

About the Book

Text Type: Nonfiction/Informational **Page Count:** 16 **Word Count:** 182

Book Summary

Animals move in many ways, and they use different body parts to help them get from place to place. *Legs, Wings, Fins, and Flippers* provides emergent readers the opportunity to summarize text and classify information. Photographs support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand and remember information
- Classify information presented in text
- Segment syllables
- Identify short /i/ vowel
- Identify and use verbs
- Alphabetize words

Materials

Green text indicates resources available on the website

- Book—*Legs, Wings, Fins, and Flippers* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Classify information, short /i/ vowel, verbs 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

- **High-frequency words:** *have, many, these, use*
- **Content words:** *chicks, leap, webbed*

Before Reading

Build Background

- Ask students to name some animals. Discuss how these animals move.
- Make a list on the board of animals and sort them into three groups according to the way they move: land, air, and water. Ask students to think about how these animals are alike in their movements.

Preview the Book

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 *Legs, Wings, Fins, and Flippers*. (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: **Summarize**

- Explain that one way readers understand and remember new information in a nonfiction book is to review in their mind, or summarize, what they have just read.
- Point out the table of contents at the beginning of the book and tell students that, in one section of the book, they will read about animals that live on land.
- Model using the table of contents to summarize.
Think-aloud: As I am reading about animals that live on land, I am going to summarize, or review in my mind, the information I am reading. For example, if I read that some animals can climb trees, I might think to myself: I saw a squirrel climbing up a tree in my backyard yesterday. It used its legs to scurry up the tree.
- Explain that summarizing in their mind as they read helps them stay actively involved in the book and connect with new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that authors often arrange information in nonfiction books in groups, or categories. Each category is usually discussed in a section of its own. Explain that placing things in a group, or category, is called *classifying*.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each category of information and to keep track of the different classifications as they read.
- Model how to classify information using the table of contents.
Think-aloud: As I read the table of contents, I can see that the first section is about animals that live on land, the second section is about animals that live in the air, and the third section is about animals that live in water. Earlier, we made a chart with the headings land, air, and water. Under each heading, we listed some animals that live in each place. We put the animals into groups, or classified them according to the place where they live.
- Have students name other animals and practice classifying them.


Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use what they know about various animals as they preview the pictures.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 5 you might say: *Most animals that live on land have legs. They can have different numbers of legs.*
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *insects* on page 8. Model using the beginning word part in and the picture to read the word. Then read the sentence to students and ask if the word *insects* makes sense.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *insects* in the dictionary. Remind students that a dictionary will only list the singular version of a word, so they will need to locate the word *insect*. Invite a volunteer to read the definition for *insect*. Have them compare the definition with their prior knowledge of the word.
- Have students follow along on page 8 as you read the sentence in which the word *insects* is found to confirm the meaning of the word.

Set the Purpose

- Have students read to find out how different animals move. Remind them to summarize as they read each section and think about how they would classify each animal.

During Reading
Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 7 and then stop to think about what has happened so far in the book. Encourage students who finish before others to reread the text.
- Model summarizing.
Think-aloud: As I read, I paused to summarize in my mind what I learned about animals that live on land. For example, I read that animals can have different numbers of legs and that some animals have no legs. They slide their bodies to move. I'll keep reading to learn more interesting facts about how other animals move. While I read, I'll summarize what I've read to help me remember the new information.
- Introduce the **classify information worksheet**. Have students write the names of some animals that have legs under the correct heading.
- **Check for understanding:** Have students read to the end of page 10. Invite them to share the important information about animals that have wings. Ask students to write a brief summary of this section on a separate piece of paper. Have them share what they wrote.
- Have students record any additional classifying information on their worksheet.
- Have students read the remainder of the book. Remind them to summarize what they have read so far and think about classifying to help them understand 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

- 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 animals and how they move because I summarized the information in my own words as I read the book.
- **Independent practice:** Have students write a summary of the last section on a separate sheet of paper. If time allows, invite students to read their completed summaries aloud.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the animals they read about and how they classified them.
- **Independent practice:** Have students complete the **classify information worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about how animals move on land, in the air, and in water. Each animal has special body parts that help it move. Think about the different ways that you move. What special body parts help you move? In what places could you move if you were in this book? In what group would you be classified?

Build Skills
Phonological Awareness: Segment syllables

- Tell students that every word contains one or more parts. Explain that these parts are called syllables.

Lesson Plan *(continued)*


Legs, Wings, Fins, and Flippers

- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *animals*. Clap each time you say a syllable (3 claps).
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables and tell how many syllables are in each word: *move, horses, different, bats, bodies, flippers, land, water*.

Phonics: **Short /i/ vowel**

- Write the word *insects* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letter stands for the short /i/ sound in the word *insects*.
- **Check for understanding:** Write the following words that contain the short /i/ sound on the board, leaving out the letter *i*: *give, little, tin*. Say each word, one at a time, and have volunteers come to the board and add the letter *i* in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ vowel worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 7 in their book. Read the second sentence aloud together. Ask students to name the word that identifies an action (*slide*).
- Write the following sentence on the board: *Bats and birds fly in the air*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.
-  **Check for understanding:** Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **Alphabetizing**

- 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 *frogs* and *penguins* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *f* or *p*. Explain that the word *frogs* would come first in an alphabetical list.
- Write the words *insects* and *bats* on the board. Have students identify the initial letter in each word (*i* and *b*). Ask students to identify which letter comes first in the alphabet (*b*). Explain that the word *bats* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *monkeys, chicks, fish, whales, seals, birds, jellyfish, horses*. 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. 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 students summarize the book to someone at home. Remind them to classify the animals.

Extend the Reading

Informational Writing Connection

Have students draw a picture of an animal. Have them write sentences to tell how the animal moves and the body parts it uses. Have students include at least two facts about the animal.

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

Science Connection

Use the charts created during the lesson, as well as other information in books or Internet resources, to discuss how animals move. Create more in-depth charts about the numbers of legs, wings, fins, and flippers that animals from the book have. Add new animals to the groups as students learn about them.

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:

- accurately and consistently summarize the story during discussion to understand text
- accurately classify information in nonfiction text during discussion and on a worksheet
- accurately segment syllables in one-, two-, and three-syllable words during discussion
- identify and write the letter symbol that stands for the short /i/ sound during discussion and on a worksheet
- accurately identify and understand the use of verbs during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

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