



## About the Book

Text Type: Nonfiction/Informational Page Count: 18 Word Count: 387

### Book Summary

This book teaches students about animals and their skeletons. Through detailed illustrations and repetitive phrases, readers learn about the types and functions of bones in humans and other animals.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Segment syllables
- Identify vowel pattern *-ight*
- Recognize and use pronouns *they* and *it*
- Place words in alphabetical order

### Materials

Green text indicates resources available on the website

- Ask and answer questions
- Book—*Animal Skeletons* (copy for each student)
- Chalkboard or dry erase board
- *KWL/ask and answer questions, compare and contrast, vowel pattern -ight, pronouns 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: *looks, many, some, this, your*
- Content words:

Story critical: *bones (n.), different (adj.), hollow (adj.), light (adj.), skeleton (n.), support (n.)*

## Before Reading

### Build Background

- Write the word *skeleton* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students if they have ever seen a skeleton. Discuss the types of animals that might have skeletons.
- Create a KWL chart with students on the board. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they have learned about a topic. Ask students to name some of the things they already know about skeletons. List the information in the *Know (K)* column of the chart.

## Lesson Plan *(continued)*

## Animal Skeletons

- Give students their copy of the **KWL ask-and-answer questions worksheet**. Have them write what they know about animal skeletons in the *K* column.
- Tell students they will soon be writing questions they have about animals and their skeletons in the *W* column of their KWL chart.

### 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 *Animal Skeletons*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *Look at this skeleton. How is it different from your skeleton? Do you know what it is?* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

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

- Discuss how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Model asking questions, based on the covers and title.  
**Think-aloud:** *The title of the book is Animal Skeletons. Just flipping through the book and looking at the pictures, I think part of the book will tell about human skeletons, and another part will tell about skeletons of other animals. I wonder what kinds of bones there are, so I'll write that question on my KWL chart: What kinds of bones make up my body? I'll have to read the book to find out.*
- Have students write any questions they have about animal skeletons, based on the covers and a quick picture-walk, in the *W* column of their KWL worksheet.
- Allow students to share aloud any questions they may have before they begin reading.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to describe how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast*.
- Draw a Venn diagram on the board. Label the left side *Pen* and the right side *Pencil*.
- Show students a pen and a pencil. Model how to compare and contrast using these objects.  
**Think-aloud:** *I can compare and contrast a pen and a pencil. I know that a pen uses ink to make marks on paper, but a pencil uses graphite to make marks on paper. I will write ink on the Venn diagram under the heading Pen and graphite under the heading Pencil to show one way these two objects are different. I know that a pen and a pencil are both used for writing. I will write used for writing on the diagram where the circles overlap to show one way these two objects are the same.*
- Invite students to suggest other ways that a pen and a pencil are the same and different. Write student responses on the Venn diagram under the appropriate headings.

#### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *There are many different kinds of bones in your body.*

## Lesson Plan *(continued)*

## Animal Skeletons

- 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 *skeleton* on page 3 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows several types of bones in a human body. I know humans are made up of bones. When I look at the first part of the word, it starts with a /sk/ sound. However, the word bones starts with the /b/ sound, so this can't be the word. I know that a human body with just bones is sometimes called a skeleton. The word skeleton starts with the /sk/ sound. The sentence makes sense with this word. The word must be skeleton.*

### Set the Purpose

- Have students use what they already know and the questions they asked about skeletons to help them read the book. Remind them to think about how the skeletons in the book are alike and different.

## During Reading

### Student Reading

- Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, 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:** *On page 4, I read that there are many sizes of bones in a human body. Some are long, others are flat, and some are small. I will add this information to the KWL chart under the L (Learned) heading: Bones can be long, flat, or small. This information answered the question I asked earlier. I think that the rest of the book will be about other animals and their skeletons. I wonder if the bones of humans and other animals will be alike. I can add this question to the chart as well: How are the bones of humans and other animals alike? I think that if I continue to read the book, I will be able to answer the questions on the chart.*
- Invite students to share revisions and additions made to their KWL chart while they were reading.
- Draw a Venn diagram on the board. Label the left side *Leg Bones* and the right side *Foot Bones*. Have students identify things that are alike and different about the bones they read about in the book (Leg bones are long and large; foot bones are small and short). Write this information on the Venn diagram on the board.
- Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked or answered as they read. Add questions and answers to the KWL chart on the board. (Accept all answers that show students know how to ask and answer questions as they read.)
- Have student pairs discuss how an alligator skeleton and an elephant skeleton are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
- Have students read the remainder of the book. Remind them to ask and answer questions as they read and think about how the animal skeletons might be alike and different.



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:** *When I read page 18, I thought about the animal skeletons I had already read about in the book. Some of the skeletons have parts that are alike, and other parts are different. I learned that every animal has a skeleton that matches the animal's needs.*

## Lesson Plan *(continued)*

## Animal Skeletons

- Review the questions on the KWL chart on the board and discuss the answers gathered while reading. Record the answers in the *Learned (L)* column of the chart. Be sure to discuss the fact that not all questions can be answered and that further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them understand and remember the information in the book.

### Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some animals and their skeletons. All the skeletons were different in some ways from others in the book. Now that you know this information, why do you think it's important for animals to have different skeletons, based on their needs?

### Build Skills

#### Phonological Awareness: **Segment syllables**

- Review or explain that a *syllable* is a part of a word. Have students listen as you count the syllables in the word *skeleton*. Say the word as you clap each syllable. Tell students that you clapped three times because there are three parts to the word.
- **Check for understanding:** Write the following words on the board: *hollow, bones, different, supported*. Have students say each word and clap for each syllable.

#### Phonics: **Vowel pattern -ight**

- Write the word *right* on the board and say it aloud with students. Underline the *-ight* part of the word.
- Explain to students that *-ight* is a word pattern, or word family. Say: *If we look at these letters as one chunk of information, we can use it to help us make and read other words with the same chunk sound.*
- Covering up the *r*, say *-ight* and have students repeat it. Then uncover the *r* and say the word *right*, putting emphasis on each sound.
- Change the *r* to *l* and repeat the step. Point out to students that by changing only the first sound, they can make a new word.
- **Check for understanding:** Write the *-ight* word pattern on the board several times with a blank line at the beginning. Say the following words aloud, one at a time, and have a volunteer come to the board to write the beginning sound: *bright, might, tight*.
- **Independent practice:** Introduce, explain, and have students complete the [vowel pattern -ight worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Pronouns**

- Write the following words on the board: *they* and *it*. Explain to students that *pronouns refer to and replace nouns*. Pronouns are used in talking or writing so the name of a person, place, or thing does not have to be repeated too many times.
- Have students turn to page 3. Select a volunteer to read the third sentence aloud. (*Bones give your body shape and support.*) Have another student read the next sentence aloud. (*They keep the soft parts inside you safe.*) Ask students what the word *they* is referring to or replacing (*bones*).
- Have students turn to page 7. Ask them to reread this page to find a pronoun (*it*). Ask students what the word *it* is referring to (*skeleton*).

## Lesson Plan *(continued)*

## Animal Skeletons

- **Check for understanding:** Have students turn to page 8. Have a volunteer read the first sentence aloud. (*It's an eagle.*) Have another student read the next sentence aloud. (*Its bones are hollow and light.*) Ask students what the word *Its* is referring to or replacing (*eagle*). Discuss the difference between the word *it's* (contraction standing for the words *it is*) and *its* (pronoun).
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their responses.

### Word Work: Alphabetical order

- Write the words *skeleton* and *bones* on the board. Have a volunteer explain which word would appear first in alphabetical order (*bones*) and why (because *b* comes before *s* in the alphabet).
- Write the words *wrist* and *legs* on the board. Ask a volunteer to tell which word would appear first in alphabetical order (*legs*) and why (because *l* comes before *w* in the alphabet).
- **Check for understanding:** Write the words *short* and *tall* on the board. Have a student come to the board and circle the word that would appear first in alphabetical order.
- **Independent practice:** Have students write the following words in an alphabetical list on a separate piece of paper: *whale, frog, horse, eagle, snake*.

## 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. Have them compare and contrast two of the animal skeletons in the book with someone at home.

## Extend the Reading

### Writing and Art Connection

Provide students with books about animals and the kinds of food they eat or the ways they move. Have students choose an animal and draw a picture of its skeleton. Under the picture, have students tell how the animal's skeleton helps it eat or move.

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

### Science Connection

Work with students to create a list of animals. Discuss how the animals are alike and different. Group the animals according to similarities and differences.

### 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 ask relevant questions and locate answers to questions during discussion and on a worksheet
- accurately compare and contrast objects during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbols that represent the *-ight* pattern during discussion and on a worksheet
- correctly understand and use pronouns during discussion and on a worksheet
- correctly alphabetize a list of words during discussion and on a separate piece of paper

**Comprehension Checks**

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