

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 309

Book Summary

Many slow creatures inhabit the animal world. In *Slow and Slower* students will have the opportunity to read about some of these sluggish animals. Students can compare the slow animals to the slower ones using the full-page chart. As they read this interesting and informative book, students will have the opportunity to ask and answer questions as well as to classify information. Supportive photographs, detailed maps and charts, high-frequency words, and repetitive phrases support readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Classify information
- Segment syllables
- Identify initial consonant *sn*-blend
- Recognize and use adjectives
- Understand how to place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Slow and Slower* (copy for each student)
- Chalkboard or dry-erase board
- [Classify information, initial consonant *sn*-blend, adjectives worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *about*, *that*, *they*
- Content words:

Story critical: *avoid* (v.), *creep* (v.), *energy* (n.), *mammals* (n.), *seldom* (adv.), *sneaks* (v.)

Before Reading

Build Background

- Ask students to name some animals. Write the animal names on the board. Discuss how the animals move and sort them into categories (walk, run, slither, fly). Ask students to think about whether the animals are fast or slow and discuss why they think this.

Book Walk

Introduce the Book

- Give students their copy of the book. 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 story, 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 students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers ask questions before and while reading a story, and look for answers as they read. Explain to students that asking and answering questions helps readers understand and enjoy the book.
- Model asking questions as you preview the book.
Think-aloud: *On the front cover of the book I see a turtle. I know a turtle is a slow-moving animal. Since the title is Slow and Slower, I wonder what other slow-moving animals I will read about in this book. I will write that question on the board. (What slow-moving animals will I read about?) On the back cover, I see snails crawling out of a circle and people watching them. I think they might be having a race. I wonder if there really are snail races. I will write that question on the board too. (Are there really snail races?) I will have to read the story to find the answers to my questions.*
- Have students preview the rest of the story, looking at the pictures, cover, and inserts. Ask them to share any questions they have.
- 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 engaged readers often think about the objects in a book, what they have in common, and then sort them into groups. Sorting objects into different categories is called *classifying information*. Classifying information helps readers better understand the book.
- Write the following words on the board: *turtles, fish, snails, horses, giraffes, whales, cows, frogs, birds, and tigers*. Ask students to identify what all the words have in common (they are all animals). Explain that they can sort these objects into groups by thinking about more specific traits.
- Model how to classify information.
Think-aloud: *As I thought about how to group these animals, I started by asking myself what they had in common. I thought about how small snails are and how large tigers are. I will make a group with the heading Small Animals and a group with the heading Large Animals. Snails belong in the first group, while tigers belong in the second group. Next, I thought about the word fish. Does a fish belong in the first or second group? Fish are usually small animals that live in ponds or lakes, so it belongs with the snails, in the group of small animals.*
- During the Think-aloud, write the phrases *Small Animals* and *Large Animals* on the board. As you classify each animal, write its name under the correct heading. Continue classifying the remaining animals. Have students point to the group in which they believe the animal belongs. Discuss the size of the animal with the class, and then write the animal's name under the correct category.
- Ask students to work in groups to think of different categories they would use to sort the animals. Have groups classify the animals with their new categories and invite them to share their grouping with the class.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the animal world has some very slow animals. Snails are some of the slowest animals. Even the fastest snails are pretty slow.*


- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context, illustrations, or photographs to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word seldom, I could read the definition in the glossary, but I could also turn to the page it's found on, read the words and sentences around it, and look at the photographs for clues. When I read page 6 and study the photograph, I can guess that the word must mean the sloth does not often move.*

Set the Purpose

- Have students use what they already know about animals to ask and answer questions as they read. Remind them to think about how to classify things in the story.

During Reading

Student Reading

- **Guide the reading:** Have students 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 asking and answering questions.
Think-aloud: Earlier I asked the question, What other slow moving animals will I read about? So far I have read about snails, starfish, and the three-toed sloth. I learned they are all very slow-moving creatures. Starfish just creep along, and sloths move so seldom plants grow in their fur. I also asked, Are there really snail races? I learned from reading the caption on page 3 that racing snails have numbers on their backs to make it easy to tell them apart. So I guess there really are snail races. I wonder which animal will be the slowest. I will have to keep reading to find out.
 - Invite students to share some questions they asked or answered as they read.
 - Model classifying information.
Think-aloud: I have read about snails, starfish, and three-toed sloths. When I think about what these animals have in common, the first thing that comes to mind is where they live. Sloths and snails both live on land, while starfish live in the water. I think I can classify the animals in this book according to the places they live. I will write the headings Land and Water on the board. I will write the words snails and sloths under the Land heading and the word starfish under the Water heading.
 - **Check for understanding:** Have students read to the end of page 10. Encourage them to ask and answer questions as they read.
 - Invite volunteers to share the names of the animals they read about through page 10. Record a list on the board. Have students work in groups to classify these animals into the *Land* or *Water* category. Invite volunteers to share their groups. Record the animals on the board under the appropriate heading.
 - Have students read the remainder of the book. Remind them to ask and answer questions 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:** *Earlier, I wondered which animal was the slowest. When I read page 9, I learned that snails are the slowest of the animals compared on this page. A snail would take forty-five minutes to travel the length of a school bus! That is much slower than all of the other animals. As I read, I answered one of the questions I had while reading the book. Asking and answering question helped me remember the details of the book.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the classification of animals in the groups *Land* and *Water*. When all the animals from the book have been sorted into groups, erase the headings. Have students work together in groups to create new categories for the animals and to classify them into these groups. Have students share their groups and justify their choices for each category.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their response.
- **Enduring understanding:** In this book, you learned about some of the slowest animals on Earth. Now that you have read and thought about this information, what are some reasons they are slow?

Build Skills

Phonological Awareness: Segment syllables


- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *energy*. Clap each time you say a syllable (three 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: *mammal*, *distance*, *creep*, *seldom*, *butterfly*, *manatee*, and *monster*.


Phonics: Initial consonant sn-blend

- Write the word *sneak* on the board and say it aloud with students.
- Have students say the /sn/ 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 /sn/ sound in the word *sneak*.
- Have students practice writing the letters *sn* in the air with their finger while saying the /sn/ sound.
- **Check for understanding:** Write the following words that begin with the /sn/ sound on the board, leaving off the initial consonant blend: *snap*, *snip*, *snag*. Say each word, one at a time, and have volunteers come to the board and add the letters that represent the /sn/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant sn-blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *Have you ever seen a giant tortoise?* Ask students to identify a noun in the sentence (*tortoise*). Underline the word *tortoise*. Ask students to identify how the tortoise is described (*giant*).
- Explain that *adjectives* are words that *describe nouns or pronouns*. An adjective tells which one, how many, color, size, what kind, and so on.
- Write the following sentences on the board: *Sharks are fast hunters. They live in cold water.*
- Have individual students come to the board and circle the adjective in each sentence. Then have them underline the noun that each adjective describes.

 **Check for understanding:** Have students identify and circle the adjectives on page 10. Have them underline the noun each adjective describes. Discuss the results as a group. Ask volunteers to identify whether the adjectives describe which one, how many, what kind, and so on.

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

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students words are placed in alphabetical order by first looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the words *mammals* and *energy* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *m* or *e*. Explain that the word *energy* would come first in an alphabetical list because the letter *e* comes before the letter *m* in the alphabet.
- Write the words *creep* and *seldom* on the board. Have students identify the initial letter in each word (*s* and *c*). Ask students to identify which letter comes first in the alphabet (*c*). Explain that the word *creep* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *snail*, *tortoise*, *humans*, *butterfly*, *loris*, *manatee*, and *animals*. 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 them discuss groups they classified items into as they read the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture one of the animals they read about in the book. Under the picture, have students write sentences giving details about the animal.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Locate more information on the animals discussed in the book and discuss it with students. Use the information in the book, the new information gathered, and the maps from the book to explore the reasons these animals move slowly. Have students classify the animals on the basis of this new information.

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 use the strategy of asking and answering questions to understand text during discussion
- accurately classify information during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbols that represent the initial consonant blend /sn/ sound in text, during discussion, and on a worksheet
- correctly recognize and use adjectives during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- Book Quiz
- Retelling Rubric