



About the Book

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

Book Summary

In *Animal Dads*, students will learn about the creative ways different dads take care of their babies. Some dads feed their young, some dads protect their young, and some even clean their young. This book provides the opportunity to teach students how to identify the main idea and details and to visualize different animal dads with their young.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions
- Identify main idea and details
- Discriminate initial consonant /h/ sound
- Identify initial consonant Hh
- Recognize and use present-tense verbs
- Alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Animal Dads* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Sheets of paper
- Main idea and details, present-tense verbs, alphabetical order 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

*Boldface vocabulary words also appear in a pre-made lesson for *this* title on VocabularyA-Z.com.

- High-frequency words: *he*, *his*, *this*
- Content words:
Story critical: *cares* (v.), *dads* (n.), *grow* (v.), *guards* (v.), *help* (v.), *young* (n.)

Before Reading

Build Background

- Ask students if their dad helps take care of them in any way. Generate discussion with them by asking, *What are some things your dad may do to help you? Does your dad help you get ready in the morning? Does he help you after school? Has your dad ever tucked you into bed at night?* Make a list on the board of the different replies the students share.

- Lead a short, probing discussion to determine what students know about animals that are dads and how they may help their babies. Emphasize any content vocabulary from the book that students may use in the discussion.
- Add to the list on the board.

Book Walk

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, 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).

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

- Explain to students that effective readers often ask questions before they read, during reading, and after they read a story. Point out that oftentimes the pictures help clarify details about the questions we have. Explain to them that when we ask questions ahead of time, we sometimes discover the answers as we read. When we are looking for the answers, it helps us remember what we read.
- Model how to ask questions as you preview the book and pictures.
Think-aloud: When I look at the pictures, I notice a variety of animal dads doing different things. Some of these pictures are showing animals doing things I have never seen before. I have never seen a jawfish holding eggs in its mouth. That made me wonder why he is holding eggs inside his mouth. Another question I have is from page 3. Not one dad animal on this page has a baby with him. This makes me wonder why not. I will have to read the story to see if my questions are answered.
- Have students preview the book, looking at all of the pictures. Remind students to look for things that are new to them or that they may not understand.
- Call on individuals to share their questions with the class. Write their responses on the board. Remind students that oftentimes when they have a question, other students have the same question, so by sharing their question, it helps more than one person understand.
- 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 the information about a topic is called *details*. The details describe a big picture that is called the *main idea*. The main idea is what the book is mostly about. Most books have a main idea.
- Have students look at and read the title, *Animal Dads*. Explain that they can often find the main idea in the title. Call on students to predict what they think the main idea will be on the basis of the title. Write their responses on the board.
- Read pages 5 through 7 aloud to students. Model identifying the main idea and details.
Think-aloud: I know the title of a book can sometimes be the main idea. Each page in this book contains details that support the main idea. These details are different types of dads that are animals. The main idea of this story is many dad animals help their babies. We have to read the book to find the details that help explain the main idea. On page 5, the rhea dad guards and cares for his chicks. These details help explain how the dad helps his chicks. In my book, I will underline this detail. As I read the rest of the book, underlining the details will help me see that they describe the main idea, many animal dads help their babies.
- Ask students to identify the important details that support the main idea on page 7. (*This dad holds eggs in his mouth.*) Point out the difference between interesting details and essential facts that support the main idea.

- Draw a two-column chart on the board. Title the chart *Many animal dads help their babies*. In one column write the page number. In the other column have students write the detail that describes the main idea. Say: *I can use this chart to help me keep track of the details on each page. After I have read the entire book, I can refer to this chart for all of the details.*

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *What do you think the dad rhea is doing to his chicks? He is guarding or caring for them. What does it mean to guard something? Yes, it means to watch over or to protect. What other animals guard their babies?*
- Remind students that looking at the pictures and making connections to what they already know may help them identify new words.
- Explain how students can use a dictionary to find a word's meaning. Together, locate the word *cares* in the dictionary. Call on a volunteer to read the definition for *cares*. Compare the definition with students' prior knowledge of the word.
- Have students follow along on page 5 as you read the sentence in which the word *cares* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what animal dads do to take care of their young. Remind them to pay attention to the details that support the main idea.

During Reading

Student Reading

- **Guide the reading:** Have students read page 3 and point to the first word (*some*). Remind students to use their index finger to follow along when reading. Have them read to the end of page 4. Encourage those who finish early to go back and reread the pages.
- Model how to ask questions while reading.
Think-aloud: *On page 3, I read that some animal dads don't help much. The book doesn't name which animal dads don't help. An effective reader will pause and ask questions when he or she is confused. I asked myself the question, what are the animal dads that don't help? By looking at the pictures, I can see that there is a cat, a dog, and a bear. Not one of them has a baby with him. I can answer my own question by making the connection that these three animals don't help their young because they are alone.*
- Ask students to turn to page 4 and reread the page to a partner. Have students share with their partner which animals they think are great dad animals.
- On a sticky note, have students make a list of the animals they came up with. Make a list on the board of student responses.
- Review with students the main idea of the book: *Many animal dads help their babies*.
- Ask students to turn to page 5 and read the page together.
- **Independent practice:** Introduce and explain the [main-idea-and-details worksheet](#). Write the sentence on the board: *The dad rhea guards his chicks*. Have students read the sentence from the main idea box on the worksheet. Explain to students that the details support the main idea.
- **Check for understanding:** Have students read to the end of page 12 while continuing to record their details in the appropriate boxes on the worksheet.
- Check worksheets for individual understanding.
- Have students read the remainder of the book. Remind them to ask and answer questions about animal dads as they read.



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

- **Discussion:** Review with students the list they made on the board from their sticky notes. Compare their answers with the animal dads in the book. Have students share any other questions they asked themselves while reading. Reinforce how asking questions helps them become better readers, and oftentimes they may find the answers to their questions.
- **Think-aloud:** *Before I read the book I asked myself the question, why is the jawfish holding eggs in his mouth? After reading the book I learned that the jawfish dad holds eggs in his mouth so they stay safe until they are born. That was one detail I recorded on the main-idea-and-details worksheet to help me remember that fact.*
- Ask students to share how asking and answering questions helped them learn new information from the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. (*Many animal dads help their babies.*) Talk about the details the students wrote on their worksheet. Have volunteers share how their detail matches the main idea.
- **Independent Practice:** Have students review their main-idea-and-details worksheet to check that all of their details match the main idea.
- **Enduring Understanding:** In this book, you learned about the types of animal dads that care for their babies. What other animal dads care for their babies? How do they care for them?

Phonological Awareness: Initial consonant /h/ sound

- Say the word *hatch* aloud to students, emphasizing the initial /h/ sound. Have students say the word aloud and then say the /h/ sound.
- Read page 3 to students. Have students touch their head when they hear a word that begins with the /h/ sound.
- Point out that the /h/ sound in *hatch* is the same /h/ sound in *help*. Have students whisper the /h/ sound then say the words *hatch* and *help* out loud.
- Have student pairs brainstorm to create a list of names of things or people that are in the classroom that begin with *Hh*.
- **Check for understanding:** Say the following words one at a time and have students touch their head if the word begins with the /h/ sound: *hop, chop, head, hind, follow, himself, drag, hold*.

Phonics: Initial consonant Hh

- Write the word *himself* on the board and say it aloud with students.
- Have students say the /h/ 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 /h/ sound in the word *himself*.
- **Check for understanding:** Ask students to make a list of all the words in the book that begin with the letter *Hh*. Explain that they should count a word more than once if it is repeated (*help*). Have students total up the number of *Hh* words in the book (thirty-two) and check their words with a partner.
- **Independent practice:** Have students make a list of words they can think of that start with the letter *Hh*. If time allows, discuss their answers.

Grammar and Mechanics: Present-tense verbs

- Review or explain that some words name actions. Remind students that action words are called *verbs*.

- Ask students to turn to page 6. Write the following sentence from the book on the board: *This dad cleans bugs from his babies' fur.* Circle the action word in the sentence (*cleans*).
- Explain that the *action verb* in the sentence on the board is happening right now in the present. Explain that when an action happens in the present, the letter *Ss* is sometimes added to the end of the word. Explain that these words are called *present-tense verbs*.
- Have students read aloud page 3. Write the sentences on the board: *Some animal dads don't help much. These dads don't help at all!* Have volunteers come to the board and circle the action word in each sentence (*help, help*).
- **Check for understanding:** Have students turn to page 9. Ask them to find the *present-tense verb* in each sentence (*carries, helps*).



Independent practice: Introduce, explain and have students complete the [present-tense-verbs worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

Word Work: Alphabetical order

- Review or explain to students that some words are listed in alphabetical order, such as in a dictionary and a glossary.
- Remind students that when you list words in alphabetical order, if the first letters of the two words are the same, you compare the second letters.
- Write the words *carry* and *hatch* on the board. Ask a volunteer to explain which word would appear first in alphabetical order (*carry*) and why (because *c* comes before *h* in the alphabet).
- Write the words *help* and *hatch* on the board. Point out that the words begin with the same letter (*h*). Have students share with their partner which word would appear first in alphabetical order and why (*hatch*, because the second letter is *a* and *a* comes before the second letter in *help*, *e*). Call on a volunteer to share and explain the answer.
- **Check for understanding:** Write the words *stay* and *safe* on the board. Have students write the words in alphabetical order and explain their reasoning about which one comes first on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

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 discuss the main idea and details of the book with someone at home.

Extend the Reading

Informational Writing Connection

Have students pick an animal from the book to learn more about. Have students research, read, and then write a paragraph entitled: *Animal Dads Helping Their Young*. Encourage them to include new or surprising information they learned in their research and to think about other ways these animals may help their young.

Social Studies Connection

Invite one or more of the students' fathers to come in and discuss their job duties as a dad. Have students compare and contrast how their own dad helps them around the home or outside the home. Discuss with students how different cultures have different expectations of caring for the children.

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 use the strategy of asking questions before and during reading to understand text;
- accurately identify details that support a main idea during discussion and on a worksheet;
- accurately discriminate initial consonant /h/ sound during discussion;
- identify and write the letter symbol that represents the /h/ sound in the text and during discussion;
- correctly understand and identify present-tense verbs in the text, during discussion, and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

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