

## About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 172

### Book Summary

*Animal Eyes* gives the reader an up-close look at the eyes of some familiar animals. Readers are encouraged to guess what kind of animal has the type of eyes presented before turning the page to find out. Photographs provide clues that help readers decode unfamiliar words.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Connect to prior knowledge to understand text
- Compare and contrast
- Discriminate initial consonant s-blends
- Identify initial consonant s-blends
- Recognize adjectives as words that describe
- Understand and use content vocabulary

### Materials

Green text indicates resources available on the website

- Book—*Animal Eyes* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, initial consonant s-blend, content vocabulary 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: see, to, you
- Content words:  
 Story critical: *animals* (n.), *dragonfly* (n.), *eyes* (n.), *lizard* (n.), *owl* (n.), *spider* (n.)  
 Enrichment: *chameleon* (n.),

## Before Reading

### Build Background

- Have students tell what body part they use to see. Have them tell other things they can do with their eyes (cry, wink, show surprise, express emotions, close to sleep).
- Have students tell about animals they have seen that have two eyes. Ask students if they have ever seen an animal that has more than two eyes.

## Book Walk

### Introduce the Book: **Connect to prior knowledge**

- Explain to students that making a connection with something they already know about the topic of the book they are going to read, helps them understand and remember what they read.
- Show students the front and back covers of the book and read the title. Ask students what they think this book will be about based on the cover information. Model how to use prior knowledge.  
*Think-aloud: When I read a new book, I try to think about what I already know about the topic in the book. When I look at the title of this book, I can think of lots of animals that have eyes. One time a bird landed on the sill of the window I was looking out of. I don't think it could see me because it just sat there. I got a close-up look at its eyes. I predict that I'll read about bird's eyes in this book, and maybe some other animals, too.*
- Show students the title page and ask them what they see in the picture. Turn the pages in the book so students can see the pictures on alternate pages and make predictions about what kind of animal's eyes are on the page. If necessary, model once more how you draw on your personal knowledge to make predictions about the book.

### Introduce the Vocabulary


- Go through the book with students. Ask them to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use their knowledge of animal eyes as they preview the pictures.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 3 you might say: *What is the child using to look at the camera? What is the dog using? How are their eyes alike? What do you see that is different?*
- Model for students the strategies they can use to work out words they don't know. Have students find the word *spider* on page 6. Ask students how they could read this word if they didn't know it. Suggest that they might look at how it starts and read /sp/. They might recognize the sound the letter *i* makes in the middle of the word, and they might know the sound the letters *er* make at the end of the word. Read the sentence to them and ask if the word *spider* makes sense.

### Set the Purpose

- Have students think about what they already know about eyes as they read the book.

## During Reading

### Student Reading

- **Guide the Reading:** Give students their book and have them put a sticky note on page 8. Direct them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- When they have finished, ask students whether the text matches the pictures. Have students point out animal eyes they have seen in real life, in books, or on TV that are like those in the book. Have them tell how this helped them understand what they read. Model making connections to prior knowledge.  
*Think-aloud: My friend keeps two lizards in a terrarium. It's fun to watch them. They have strange eyes; one eye can move one way and one can move the other. Making that connection helps me understand what I am reading.*
- Tell students to read the remainder of the story.  
 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 tell how making connections helped them be active readers and remember what they read. Reinforce that knowing something about the topic before reading helps them understand what they read.

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

- **Introduce and model:** Pair students and have them look at each other's eyes. Tell them to look at the shape, size, and color. Have them tell how their eyes are alike and different from the other students'. Tell students that thinking about how things are alike and how they are different can help them understand what they read.
- Group students according to eye color without telling them why they are in a group. Then tell students to look at one another's eyes and figure out what group they belong to. Have them raise their hands as soon as they do. Take a marker and a piece of paper to the group and have them quietly tell what their group is. Write it on the paper for them. When all of the groups have identified themselves, have each group decide what the other groups are.
- **Check for understanding:** Have students look at the front and back covers of the book. Have them tell what is alike in each picture (there is one eye; the eye is open). Have them tell what is different in each picture (one eye is big, one is small; one looks shiny, the other does not; one has hair around it, the other has strange skin).
- **Independent Practice:** Tell students to complete the [compare-and-contrast worksheet](#). Discuss their responses.



**Extend the Discussion:** Instruct students to use the last page of their book to draw a picture of an animal with big eyes and an animal with small eyes. Have students share their pictures with the group.

### Build Skills

#### Phonological Awareness: **Initial consonant s-blends**

- Say the word *stamp* and ask students to repeat it. Tell students that they can hear the /st/ sound at the beginning of the word. Explain that the /s/ sound and the /t/ sound blend together to make /st/. Segment the /s/ and /t/ sounds, and then blend the sounds to say /st/. Ask students to repeat the individual sounds and then the blend.
- Repeat the process above with the following words: *sled, slug, slice, smile, smoke, skirt, skate, spider, spool, star, strawberry, swan*.

#### Phonics: **Initial consonant s-blends**

- Write the words *step, smog, spot, slug, snap, swell, skit* on the board. Circle the s-family blend in each word. Tell students that the letter *s* and the second letter in each word blend together.
- Run your finger under each word as you have students sound it out with you.
- Write the following portions of words on the board: *\_\_op, \_\_ell, \_\_ill, \_\_ip, \_\_iff, \_\_ip, \_\_im*. One at a time, provide the following clues and ask individual students to fill in the blank with the correct blend:

*the opposite of go (stop)*

*what you do with your nose (smell)*

*when you knock over your milk, you \_\_ it (spill)*

*what you might do if you step on an icy sidewalk (slip)*

*what a car might do on an icy road (skid)*

*something your nose does (sniff)*

*an action that is a bit like running and bit like hopping (skip)*

*what you can do in water (swim)*

## Lesson Plan *(continued)*

## Animal Eyes

- Give students the [initial-consonant s-blend worksheet](#), go over the example provided, and instruct students to complete the worksheet. When completed, discuss their answers.



**Extend the activity:** Tell students to circle each word in the book that has an s-blend (small, spider).

### Grammar and Mechanics: **Adjectives**

- Have students turn to page 4 to find out what sizes animal eyes can be (*small* and *large*). Explain that these are adjectives and that good writers use them to help readers get pictures in their minds or imagine what is happening in the story. In a book like this one, the adjectives provide details and help them understand what is in the pictures.
- Have students look on page 4 for another word that tells what animal eyes can look like (*strange*). Discuss their responses. Explain that the word *very* is used to tell *how* strange the eyes are.
- Have students turn to page 6. Have them circle the words that tell how many eyes the spider has and how big the dots are (*eight*, *little*). Explain that *adjectives* can *tell how many, what kind, or which one*. Ask students to tell what the word *eight* tells, and what the word *little* tells.
- Continue through the remainder of the book, asking students to identify the adjectives that tell what each lizard eye sees and how many eyes make up a dragonfly's eyes.

### Word Work: **Content vocabulary**

- Tell students that the many of words they read in the book are used to tell about animal eyes. Provide opportunities for students to talk about difficult words such as *lizard* or *dragonfly*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Introduce, explain, and have students complete the [content vocabulary worksheet](#).

## **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**

### Writing Connection

Have students write, complete, and illustrate the following sentences: *This animal has \_\_\_\_ eyes.* Have students complete the sentence with an adjective. Then have them draw a picture of the animal. Display their sentences and illustrations on a bulletin board titled *Animal Eyes*.

### Science Connection

Use this lesson as an introduction to a unit on the senses. Help students make the connection between the body part and its sensory function through touch, taste, smell, and hearing activities. Set up centers in which students can experience and record their observations. For example, a touch center might have five boxes filled with different materials such as sandpaper, cotton, silk, a towel, and a rock. Students can put their hand through a hole in the box to determine what they are feeling, and then use an adjective to tell what it feels like. They can record their responses (using inventive spelling) on a simple form numbered 1–5 to correspond with the number on each touch box.

**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 or dictate a response.
- 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:**

- connect their prior knowledge and life experience about eyes to understand nonfiction text
- identify likenesses and differences in nonfiction text and on a worksheet
- recognize the sounds of initial consonant s-blends
- associate initial consonant s-blends orally and on a worksheet
- recognize adjectives as words that describe
- use content vocabulary

**Comprehension Checks**

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