

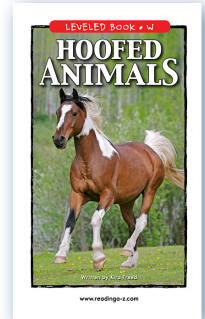
### Focus Question:

What are ungulates?

### Book Summary

Text Type: Nonfiction/Informational

Did you know that an *ungulate* is an animal with hooves? In *Hoofed Animals*, students have the opportunity to learn all about these unique animals and the characteristics that define them. Students will discover that animals with hooves can be found in different environments—in the wild, in a zoo, or even kept as pets. This book can be used to teach about main idea and details as well as adjectives.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify main idea and details
- ☐ Describe information given in graphics
- ☐ Recognize and use adjectives
- ☐ Identify and use content language

#### Materials

- ☐ Book: *Hoofed Animals* (copy for each student)
- ☐ Main idea and details, adjectives, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *cannon bone* (n.), *carnivores* (n.), *fused* (adj.), *herbivores* (n.), *omnivores* (n.), *ungulates* (n.)

**Enrichment:** *browsers* (n.), *domesticated* (adj.), *grazers* (n.), *keratin* (n.), *successful* (adj.)

- **Academic vocabulary:** *consume* (v.), *different* (adj.), *include* (v.), *similar* (adj.), *unique* (adj.), *variety* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a horse. Ask students to identify physical characteristics of a horse. Direct students' attention to the horse's hooves and have students share some things they know about hooves or what they notice about the picture.
- Ask students if they can name any other animals with hooves. Make a list on the board and have students discuss the purpose of hooves. Introduce the word *ungulate* and provide the definition.

##### Introduce the Book

- Give students their copy of *Hoofed Animals*. 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, 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, on the basis of what they see in the table of contents.

##### Introduce the Comprehension Skill:

#### Main idea and details

- Explain to students that most books have a main idea, or a general topic that is the subject of a book. Explain that the extra information or descriptions that help explain the main idea are the details of the book. Point out to students that the title of a book often provides clues about the main idea.
- Have students discuss with a partner their predictions about the main idea of the book. Invite students to share their predictions with the class. Come to a class consensus about the main idea of this book, such as: *ungulates are unique creatures*. Write the main idea on the board. Discuss how sections within a book can have their own main idea and supporting details.

### Guiding the Reading (cont.)

#### Introduce the Reading Strategy: **Summarize**

Explain to students that engaged readers recall, talk about, and write about what they've read by using the main idea and details from the text to create a summary. Explain that a summary is a brief overview of the most important information in the text. Point out that a summary answers the questions who, what, when, where, and why. Create a chart on the board with the headings *who*, *what*, *when*, *where*, and *why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what is omitted. Explain to students that using the main idea and details from each section of the text can help create a summary of the entire book.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to discover what ungulates are and why they are extraordinary. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What material are hooves made out of?* (level 1) page 4
- *What are some reasons people have horses and camels?* (level 2) pages 7 and 12
- *Why do you think rhinos are endangered?* (level 3) page 9
- *What is the main threat to ungulates?* (level 2) multiple pages
- *What is the one thing ungulates with horns have in common?* (level 1) page 14

- *Why did the author write this book about ungulates?* (level 3) multiple pages

#### Text Features: **Graphics**

Explain that graphics in a book can include charts, graphs, and diagrams that help the reader better understand the text. Have students review the graphics throughout the book and discuss how the visual display of information in the graphics helps clarify the written text. Ask students: *How does the image of the bones on page 5 help the reader understand the text? What is the benefit of including the close-up photographs of the hooves on page 10?* Have students share their answers with the class.

#### Skill Review

- Remind students that a summary of a book or a section of a book describes only the most important events and details. Have students work in groups to reread and create an oral summary of the section "What Are Hoofed Animals?" Direct them to the chart on the board and review that a summary often includes the who, what, when, where, and why. Invite students to share their summary with another group and have students give a thumbs-up signal if the summary addresses the most important details of the section.
- Draw a web on the board with the section "Odd-Toed Ungulates" in the middle. Draw 6 surrounding circles, connecting to the middle circle. Pass out to students a copy of the [main-idea-and-details worksheet](#), which will look like the image on the board.
- Model identifying details that support the main idea of the book.

**Think-aloud:** *I know the main idea of this book: ungulates are unique creatures. Each section of this book has its own main idea and details, which will support the book's overall main idea. For example, in the section "Odd-Toed Ungulates" I read that animals that belong to this group either have one or three toes. This is the main idea of that section. Since every main idea needs details to explain it, I will be looking for details that explain or describe these types of ungulates. Finding out about the main idea and details from this section will help me understand the main idea of the book.*

- Have students work with a partner to identify two details that support the main idea of this section of the book. Students should continue identifying details from the section "Odd-Toed Ungulates" as they read and record their answers on their worksheet.

### 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.

### Guiding the Reading (cont.)

#### Skill Review

##### Graphic Organizer: **Main idea and details**

Review the main-idea-and-details worksheet that students completed. Have students share their work with a partner. Invite volunteers to share with the rest of the class one of the supporting details they came up with. As students share aloud, fill in the web on the board.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Example: *Ungulates are animals with hooves. They can be odd-toed or even-toed. Ungulates can be wild animals, such as zebras, or domesticated, such as cattle.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

##### Grammar and Mechanics: **Adjectives**

- Have students look at the photograph on page 9. Ask them to create a list of words that describe the rhino. Have volunteers share the words they came up with and write the words on the board.
- Point out the words they just listed are called adjectives. Explain that *adjectives* are words that describe nouns and pronouns and that an adjective tells which one, how many, or what kind.
- Write the following sentence on the board: *Rhinos are easy to recognize by their dark, leathery skin.* Have students work with a partner to identify the adjective in the sentence and the noun or pronoun it describes. Then have students determine whether the adjective describes which one, how many, or what kind.
- **Check for understanding:** Have students work independently to reread pages 6 through 8 and circle all the adjectives and underline the nouns or pronouns they describe. Then, have them identify whether each adjective describes which one, how many, or what kind. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: **Content vocabulary**

- Explain to students that many of the words they read in *Hoofed Animals* will help them understand that there are many different types of ungulates. Point out that the vocabulary words will also help them understand the unique characteristics that hoofed animals have.
- Have students turn to page 13 and locate the word *grazers*. Point out that the word is in boldface print because the author feels that it is important for the reader to understand the meaning of the word *grazers*. Have students work with a partner to locate the part of the text that helps define the word. Point out that oftentimes the author will either provide a direct definition of a boldface print word or will give clues to its meaning.
- **Check for understanding:** Write the following words on the board: *browsers, carnivores, fused, and cannon bone*. Invite students to work in small groups and provide each group a piece of chart paper. Have them fold the chart paper into four sections and label each section with one of the content vocabulary words on the board. Have students draw or write a definition for each word and then share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.