



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,129

Book Summary

Wildlife Rescue informs readers about the rehabilitation of injured animals. It tells readers what to do if they find an injured animal and describes the many steps that are taken to rehabilitate these animals. The book also discusses disaster rescues and the release of rehabilitated wildlife.

Book and lesson also available at levels R and U.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand nonfiction text
- Sequence events
- Understand and use prepositions within sentences
- Identify how the suffix *-ion* changes the meaning of words

Materials

Green text indicates resources available on the website

- Book—*Wildlife Rescue* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Summarize, sequence events, prepositions, suffixes 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

Content words:

Story critical: *ambassadors* (n.), *exotic* (adj.), *forage* (v.), *incubator* (n.), *indigenous* (adj.), *quarantined* (v.)

Enrichment: *coaxing* (v.), *colleagues* (n.), *devastated* (adj.), *fledgling* (n.), *ornithologist* (n.), *veterinarians* (n.)

Before Reading

Build Background

- Show students a copy of the book. Have them look at the animal on the cover. Ask students to imagine that this animal shows up injured near their house. Invite them to explain what they would do in this situation.
- Ask students if they've ever seen an injured animal in the wild. Encourage them to share their experiences. Discuss why it is important to get an adult's help and not to touch the animal. Invite students to share what they know about the process of helping injured wildlife.

- Explain that caring for and rehabilitating injured animals takes a trained professional, and that the people who work as animal rescuers and rehabilitators need to provide the animals with adequate space, shelter, food, attention, and medical care.

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).
- 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, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Explain that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Read page 4 aloud to students and model summarizing.
Think-aloud: To summarize, I decide which information is important from what I've read. Then, in my mind, I organize the important information into a few words or sentences. For example, the text on page 4 describes finding animals that are hurt or sick. I will underline this information in my book. The page also describes the people who help these animals. I will underline the words: But some people know just what to do. When I look at this important information, a summary of page 4 might be: People sometimes see animals that are hurt or sick. Trained people will do all they can to help these animals get better.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of the events. Ask students to identify examples of signal words (*today, first, next, then, last, finally, dates, and so on*).
- Model how to sequence events.
Think-aloud: I know that a process, like a story, also has a sequence of events. For example, when I call someone on the phone, first I lift the receiver off the hook. Next, I dial the number using the number pad on the phone. Then, I hold one end of the receiver to my ear. Last, I speak into the other end of the receiver.
- Have volunteers explain the order of a simple process, such as making a sandwich or getting ready for school. Use time-order words (*first, next, and so on*) to record the steps on the board.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board in order: *fledgling, quarantined, incubator, indigenous*.
- Give groups of students several pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and dictionary contain a list of vocabulary words and their definitions.


- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *fledgling* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 9 as you read the sentence in which the word *fledgling* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.
- Show students the picture of the baby bird on page 15. Have them use the vocabulary words in the order in which they appear on the board to create a story about the rescue of the baby bird. Have each student use one vocabulary word to add on to the story. Repeat the activity after reading the book to check for students' understanding of the vocabulary.

Set the Purpose

- Have students read the book to find out more about wildlife rescue, stopping after every few pages to summarize the events of the book in their mind. Encourage students to underline or record on a separate piece of paper the important information in each section as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
 - Model summarizing important information in the book.
Think-aloud: *I made sure to stop after the first few pages to summarize what I'd read so far. First, I decided which events were important. Then, in my mind, I organized the important events into a few sentences. A summary for this section might be: Wildlife rehabbers help many types of animals who are sick, injured, or orphaned. Rehabbers are trained to care for, feed, house, treat, and handle these animals.*
 - **Check for understanding:** Have students read to page 12. Remind them that a particular order of events happens within each of the three steps. Have students reread the section titled "Rescue." Invite them to share the steps that should be taken to rescue an animal (do not touch the animal, tell an adult, call a wildlife rehabber, watch the animal from a safe distance, and so on).
 - Invite students to share the important information in the section. Ask them to write a brief summary of the section on a separate piece of paper. Have them share what they wrote.
 - Have students read the remainder of the book. Remind them to think about the important details in the book so they can summarize the information in their mind as they read. Remind them to continue thinking about the sequence of the events in the book as 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 explain or show how the strategy of summarizing helped them understand the book.
- *Think-aloud:* *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about wildlife rescue because I summarized the important information as I read the book.*
- **Independent practice:** Introduce, explain, and have students complete the [summarize worksheet](#) using one of remaining sections in the book. Have them read their summaries aloud when finished.

Reflect on the Comprehension Skill

- **Discussion:** Direct students to the table of contents. Ask them to identify the three major steps that wildlife rehabilitators take, using the section titles as clues (rescue, rehabilitation, release). Ask students to use sequencing words to define these steps in order. (*First*, they rescue the animal. *Next*, they rehabilitate it. *Finally*, when it is ready, they release it back into the wild.) Write the example sentences on the board, underlining the three sequencing words (*First*, *Next*, *Finally*).
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). When they have finished, discuss answers aloud.
- **Enduring understanding:** In this book, you read about wildlife in need of rehabilitation. Now that you know this information, how can you help protect the land in your area so that wild animals can continue to find food and shelter?

Build Skills

Grammar and Mechanics: Prepositions

- Review or explain that *prepositions* are words that show a relationship between things. They provide information about the *location* (*inside*, *outside*, and so on), *direction* (*to*, *under*, *over*, and so on), and *time* (*after*, *before*, *during*, and so on) when something happens. Prepositions also can explain the relationship between two words (*about*, *with*, and so on).
- List common prepositions on the board, such as: *about*, *after*, *before*, *below*, *between*, *during*, *for*, *in*, *of*, *out*, *over*, *through*, *until*, and *with*.
- Ask students to turn to page 8. Write the following sentence from the book on the board: *Many start as volunteers who learn how to care for animals in the homes and backyards of rehabbers with special wildlife training.* Point to the word *in*. Have a volunteer explain how the preposition is used in this sentence (it explains where they learn).
- Have a volunteer draw a rabbit on the chalkboard. Have another volunteer draw a log in front of the rabbit. Write the following sentence on the board: *The rabbit goes _____ the log.*
- Draw a line from the rabbit *over*, *under*, *through*, *beside*, and *to* the log, one at a time. Have volunteers fill in the blank with the correct preposition.



Check for understanding: Have students look through the text and circle examples of prepositions. On the board, record the prepositions that students identify in the book. Discuss the type of information each preposition provides (how, when, why, and so on) and how each one links the words in the sentence.

- **Independent practice:** Introduce, explain, and have students complete the [prepositions worksheet](#). Discuss their answers aloud after students finish.

Word Work: Suffix -ion

- Have students define *suffix*. (A *suffix* is a word part added to the end of a base word to change the meaning of the word or to change its part of speech.) Have students provide examples of suffixes and explain how each one changes the meaning of the original word.
- Write the word *quest* on the board. Ask a volunteer to tell the meaning of the word or look it up in the dictionary (to search for). Write the word *question* on the board. Explain that the suffix *-ion* has been added to make a new word. Ask a volunteer to tell the meaning of the new word (to ask for further information about something).
- Ask students to explain the similarities between the meanings of the two words (both definitions involve the search for more information).
- Explain that the suffix *-ion* means *the process of doing something*.
- Write the word *migrate* on the board. Have a volunteer use the dictionary to find the definition of the word *migrate* (to move from one region to another). Write the word *migration* on the board. Have students use the definition of the word *migrate* and the *-ion* suffix to explain the meaning of the new word (the act of moving from one region to another).

- Explain that when the *-ion* suffix is added, the spelling of the base word may change. Ask a volunteer to tell how the spelling of the base word *migrate* was changed when the suffix was added (the *e* was dropped before adding the suffix *-ion*).
- **Check for understanding:** Write the words *elevate* and *adopt* on the board. Ask students to define each word. Have them tell whether a spelling change is needed when the suffix is added. Have volunteers write the new words on the board: *elevation* and *adoption*. Discuss how the meaning of each word was altered when the suffix was added.
- **Independent practice:** Introduce, explain, and have students complete the [suffixes worksheet](#). Discuss the words that students made after all students have finished working independently.

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 discuss with someone at home the steps to take if they find a sick or injured animal.

Extend the Reading

Social Studies Connection

Provide print and Internet resources for students to research the 1989 *Exxon Valdez* oil spill in Alaska. Have them look for information about injured wildlife, rehabilitation centers, and the efforts of rehabbers. Have students find out how many and what types of animals were affected, as well as how many releases back to the wild were possible.

Informational Writing Connection

After completing the Social Studies Connection detailed above, have students write a research report on the *Exxon Valdez* oil spill. Have them write five paragraphs explaining the spill, the wildlife affected, the rehabilitation efforts on behalf of those animals, the successful release of animals, and the environmental ramifications of the spill.

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

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 summarizing to better comprehend the text in discussion and on a worksheet
- accurately sequence events of the nonfiction text on a worksheet
- correctly identify and use prepositions during discussion and on a worksheet
- understand the use of the suffix *-ion* during discussion and on a worksheet

Comprehension Checks

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