

Focus Question:

What are twins, and how are they special?

Book Summary

Text Type: Nonfiction/Informational

Twins may look similar or enjoy the same things, but every twin is a unique individual. *Two Make Twins* introduces students to the different types of twins and the special bond they share. This book can also be used to teach students how to compare and contrast as well as to ask and answer questions to better understand the text. The book and lesson are also available for levels L and O.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Compare and contrast ideas
- ☐ Describe information provided by photographs
- ☐ Manipulate initial sounds
- ☐ Identify consonant digraph *th*
- ☐ Recognize and use subject-verb agreement
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Two Make Twins* (copy for each student)
- ☐ Compare and contrast, subject-verb agreement, alphabetical order 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:** *also*, *can*, *they*
- **Words to Know**
Story critical: *bond* (n.), *face* (v.), *fraternal twins* (n.), *identical twins* (n.), *opposite* (adj.), *twins* (n.)
- **Academic vocabulary:** *alike* (adj.), *different* (adj.), *same* (adj.)

Guiding the Reading

Before Reading

Build Background

- Have students turn to a partner and discuss ways in which they are the same as their family members. Point out that these similarities may include physical appearances, like and dislikes, and so on. Invite volunteers to share their discussions. Then have students discuss with their partner how they are different from their family members. Invite students to share with the class.

Introduce the Book

- Give students their copy of *Two Make Twins*. 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).
- 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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board and explain each column to students. Invite students to share their knowledge about twins and record this information in the *K* column. Ask students what questions they have about twins and record these questions in the *W* column. Point out that the *L* column is to record what they have learned and the *S* column is for information they still want to know that was not included in the book.



Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Compare and contrast

- Write the words *compare* and *contrast* on the board and read them aloud to students. Have students turn to a partner and discuss the meaning of each word. Invite students to share their discussions with the class. Explain that to *compare* means to look at the way things are the same and to *contrast* means to look at how things are different.
- Create a Venn diagram on the board and label the right circle *teacher* and the left circle *student*. Invite students to share how a teacher and a student are similar and different. Model how to record their responses in the Venn diagram.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point to the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about twins. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 are twins different from other babies?* (level 1) page 5
- *How are identical and fraternal twins similar? How are they different?* (level 2) multiple pages
- *Why do twins have a special bond?* (level 1) page 12
- *In what ways can twins be the same? In what ways can they be different?* (level 3) multiple pages
- *Why is each twin one of a kind?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in small groups to review the photographs on page 15. Ask students: *How do these photographs help you to better understand the differences between fraternal and identical twins? How do these photographs give you more information than the words in the book?* Have students review other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Review the questions listed in the *W* column of the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and those should be listed in the *S* column.
- Model comparing and contrasting information from the text.
Think-aloud: *As I read, I pause often to think about how twins are the same and how they are different. Comparing and contrasting helps me remember and understand what I have read. For example, when I compare the twins in the photograph on page 11, I notice that these twins have several characteristics that are the same. For example, both twins have red hair, are drinking milk, and have on red shirts. I will record this information in the Venn diagram where the circles overlap to show how these twins are alike.*
- Have students work in small groups to contrast the twins on page 11. Invite each group to share their findings and record this information in the Venn diagram.
- Model how to complete the **compare-and-contrast worksheet**. Have students work with a partner to compare their findings.

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. Have students share their responses with the class.

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. (Responses should include the following: *Twins are two babies born in one birth. They are special because they grow in their mother's body together and develop a close bond.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Manipulate initial sounds

- Explain to students that they are going to play a word game. In this game, they will make a new word by replacing the first sound with a new sound. For example, say the word *boy* aloud and have students repeat it. Then have students change the initial consonant /b/ sound to the /t/ sound. Invite a volunteer to share the new word (*toy*).
- **Check for understanding:** Say the following words one at a time, and have students change the initial sounds; change *nap* to *map*, *pick* to *kick*, *rash* to *mash*, *like* to *hike*, *sit* to *pit*, *seat* to *neat*, *rod* to *nod*, *tap* to *sap*, and *dig* to *rig*.

Phonics: Consonant digraph th

- Write the word *things* on the board and read it aloud to students. Ask what sound they hear at the beginning of the word *things* and what letters make this sound. Underline the consonant digraph *th*.
- Explain that the letters *t* and *h* together make the /th/ sound. Write the following words on the board, leaving out the consonant digraph *th*: *thank*, *month*, *this*, *moth*, *think*, *bath*, *thump*, *brother*. Invite volunteers to the board to add the consonant digraph *th* and read each word aloud as a class.
- **Check for understanding:** Review pages 4 through 8 with students and have them circle all of the words containing the consonant digraph *th*. Invite volunteers to share their findings with the class.
- **Independent practice:** Have students review pages 9 through 15 with a partner and circle all of the words containing the consonant digraph *th*. Invite students to share their findings with the class.

Grammar and Mechanics:

Subject-verb agreement

- Write the following sentence on the board: *Many twins travels to Ohio for Twins Day*. Read it aloud and invite a volunteer to share with the class how to change the sentence so it is correct. Change the

sentence so it reads as follows: *Many twins travel to Ohio for Twins Day*. Read the sentence aloud and ask students to give a thumbs-up signal if the sentence sounds correct.

- Explain to students that writing follows rules about how the verbs, or action words, in a sentence work together with the subject of the sentence. The subject and the verb must agree, or work together. Underline the words *twins* and *travel*. Point out that the verb, *travel*, must agree with the subject, *twins*.
- Explain to students that when the subject is plural, or refers to more than one person, place, or thing, there is nothing added to the end of the verb. Write a new subject on the board such as *brother*. Point out that when a subject is singular, or only one person, place, or thing, then the suffix *-s* must be added to the end of the verb.
- Read the caption on page 6 aloud to students as they follow along. Invite a volunteer to identify the subject (*identical twins*) and the verb (*like*). Point out that the subject refers to more than one person and the verb does not need the *-s* at the end. Read the caption on page 9 aloud to students and invite them to underline the subject and circle the verb in each sentence.
- **Check for understanding:** Have students work with a partner to reread page 14 and underline the subject in each sentence and circle the verb. Review students' responses as a class.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain to students that sometimes words are organized in alphabetical order. Point out that alphabetical order is determined by looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the following words on the board and read them aloud: *twin*, *sister*, *brother*, *mother*. Underline the first letter of each word. Model for students how to place the words in alphabetical order.
- **Check for understanding:** Invite students to the front of the room to display the words: *twins*, *same*, *different*, *bond*, *identical* on sentence strips. Read each word aloud and have students turn to a partner to discuss how to place the words in alphabetical order. Invite a volunteer to arrange the students in the correct order. Have the class give a thumbs-up signal if the order is correct.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Connections

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