

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 268

Book Summary

Animals, Animals is about some of the fascinating animals in our world. Each page describes interesting facts and brings the world of animals to the reader. Pictures enhance the text.

Book and lesson also available at Levels E and H.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to prior knowledge to understand nonfiction text
- Identify main idea and details
- Identify vowel digraphs ee and ea
- Identify adjectives and the nouns they describe
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Animals, Animals* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Main idea and details, adjectives, synonyms 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.

Content words:

Story critical: **camel** (n.), **elephants** (n.), **elk** (n.), **fox** (n.), **giraffes** (n.), **hippopotamus** (n.), **kangaroo** (n.), **polar bears** (n.), **snow leopards** (n.), **zebra** (n.)

Enrichment: **antlers** (n.), **burrow** (n.), **coat** (n.), **grasslands** (n.), **manes** (n.), **pouch** (n.), **savannas** (n.), **trunks** (n.)

Before Reading

Build Background

- Ask students if they have ever been to a zoo or a wildlife park. Ask them to tell what kinds of animals they saw there and to name some of their favorites.
- Tell students that animals are like people in many ways. As is true with people, animals have exceptional, or special, things about them that we might not be able to know just by looking at them. Provide an example, such as: *You may not know just by looking at me, but I am exceptionally good at ____*. Ask students to share things that are special about them that someone may not be able to tell just by looking at them.

- Tell students that as they read the book, they may be reminded of interesting facts they already know about the featured animals, and they also may learn some interesting new details.

Preview the Book

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, fiction or nonfiction, 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).
- Ask students whether they are familiar with the animals they see on the covers and title page. Have them share any facts they already know about them. Then ask them to think about anything they may be curious about regarding the animals they see in the illustrations.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read in a book. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Tell students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: As I look at the cover of this book, I notice that the illustration is of a leopard. I already know that leopards are one kind of big cat. In the large illustration, it looks as if the leopard is climbing a mountain. I predict that the book is going to tell me where animals, such as this leopard and the fox on the back cover, live. I may learn other new information about these and other animals, but the page on leopards will be easier for me to read because I can connect the new information with what I already know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Identify main idea and details**

- Remind students that a main idea is the general topic of a book or the subject of a section of a book. Details are the extra facts or descriptions that give the reader more information.
- Explain to students that authors often give details about a topic to help the reader understand information that may be new to them. Providing details can help the reader picture the subject more clearly in his or her mind.
- Provide a simple model of identifying a main idea and detail. Draw a sample two-column chart on the board. Write the heading *Person* above the left column and the heading *Detail* above the right column.
- Model the skill of identifying main idea and details.
Think-aloud: The topic, or main idea, of my chart is People. [Write your name in the first column and then write a detail about yourself, either physical or something about your personal preferences or talents.] The detail I listed will help you to know a little more about me and would help you form a more complete picture of me in your mind if you were to read the chart without looking at me.
- As a group, add student names to the list. Have each student provide a detail about him- or herself that may be new information to the class, and write it on the chart. Explain that after they read the book, students will make a similar chart that includes each animal, or the section's main idea, and details about the animals they read about.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the illustrations and use the vocabulary they will encounter in the text. Model how to use what they know about various animals as they preview the illustrations.

- Reinforce new vocabulary by incorporating it into the discussion of the illustrations. For example, on page 3 you might say: *The antlers on the elk remind me of large antlers on a deer.*
- Remind students of the strategies they can use to work 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 base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model strategies students can use to work out words they don't know. Have them find the word *hippopotamus* on page 11. Ask students how they might read this word if they didn't know it. Suggest that they look at how it starts and read the /hip/ segment. Then have students read the next two segments /po/ /pot/. Model combining all of the segments (*/hip/ /po/ /pot/ la/ /mus/*). Read the sentence to them and ask if the word *hippopotamus* makes sense in the sentence.
- Remind students to look for familiar parts in words they don't know and to check that the word make sense in the sentence.

Set the Purpose

- Have students read the book to find out about various animals. Remind them to stop after every couple of pages to think about what they already know about animals, such as where they live and what they eat. Thinking about each animal will help them remember information when they have finished reading.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book, and have them put a finger on the bottom of page 7. Tell them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words they had trouble with. Then have them point out the animals that were familiar to them. Have them tell how thinking about what they already knew about some of the animals helped them as they read. Have students tell about some of the new details and information they learned.
- **Think-aloud:** *When I read about elk, I read that they have large antlers. I remembered a time when my family and I saw an elk as we were driving while we were on vacation. The elk had huge antlers. This helped me read the new word antlers. If I didn't already know about antlers, it might have been harder for me to understand that part of the book.*
- **Check for understanding:** Have students share some of the things they thought about as they read information on the pages so far. Select volunteers to share connections they made between prior knowledge and the text. Ask other students to explain the details that helped them understand and picture the information.
- Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Explain that noting details about each animal will help them to remember and better understand what they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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 share any examples of how connecting with their prior knowledge helped them. Reinforce how thinking about what they already know about the topic of the book helps them understand and remember what they read and keeps them actively engaged in the text.
- **Think-aloud:** *When I came to page 7 and saw the illustration of the camel, it reminded me of when I went to a petting zoo and touched a camel. I even sat on its back and went for a ride! Thinking about this while I read made that section quite easy for me.*
- Check student understanding by inviting them to share connections they made with the section on camels or any other section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Ask students which animals they were already familiar with in the book. Invite them to share something they already knew about the animal(s) and something new that they learned. Ask if they thought about other animals as they read the book.
- **Check for understanding:** Explain to students that it helps them remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students their copy of the [main-idea-and-details worksheet](#). Explain that they can list all the animals they read about in the first column and details about the animals in the second column. When they have finished filling in the chart, they will have a summary of the key information in the book. Say: *The first animal I read about was the elk. I will write this in the first column. I read that elk are in the deer family, they are excellent swimmers and can run very fast, and that males have large antlers. I will write elk in the column under Animal and in the deer family, good swimmers and runners, males have large antlers under Detail.*
- Have students record the example on their worksheet.
- **Check for understanding:** Have students find the next animal in the book and tell some of the characteristics or key facts about that animal. If they are correct, have them write the information on their worksheet.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. Have them share their responses when they have finished.
- **Enduring understanding:** In this book, you read about some of the many fascinating animals in our world. Like people, animals come in a wide variety of shapes, sizes, and colors. Each one is beautiful and special in its own way. There are animals all around us in nature, though sometimes we don't take the time to notice them or see the special things about them. The next time you are outside, find an insect or other animal in nature and really look at it. Ask yourself: *What do I notice? Do I see something I've never seen before?* Take time to appreciate all the beauty that nature and the animal world have to offer.

Build Skills

Phonics: Vowel digraphs ee and ea


- Write the word *sleep* on the board and point to the letters ee. Explain to students that the letters e and e together stand for the long /e/ vowel sound they hear in the middle of the word *sleep*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ vowel sound. Another combination is ea. Explain to students that these combinations of letters together are called *long vowel digraphs*.
- Write the words *spree* and *spa* on the board and say them aloud. Ask students which word contains the same vowel sound as in *sleep*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words containing a digraph with the long /e/ vowel sound the same as in *sleep*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 8. Instruct them to find and circle the word *eat*. Write the word *eat* on the board. Point out the letter combination that stands for the long /e/ vowel sound

and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *sleep*. Point out that the long /e/ vowel sound comes from the digraph in the middle of this word. Next, run your finger under the letters as you blend the two sounds in *eat*: *ea/t/*. Point out that even though there are three letters, only two sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.

- Repeat the blending activity with the words *sheep*, *wheat*, *sweet*, and *stream*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ vowel sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.
- **Check for understanding:** Have students go through the rest of the book and circle the words that contain the vowel digraphs *ee* and *ea*.

Grammar and Mechanics: **Adjectives**

- Review or explain to students that a *noun* is a *person*, *place*, or *thing*.
- Write the following words on the board: *red hair*. Draw a line under *hair* and explain that this is a noun, or a thing. Then draw a circle around *red* and explain that this is an *adjective*, or a *describing word*. The adjective gives information about the noun by describing it. Adjectives tell what kind, which one, or how many.
- Have students turn to page 4. Ask a volunteer to give a fact that tells something about the size of a giraffe (*tall*). Explain that the word *tall* is an adjective that describes a giraffe.
- Ask students to find the words *long trunks* on page 5. Write the words on the board. Have a volunteer circle the adjective (*long*) and draw a line under the noun it describes (*trunks*).

 **Check for understanding:** Have students go through the book, circling the adjectives and underlining the nouns they describe.

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

Word Work: **Synonyms**

- Review or explain that *synonyms* are words that have similar meanings. Provide an example by writing the word *large* on the board. Read it aloud and ask a volunteer to name a word with nearly the same meaning, such as *huge*, *big*, and so on.
- Explain that authors often vary the words they use to make the text more interesting. Explain to students that when using synonyms in writing, it is important to choose the correct word as a synonym to keep the meaning consistent and clear.
- Have students turn to page 3. Say the word *excellent* and have them locate it on the page. Ask volunteers to offer synonyms for *excellent*, and list them on the board. Read the sentence on page 3, substituting *excellent* with a new word. Have students check for accuracy of sentence meaning with the use of each synonym.
- **Check for understanding:** Repeat the process with the word *small* on page 8. Brainstorm synonyms and read each sentence on the page, substituting *small* with a synonym from the list. Have students check each sentence's meaning.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

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 students practice identifying main idea and details as they read.

Extend the Reading

Informational Writing Connection

Have students research an animal not mentioned in the book. Ask them to find a little-known fact about the animal. Have them determine how the special attribute of the animal affects the way the animal lives, looks, moves around, and so on. Have students write what they learned about their chosen animal.

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

Art Connection

Have students use information they gathered in the Writing Connection activity to draw a picture of the animal they chose. Encourage them to include the special detail or attribute of their animal in their drawing.

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 connect new information to prior knowledge
- accurately identify main idea and details in nonfiction text orally and on a worksheet
- correctly identify vowel digraphs *ee* and *ea* during discussion
- correctly identify adjectives and the nouns they describe in class discussion and on a worksheet
- correctly identify and use synonyms during class discussion

Comprehension Checks

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