

### Focus Question:

*Which animals live in the Arctic?*

### Book Summary

Text Type: Nonfiction/Informational

*Arctic Animals* is about some of the beautiful and interesting animals that live in the Arctic. Each page introduces a new animal from the Arctic along with amazing photographs that enhance the text. The repetitive phrases and high-frequency words help teach emergent readers about main idea and details and simple predicates. Students will also have the opportunity to practice connecting to prior knowledge as they read.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify main idea and details
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /l/ sound
- ☐ Identify initial consonant L/
- ☐ Recognize simple predicates
- ☐ Identify and use the high-frequency word *they*

#### Materials

- ☐ Book: *Arctic Animals* (copy for each student)
- ☐ Main idea and details, initial consonant L/, simple predicates 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). (\*) word appears in the lesson but not the book

- **High-frequency words:** *cold, live, they*
- **Words to Know**  
**Story critical:** *antlers (n.), Arctic (n.), caribou (n.), hunt (v.), orcas (n.), packs (n.)*
- **Academic vocabulary:** *main (adj.)\*, idea (n.)\*, details (n.)\**

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *Arctic* on the board and point to it as you read it aloud to students. Have students repeat the word after you as you point to it.
- Ask students if they have ever heard of the Arctic. Display a world map and show students where the Arctic is located. Explain that it is very cold with lots of ice in the Arctic. Ask students to list any animals they think might live there. Record their answers on the board.

##### Introduce the Book

- Give students their copy of *Arctic 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).
- Write the following repetitive phrase on the board:            *live in the Arctic*. Read the phrase aloud while pointing to each word as you read it to students. Have students read aloud with you. Explain that these words repeat throughout the book.

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know helps them better understand and remember what they read. Invite students to look at the cover and title page with a partner. Have them discuss how they connect to prior knowledge on the basis of the photographs they see. Invite volunteers to share their connections with the class.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Point out that the title of the book and the pictures within the book can provide clues about the story's main idea. Explain that along with the main idea, a story also has supporting details, which are descriptions about the main idea that help readers better understand the story.
- Review with students a book that the class recently read. Read the title aloud and show the cover of the book. Have students work with a partner to discuss the main idea and a few supporting details of the book. Discuss as a class and guide students to the correct main idea and supporting details. Write *Arctic Animals* on the board and have students work with a partner to discuss a possible main idea and supporting details.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about Arctic animals. 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.

- *How would you describe a hare that lives in the Arctic?* (level 1) page 4
- *How does a snowy owl compare to a wolf? How do they contrast?* (level 2) pages 5 and 7
- *What are caribou good at?* (level 1) page 8
- *How would you classify the animals in this book?* (level 2) multiple pages

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

#### Text Features: Photographs

Explain that photographs are helpful to readers because they can provide information beyond what the text provides and they can help readers recall prior knowledge they may have about the topic. Have students look at the photographs on page 4 with a partner. Ask students to discuss the answers to the following questions with their partner: *Where have you seen a hare before? What do you know about hares?* Have students answer the same questions with their partner when they look at the other photographs in the book. Invite volunteers to share their connections to prior knowledge from the photographs.

#### Skill Review

- Model for students how you connect to prior knowledge as you read. Have students stop every few pages to discuss with a partner how they connected to parts of the book and have them illustrate their connections. Invite volunteers to share their connections and illustrations with the class. Discuss with students how connecting to prior knowledge helped them understand and remember what was going on the book.
- Review the predictions students had earlier about the main idea of the story. Guide the class to an agreement that the main idea will involve Arctic animals. Write the following sentence on the board and explain that it is the main idea of the story: *Many kinds of animals live in the Arctic.*
- Model identifying details that support the main idea. **Think-aloud:** *I know the main idea of this story is many kinds of animals live in the Arctic. I will be looking for examples of different Arctic animals to support this main idea. When I read page 4, I learned that hares live in the Arctic, which means that hares are a detail that support the main idea of this book.*
- Have students work with a partner to figure out the supporting detail on page 5. Invite volunteers to share their answers.
- Model how to complete the **main-idea-and-details worksheet**. Have students copy the main idea from the board onto their worksheet and then locate the supporting details from the book.

### 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 students completed. Have students share their answers with a partner. Invite volunteers to share the supporting details they found and record their answers on the board. Discuss how each answer supports the main idea.

#### Comprehension Extension

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

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include all of the animals from the book. Sample answer: *The animals that live in the Arctic are hares, snowy owls, foxes, wolves, caribou, moose, seals, orcas, and polar bears.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant /l/ sound

- Say the word *live* aloud to students, emphasizing the initial /l/ sound. Have students say the word aloud and then say the /l/ sound.
- Have students practice making the /l/ sound with a partner. Have students work in groups to brainstorm a list of words that begin with the /l/ sound. Invite volunteers to share a word with the rest of the class, and have the other students give a thumbs-up signal if they agree that it begins with the /l/ sound.
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal when they hear a word that begins with the /l/ sound: *love, dove, list, last, best, like, lap, call, and lean.*

##### Phonics: Initial consonant L

- Write the word *live* on the board and say it aloud with students.
- Have students say the /l/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students which letter represents the /l/ sound in the word *live*.
- Have students practice writing the letter *L* with a finger on their desk while saying the /l/ sound.

- **Check for understanding:** Write the following words that begin with the /l/ sound on the board: *lead, little, lost, lunch, lucky, and light.* Read each word, one at a time, and have volunteers come to the board and circle the initial *L* in each word while other students continue to practice writing the letter *L* with their finger on their desk.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant L worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Simple Predicates

- Write the following sentence on the board: *Hares live in the Arctic.* Read the sentence aloud with students while pointing to each word as you read.
- Explain that every sentence has two parts, a subject and a predicate. Review or explain that a *simple subject* tells *who* or *what the sentence is about* and a *simple predicate* is a verb that tells *what the subject does*.
- Ask students to identify the subject and predicate of the sentence (*hares, live*). Circle the subject and underline the predicate in the sentence.
- **Check for understanding:** Have students locate and underline all of the simple predicates, or verbs, in the sentences on pages 5 through 7 with a partner. Invite volunteers to share their answers and discuss with the class.
- **Independent practice:** Introduce, explain, and have students complete the [simple predicates worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word they

- Explain to students that they are going to learn a word that appears often in stories and that they should be able to recognize and read this word quickly. Write the word *they* on the board and read it aloud. Have students repeat the word after you as you point to it.
- Ask students to write the word *they* on their desk with their finger as you spell it aloud with them. Point to each letter on the board as you say the letter name with the students.
- Explain to students that the word *they* is used to describe more than one person or thing. Point to a group of students and tell what they are doing: *They are listening.* Invite volunteers to use the word *they* in oral sentences to identify groups of people or things in the classroom.
- **Check for understanding:** Have students reread the book and underline the word *they* whenever it appears.

#### Connections

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