



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 145

Book Summary

What types of animals can be found in India? The book *Are You From India?* features beautiful, detailed photographs and descriptions of animals from India. Students have the opportunity to compare and contrast the animals of India, as well as to ask and answer questions. Captions, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Discriminate initial consonant *sn*-blends
- Identify initial consonant *sn*-blends
- Recognize and use adjectives
- Recognize and use antonyms

Materials

Green text indicates resources available on the website.

- Book—*Are You From India?* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, initial consonant *sn*-blends, adjectives 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.

- High-frequency words: *from*, *my*
- Content words:

Story critical: *coat* (n.), *famous* (adj.), *India* (n.), *shaggy* (adj.), *snout* (n.), *spot* (v.)

Before Reading

Build Background

- Write the word *India* on the board and point to the word as you read it aloud to students.
- Show students where India is located on a map. Explain that India is a large country where many people and animals live.

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 *Are You From India?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book and author's name).
- Write the following repetitive sentence on the board: *I am from India.* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers ask questions about a topic before and during reading. Then they look for answers while reading because this helps them understand and remember what they read.
- Model how to ask questions as you preview the book.
Think-aloud: *On the covers of the book I see several people. The title of the book is Are You From India? I wonder if this book will be about people in India. I'll write that question on the board (Is this book about the people of India?). The pictures inside the book show many different types of animals. I wonder if these animals are from India. I'll write that question on the board. (What animals are from India?)*
- 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 and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Cat* and the right side *Bird*.
- Model how to compare and contrast a cat and a bird.
Think-aloud: *I can compare and contrast a cat and a bird. I know that a cat has fur, but a bird has feathers. I will write fur on the Venn diagram under the Cat heading and feathers under the Bird heading to show one way that a cat and a bird are different. I know that a cat and a bird are both animals. I will write animals on the diagram where the circles overlap to show one way that a cat and a bird are the same.*
- Invite students to suggest other ways that a cat and a bird are the same and different. Write the student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture and map on page 3, you might say: *I think the boy might be from the large country of India.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *snout* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a gharial with its nose and mouth sticking out of the water. He looks like an alligator. When I look at the first part of the word, it starts with /sn/. However, the word nose starts with the /n/ sound, so this can't be the word. I know that when an animal's nose and mouth stick out like this, it is often called a snout. The word snout starts with the /sn/ sound. The sentence makes sense with this word. The word must be snout.*

Set the Purpose

- Have students use what they already know about people and animals to ask questions as they read. Remind them to think about how things are alike and different as they read.

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 (I). 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 their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model asking and answering questions.
Think-aloud: Earlier I asked the question: Is this book about the people from India? So far I have read more about animals from India. I also asked the question: What animals live in India? So far I have read about a peacock and a Langur monkey. I wonder what other animals might live in India? I will have to keep reading to find out.
- Ask students if they asked any questions while reading. Invite them to share the questions they asked. Accept all questions that students can justify, on the basis of the pictures and text.
- Draw a Venn diagram on the board. Label the left side Peacock and the right side Langur Monkey. Have students identify things that are alike and different about the peacock and the monkey, on the basis of what they read and the pictures. (The peacock has blue and gold feathers. The monkey has brown fur. They are both animals. They both live in India.) Write the information on the Venn diagram.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
- Have students discuss how an elephant and a tiger are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
- Have students read the remainder of the book. Remind them to ask and answer questions and think about how the animals are alike and different.



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:** *As I read the book, I learned about many animals from India. I have seen many of these animals in zoos around my home. I never realized these animals were from India. I wonder what other animals can be found in India. Maybe I can read other books to learn more information about animals from India.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of compare and contrast, as well as the Venn diagrams created earlier in the lesson.

- **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 have seen pictures of the people and animals in India. Now that you have thought about this information, do you think it is a good idea to learn information about the people and animals from other countries? Why or why not?

Build Skills

Phonological Awareness: Initial consonant *sn*-blends

- Say the word *snout* aloud to students, emphasizing the initial /sn/ sound. Have students say the word aloud and then say the initial /sn/ sound.
- Read page 10 aloud to students. Have students raise their hand when they hear a word that begins with the /sn/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sn/ sound: *snap, snow, stripes, spots, small, snail*.

Phonics: Initial consonant *sn*-blends

- Write the word *snout* on the board and say it aloud with students.
- Have students say the /sn/ 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 /sn/ sound in the word *snout*.
- **Check for understanding:** Write the following words that begin with the /sn/ sound on the board, leaving off the initial consonant blend: *snip, snot, sniff*. Say each word, one at a time, and have volunteers come to the board and add the initial *sn* to each word.
- **Independent practice:** Introduce, explain, and have students complete the *initial consonant sn-blend worksheet*. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Review or explain that a *noun* is a *person, place or thing*.
- Write the following words on the board: *gold and blue tail*. Draw a line under *tail* and explain that this word is a *noun* that *names a thing*. Then draw a circle around the words *gold* and *blue*. Explain that these words are *adjectives*, or describing words. The adjectives *give information about the noun by describing it*.
- Have students turn to page 5. Ask a volunteer to find the word that describes the monkey's face (*dark*). Explain that the word *dark* is an adjective.



Check for understanding: Have students locate and circle the adjectives that describe the country of India (*large*) and the cobra's head (*wide*).

- **Independent practice:** Introduce, explain, and have students complete the *adjectives worksheet*. If time allows, discuss their responses.

Word Work: Antonyms

- Write the following sentence on the board: *I am from a large country called India*. Underline the word *large*. Ask students to suggest a word that means the opposite of *large* (*small, little*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 5. Read the second sentence aloud with students and point to the word *dark*. Ask students to name a word that means the opposite of the word *dark* (*light*). Write the antonym pair on the board.
- **Check for understanding:** Have students turn to page 6 in their book and read the second sentence aloud. Point to the word *wide*. Ask students to identify an antonym for the word *wide* (*thin, skinny*). Write the antonym pair on the board.

- **Independent practice:** Write the word *big* on the board. Have students work with a partner to identify an antonym for the word (*small, little*). Write the antonym pair on the board. Have students use the antonym pairs listed on the board in oral sentences with a partner.

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 the animals with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of an animal they read about in the book. Under the picture, have students write several sentences telling about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Gather books and other materials about the country of India and read these to students. Make a chart with the headings *People, Animals, Places*. Work together as a class to classify the new information learned about these things. Divide the class into three groups: one for *People*, one for *Animals*, and one for *Places*. Have each group write facts and illustrate them. Combine the pages into a book about India.

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 ask and answer questions to understand text
- accurately compare and contrast animals during discussion and on a worksheet
- accurately discriminate initial consonant *sn*-blend during discussion
- identify and write the letter symbols that represent the /sn/ sound during discussion and on a worksheet
- correctly understand and use adjectives during discussion and on a worksheet
- correctly identify and use antonyms during discussion

Comprehension Checks

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