

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 728

Book Summary

Extreme Animals introduces some fascinating members of the animal kingdom. Discover which fish can climb a tree and which creature tastes food with its feet! Includes clever illustrations.

Book and lesson also available at Levels K and Q.

About the Lesson

Targeted Reading Strategy

- Summarize


Objectives

- Summarize while reading to understand new information in a nonfiction text
- Identify main idea and details in the text
- Identify vowel diphthongs *ou* and *ow*
- Identify superlative adjectives
- Understand and identify synonyms

Materials

Green text indicates resources are available on the website.

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

- Content words:

Story critical: *creatures* (n.), *extreme* (adj.), *mammals* (n.), *quietest* (adj.), *remarkable* (adj.), *reptiles* (n.)

Enrichment: *sensors* (n.), *territory* (n.), *transparent* (adj.)

Before Reading

Build Background

- Ask students if they know what the word *extreme* means. Provide an example to spark familiarity with the term by saying: *Sometimes a weather report will include the phrase extreme conditions and warn people to avoid going outside.* Have students share their ideas and discuss the meaning of the word *extreme*.
- Ask students if they know of any animals that might be considered extreme. Name and list some animals that might be considered extreme and the qualities that make them so.
- Extend the discussion by inviting students to discuss the qualities or characteristics that make something out of the ordinary. Ask them to consider whether people can be extreme and what might make them so. Allow students time to provide examples.

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, illustrator's name).
- Have students talk about the animals they see on the covers and inside pages as they preview the book. Ask students if they have ever seen these types of animals before. Have them share what they think might be extreme about the animals they see.

Introduce the Reading Strategy: **Summarize**

- Explain to students that a tool readers use to understand and remember what they read is to summarize in their mind as they read. Explain that a summary consists of the main idea or ideas and does not include all of the little details.
- Help students understand how to summarize by explaining that a summary does not include all the information they read in the book. Students must decide what information in the book is most important to know and tell about.
- Model how to summarize information in a book.
Think-aloud: As I read this book, I am going to look at the illustrations and think about what I have read. I will stop at the end of the first two pages and ask myself what information was the most important in that section. To do this, I can identify the main idea of the section and look for the important details. When I create a summary in my mind, I will put the ideas together in my own words. When I finish reading the book, I should be able to tell, in my own words, some of the information I have read about extreme animals.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections. Each section has its own main idea, and the information within each section contains details that describe, explain, or clarify the main idea.
- Explain to students that when reading a book or story, readers can do things to help them understand what they read. One way to remember new information is to think or take notes about the details in each section. Remind students that details tell specific information about the main idea.
- Read page 4 with students. Introduce and model the skill of identifying the main idea and details.
Think-aloud: I know the section headings help to identify the main idea, and each section has details to explain and describe the main idea. I see the first section is called "Biggest." When I read this page, I understood that biggest here means longest, heaviest, and tallest. The three biggest animals are the whale, elephant, and giraffe.
- Write the main idea *Biggest* on the board. As a group, record the details of this section: Longest: blue whale; Heaviest: elephant; Tallest: giraffe. Encourage students to keep notes as they read the book.

Introduce the Vocabulary

- Write the following vocabulary on large pieces of paper to be hung up around the room: *extreme, reptiles, mammals, and creatures*. Read each word aloud with students.
- Place students in small groups and assign each group to a word poster. Have them discuss what they know about the meaning of their word and write a definition on the paper. Rotate the groups until each group has visited every word poster.

- Review each word and the information about the word that students wrote on the paper. Create a definition based on students' knowledge and write it on the board.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out that this book does not contain a glossary, and ask where else they might look to find the definition of a word. Review with them how to locate a word and its definition in the dictionary.
- Have a volunteer read the definition for each word from the dictionary. Compare students' definitions with the dictionary definition. Use the comparison to modify the definition for each word on the pieces of paper. Repeat the activity with additional vocabulary words if needed.

Set the Purpose

- Have students read the book to learn more about extreme animals. Remind them to stop and summarize as they read to help them remember important information in the book.

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 8. Have them read to the end of this page. Remind them to summarize in their mind as they read about extreme animals. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words, if any, they had trouble with. Ask if they summarized the sections as they read, and have them tell how this activity helped them understand the information they read.
- **Think-aloud:** *As I read page 5, I was thinking about what I was reading and summarizing in my mind. I thought about the most important information to remember. I thought one of the most important things to know about the animals was which one is the smallest. When I read about the bee hummingbird on page 5, I thought it must be the smallest animal in the world because it weighs less than a spoonful of water.*
- **Check for understanding:** Have students share some of the things they thought about as they read the information on the pages so far. Select volunteers to share summaries they created in their minds as they read the text.
- Have students read the remainder of the book. Encourage them to summarize the sections as they read. Remind them to also look for details relating to the main idea of each section of the book. Remind them that noting the details 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 which 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


- Have students share important information they summarized while reading. Reinforce that using this strategy as they read helps them make meaning from text and stay involved in the reading process.
- **Think aloud:** *When I came to the section about the fun facts about water animals, the illustration helped me summarize the fact about the tongue of the big whale. I understood how heavy it must be!*

Reflect on the Comprehension Skill

- **Discussion:** Remind students that one way to better understand and remember new information is to think or take notes about the details related to the main idea or main ideas of a book.
- **Check for understanding:** Have students turn to page 5 and reread the page. Have them state the main idea of this section (*smallest animals*). Then have them state the details related to this topic (*one type of monkey is as small as a mouse, a bee hummingbird weighs less than the water in a spoon, and a Chihuahua is a little dog that can fit in your pocket*).
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the different qualities that make some animals stand apart from others. The animals in this book are special because they are extreme in some way. If all creatures were alike, life in the animal world would be pretty boring. Do you believe this true for people, too? What might a person do to be considered extreme?


Build Skills

Phonics: **Vowel diphthongs ou and ow**

- Write the word *found* on the board and point to the letters *ou*. Explain to students that the letters *o* and *u* together stand for the vowel sound they hear in the word *found*.
- Explain that the *ou* letter combination is one of the letter combinations that stands for this sound. The letter combination *ow* also makes the /ou/ sound. Explain to students that these two letter combinations are called *vowel diphthongs*.
- Write the word *down* on the board. Point out the letter combination that stands for the /ou/ sound and ask students to blend the letters *o* and *w* together to make the same vowel sound as in *found*. Explain that the /ou/ sound comes in the middle of *found* and *down*, but that it doesn't come in the middle of the word all the time (for example: *our*). Next, run your finger under the letters as you blend the three sounds in *down*: d/ow/n. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Explain to students that the vowel diphthongs *ou* and *ow* do not always stand for the /ou/ sound. Write the words *young* and *shout* on the board and say them aloud. Ask students which word contains the same vowel sound as in *found*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Have students turn to page 6 and locate any other words with the vowel diphthongs *ou* and *ow* that make the /ou/ sound (*Loudest, loud, howler*).
-  **Check for understanding:** Have students work with a partner to locate and circle all words in the text with vowel diphthongs *ou* and *ow* that make the /ou/ sound.

Grammar and Mechanics: **Superlative adjectives**

- Review or explain that *adjectives* are words that describe a noun (a person, place, or thing). Explain to students that a *superlative adjective* is used when three or more nouns are being compared.
- Have students turn to page 4 and locate the section title. Write *Biggest* on the board. Ask students to identify the base adjective in this title (*big*). Underline the *-est* suffix and explain that the word *biggest* is a superlative adjective and is used because the text is comparing a certain animal to other animals that are considered to be quite big. Out of all of the animals being compared one is bigger than all the others.
- Continue by having students look at the section title on page 5. Ask a volunteer to identify the base adjective and then the superlative adjective (*small/smallest*). Ask what ending on the base adjective makes the word *small* superlative (*-est*).

-  **Check for understanding:** Have students find and circle the superlative adjectives in the rest of

Lesson Plan *(continued)*

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the book. Ask them to underline the word endings that make the adjectives superlative and circle each base adjective. Check their responses.

- **Independent practice:** Introduce, explain, and have students complete the [superlative 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 *small* on the board. Read it aloud and ask a volunteer to name a word with nearly the same meaning, such as *tiny*, *mini*, 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 6. Say the word *loud* and have them locate it on the page. Ask volunteers to offer synonyms for *loud* and list them on the board. Read the sentence on page 6, substituting *loud* 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 *fast* on page 8. Brainstorm synonyms then read the first sentence on the page, substituting *fast* with a synonym from the list. Repeat the exercise with a different synonym from the list. Have students check for accuracy of sentence meaning with the use of each synonym.
- **Independent Practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite 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 select an animal mentioned in the book to research. Have them focus on attributes of the animal other than the information included in *Extreme Animals*. Have students write a report that includes three main ideas and one supporting detail for each main idea. Allow time for students to share their writing with the class.

Visit Writing A-Z.com for a lesson and leveled materials on expository report writing.

Science Connection

Invite a veterinarian or zoologist to come speak to the class about animals. Before the guest speaker arrives, provide additional books and resources for students to learn about animals. Have each student come up with one question about animals to ask the guest speaker. Have them write down their question and the guest speaker's answer on a sheet of paper. Assist students in compiling the questions and answers into a class book about animals.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently summarize while reading to understand new information
- consistently identify main ideas and details during discussion and on a worksheet
- correctly identify words with vowel diphthongs *ou* and *ow* during discussion
- consistently recognize superlative adjectives during discussion and on a worksheet
- correctly understand and identify synonyms during discussion and on a worksheet

Comprehension Checks

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