

### About the Book

Text Type: Nonfiction/Descriptive Page Count: 10 Word Count: 65

#### Book Summary

Do your students like to stick out their tongues? So do other animals! This book explores the variety in the animal world by examining tongues that come in all shapes and sizes—some familiar, some funny, and some bizarre. Photographs and repetitive sentences support emergent readers as they investigate this unique perspective on animals.

### About the Lesson

#### Targeted Reading Strategy

- Visualize


#### Objectives

- Use the reading strategy of visualizing to understand text
- Compare and contrast
- Discriminate initial and final consonant /t/ sounds
- Associate the letter Tt with the /t/ sound
- Discriminate and use nouns
- Identify similes

#### Materials

Green text indicates resources available on the website

- Book—*Animal Tongues* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Hand mirror
- An apple, small pieces of chocolate, and small pieces of celery
- Visualize, compare and contrast, initial and final consonant Tt, nouns 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: *has*, *like*, *this*
- Content words:  
Story critical: *brush* (n.), *long* (adj.), *sticky* (adj.), *strong* (adj.), *thin* (adj.), *tongues* (n.)

### Before Reading

#### Build Background

- Pass around a hand mirror. As each student gets the mirror, have him or her stick out his or her tongue and observe it in the mirror.
- Once each student has had an opportunity to observe his or her tongue, invite students to share their observations. Write their observations on the board.

## 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 Tongues*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers visualize, or make pictures in their mind, as they read. Remind students that readers use the text and what they already know about the topic to help them visualize.
- Model how to visualize using the title of the book.  
*Think-aloud: When I read a book, I pause after reading a sentence or a description to create a picture in my mind using that information. This helps me understand what I am reading. For instance, when I read the title of this book, Animal Tongues, I stop to think about animals I have seen. Have I seen any animal tongues? I have! I think about cat tongues, which they use to lick their fur. And I think about dog tongues, which are big and drooly. I even think about parrot tongues, which are thick and short. I make a picture in my mind of these different tongues.*
- Invite students to share what they visualized when they read the title of the book.
- 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 new information in a book is to organize it by describing how objects are alike and different. Explain that noting how objects are alike is called *comparing*, and noting how objects are different is called *contrasting*.
- Draw a T-chart on the board, and write *compare* on one side and *contrast* on the other. Under the word *Compare*, write the word *alike*, and under the word *Contrast*, write the word *different*.
- Model how to compare and contrast.  
*Think-aloud: We use our tongues to taste food. I can compare and contrast the taste of different foods. I know how both chocolate and apples taste. When I taste them, I notice that they are both sweet. They both are hard when you first bite into them. They are different, too. An apple is crunchy, but chocolate melts in my mouth.*
- Write down ways that the foods are alike in the *Compare* column and ways that the foods are different in the *Contrast* column.
- Invite students to suggest two other familiar foods to compare and contrast. Assign students to groups, and have the groups compare and contrast the two food items. Invite volunteers share how the two foods are alike and different. Write this information on a separate T-chart.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *Look at the anteater's tongue. What does it look like? That's right, this tongue is very thin.*
- Remind students to look at the pictures and to use the context of the sentence to help them decode new words. For example, point to the word *brush* on page 9 and say: *The sentence tells me that the cat has a tongue like this word, so the word must describe the cat's tongue. When I look at the picture, I see that the cat is licking its fur. This word does not start with the /ll/ sound, though; it starts with the /br/ sound. I know that cats comb their fur by licking it, but the word comb starts with the /cl/ sound. Sometimes I comb my hair, but sometimes I brush it, and brush starts with the /br/ sound. The word must be brush.*
- Encourage students to use all of their word-attack strategies to help them decode difficult words.


### Set the Purpose

- Have students read to learn about many different types of animal tongues. Remind them to visualize as they read and to think about how the tongues are alike or different.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Animals*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Cover the picture with your hand and read page 5 aloud. Model visualizing.  
*Think-aloud: Even though this story has pictures, it is important that I also make my own pictures in my mind as I read. My mental pictures probably won't match the pictures in the book, and that's okay. Creating pictures of my own will help me better enjoy and remember the book. On page 5, I read that a lizard has a tongue with two parts. This sentence makes me laugh! It is hard to imagine a tongue that has two parts.*
- Have students draw a picture of what they visualized as they heard this sentence. Invite volunteers to share their picture with the class.
- Show the class the picture in the book. Guide students in discussing how their pictures compare and contrast with the picture in the book.
- Introduce and explain the [visualize worksheet](#). Encourage students to cover the picture on each page as they read and draw pictures of the images in their mind. Then have them uncover the picture and compare their images.
- **Check for understanding:** Have students read to the end of page 7. Stop and ask students to cover the picture on page 8. Guide them to read the text and draw a picture that they visualized for that page. Invite volunteers to share with the class.
- Have students choose two animals. Discuss how the tongues of those two animals are alike and different.
- Invite volunteers to come to the board and write on the T-chart either one way the two tongues are alike or one way the two tongues are different.
- Have students read the remainder of the book. Encourage them to visualize so they can better enjoy and understand the book.

 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 9, I learned that a cat has a tongue like a brush. The first picture I saw in my mind was of a cat with a brush in its mouth! That looked too funny, so I thought about it some more, and I visualized a tongue that had soft bristles like a brush. That seemed more like the way a cat's tongue would look. My picture made me think of times when a cat licked me and how rough the cat's tongue felt.*
- As you describe what you visualized, draw pictures on the board to represent your mental images.
- Have students complete the visualization worksheet. Invite volunteers to share their responses.

- Ask students to explain how visualizing the text helped them to understand and remember what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the meanings of *compare* and *contrast*, and the T-chart created earlier in the lesson. Now that they have read the book, discuss how they might compare and contrast different pairs of animal tongues. Record this information on the T-chart.
- **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 that animal tongues have different shapes and appearances. Why do you think that each animal needs to have a different type of tongue?

### Build Skills

#### Phonological Awareness: **Discriminate initial and final consonant /t/ sound**

- Say the word *tongue* to students, emphasizing the initial /t/ sound. Have students say the word aloud and then say the /t/ sound.
- Explain to students that this word begins with the /t/ sound, but words can also end with the /t/ sound.
- Say the word *eat* aloud to students, emphasizing the final /t/ sound. Have students say the word aloud and then say the final /t/ sound.
- Say the following words aloud: *toes, fast, top, sat, bat, ten*. Have students clap one time when they hear a word that begins with the /t/ sound, and snap their fingers when they hear a word that ends with the /t/ sound.
- **Check for understanding:** Invite volunteers to think of a word that either begins or ends with the /t/ sound. Have volunteers say the word, and then have the rest of the class identify whether the /t/ sound is at the beginning or end of the word.

#### Phonics: **Associate the letter Tt with the /t/ sound**

- Write the word *tap* on the board and say it aloud with students. Circle the letter *Tt*.
- Have students say the /t/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /t/ sound in the word *tap*.
- Write the word *pet* on the board and repeat the process. Remind students that words can begin or end with the /t/ sound.
- Have students practice writing the letter *Tt* on a separate piece of paper while saying the /t/ sound.



**Check for understanding:** Have students read page 3 with a partner. Ask them to find and circle all the words that begin or end with the letter *Tt*. Invite volunteers to share with the class one word that they found; have the class clap one time if the word begins with the /t/ sound, and snap their fingers if the word ends with the /t/ sound.

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

#### Grammar and Mechanics: **Nouns**

- Draw pictures of a person, a house, and an apple on the board. Ask students to identify the pictures and label each picture with a word. Explain that a *noun* is a word that names a *person*, a *place*, or a *thing*. Tell students that all the pictures on the board are examples of nouns.
- Have students walk around the room and find a noun. Remind students that a noun can be a person, place or thing. When they find a noun, have them stop and raise their hand. Call on volunteers and ask them to say what noun they found. Ask volunteers if they have found a person, place, or thing. Repeat as time permits.

## Lesson Plan *(continued)*

## Animal Tongues

- Read page 4 to students, and as you read, have them point to the nouns. Randomly call on students and ask what word they are pointing at; have the class give the thumbs-up signal if the word is a noun.



**Check for understanding:** Have students locate and highlight all the nouns they can find on page 9. Pair students with a partner and have them check each other's work, adding nouns that one may have missed and crossing out any highlighted word that is not a noun.

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

### Word Work: **Similes**

- Read page 7 to students. Ask them if a turtle really has a worm for a tongue. Read page 9 and ask them if a cat really has a brush for a tongue.
- **Think-aloud:** *These sentences are called similes. A simile compares one object to another object using the word like or as. For example, saying a cat's tongue is "like a brush" is comparing the cat's tongue to a brush. Cats have licked me before, and their tongues really do feel as though a brush is rubbing my arm! Authors sometimes use similes to help readers better visualize what they are reading about. The writer could have said the cat has a rough tongue. Instead, she wrote that the cat has a tongue like a brush, which makes us think about the way a brush feels rubbed against our skin and lets us know exactly how rough that tongue must feel.*
- Write the word *soft* on the board. Brainstorm a list of things that are soft. For example: clouds, blankets, puppy fur, pillows, cotton candy, and so on. Record these examples on the board. Lead the class in creating similes using the list and the following sentence stem: "\_\_\_\_\_ are soft like \_\_\_\_\_." For example, you might say, *The blanket is soft like cotton candy*. Encourage creativity, but be sure to redirect students when the simile doesn't make sense.
- **Check for understanding:** Write on the board some descriptive sentences with similes and some sentences without similes on the board. Have students discuss with a partner which of the sentences contain similes and which do not. Invite volunteers to come to the board and write a check mark next to the sentences with similes.

## **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 compare and contrast animals in the book with someone at home.

## **Extend the Reading**

### Descriptive Writing and Art Connection

Have students look through the book again as well as other books with photographs of animals. Discuss animals' overall appearance and then choose a new feature (for example, eyes). Have students choose one animal. Write this sentence starter on the board: *This (animal) has (descriptive word) eyes*. Have students draw a picture of their chosen animal and write a sentence for their picture using the sentence starter as a guide. For a challenge, have students write a simile to describe their picture.

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

### Math Connection

Bring in a simple recipe that requires measuring. Bring in ingredients and measuring cups and spoons (make sure to do any hazardous parts, like cutting, beforehand). Explain to students that they are going to use their tongue to eat, just as the animals do. Before any cooking can occur, discuss the names of the measurements you will be using. Do some fun measurement activities, such as using smaller measuring instruments and filling up the big ones. Have students estimate how many times it will take to fill the bigger measuring instrument. Record on the board the names of the measuring implements used, and explain that these are standard units of measurement. Assign students to groups, and either have each group do the whole recipe or each group do one step of the recipe. Be sure to make enough for the whole class to enjoy a sample.

### 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 visualize to understand text during discussion and on a worksheet
- accurately compare and contrast objects during discussion and on a worksheet
- consistently discriminate initial and final consonant /t/ sound during discussion
- correctly identify and write the letter symbol that represents the /t/ sound during discussion and on a worksheet
- correctly discriminate and use nouns during discussion and on a worksheet
- correctly identify similes during discussion

### Comprehension Checks

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