, and leave off the ending punctuation. Call on random students to come to the board and add the correct ending punctuation to each sentence.

 **Check for understanding:** Have students locate and circle all the sentences in the book that end with a question mark. Have them read the questions to a partner.

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

### Word Work: Question words

- Ask students to look at the title on the cover of the book. Have them point at the question word in the title (*What*).
- Remind students that *question words* are words that indicate that a question is being asked. Explain that one of the most common question words is the word *what*.
- Lead a brainstorming session of other question words, such as *who*, *when*, *where*, *why*, and *how*. Write those words on the board.

 **Check for understanding:** Have students locate and highlight every occurrence of the word *what* in the book. Have them ask a partner a question using the word *what* in the sentence. Invite volunteers to share their question with the class.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. 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**

### **Descriptive Nonfiction Writing and Art Connection**

Have students identify an animal they like. Take them to the library so they can find books about that animal. After they have done some research, ask them to draw a picture of their animal. Then have students write several sentences that describe that animal, based on what they learned in their library books.

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

### **Science Connection**

Have students create a mystery animal folder. Bring in magazines or printouts with animal pictures. Have students choose an animal and cut out a picture of it. Pass out folders to every student and have them glue their animal picture inside the folder. Next, have them cut a small hole in the front of the folder so that only a small portion of the animal can be seen—an ear, a foot, or some other small body part. On the front cover, around the hole, have students write clues about their animal using facts about what it looks like, what it eats, where it lives, and so on. Inside the folder, on the opposite page from the animal picture, have students write the name of their mystery animal and several more facts about it.

### **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 make, revise, and confirm predictions to understand text
- accurately identify the details that support the main idea of the book during discussion and on a worksheet
- consistently discriminate initial consonant *L*-blends during discussion
- correctly identify and write *L*-blend combinations during discussion and on a worksheet
- properly apply question marks during discussion and on a worksheet
- accurately use questions words

**Comprehension Checks**

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