



# ANIMALS

## GRADE 1



# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

## **COPYRIGHT NOTICE ©2013**

THIS MANUAL IS COPYRIGHTED IN ITS ENTIRETY. ALL RIGHTS RESERVED. SCHOOL ADMINISTRATORS AND GENERAL AND SPECIAL EDUCATION PROFESSIONALS MAY MAKE PHOTOCOPIES OF THIS MANUAL FOR USE WITH THEIR STUDENTS. NO MODIFICATION, TRANSMISSION, REPUBLICATION, COMMERCIAL, OR NONCOMMERCIAL DISTRIBUTION OF THIS MANUAL IS PERMITTED WITHOUT WRITTEN PERMISSION FROM LAURA JUSTICE, [JUSTICE.57@OSU.EDU](mailto:JUSTICE.57@OSU.EDU).

## **AUTHORSHIP/CONTRIBUTORS**

This curriculum supplement was developed by the Language and Reading Research Consortium (LARRC). This work was supported by grant #R305F100002, which is part of the U.S. Department of Education Institute of Education Sciences' Reading for Understanding Initiative. The views presented in this work do not represent those of the federal government, nor do they endorse any products or findings presented herein.

## **LARRC project sites and investigators include the following:**

Ohio State University (Columbus, OH): **Laura M. Justice**, Richard Lomax, Ann O'Connell, Shayne Piasta, Jill Pentimonti, Stephen Petrii

Arizona State University (Tempe, AZ): **Shelley Gray**, Maria Adelaida Restrepo

Lancaster University (Lancaster, UK): **Kate Cain**

University of Kansas (Lawrence, KS): **Hugh Catts**, Diane Nielsen, Mindy Bridges

Florida State University (Tallahassee, FL): **Hugh Catts**

University of Nebraska-Lincoln (Lincoln, NE): **Tiffany Hogan**, Jim Bovaird

Massachusetts General Hospital Institute of Health Professions (Boston, MA): **Tiffany Hogan**

## **Additional LARRC key personnel are as follows:**

**OSU:** Rashaun Geter (Consortium Coordinator), Jennifer Bostic (Project Director), Marcie Mutters (Study 2 Project Director), Beau Bevans (Study 2/3 Project Director), Amber Sherman (Program Manager), Lisa Baldwin-Skinner (Lead Assessor); **ASU:** Shara Brinkley (Project Director), Stephanie Williams (Study 2/3 Project Director), Willa Cree (Study 1 Director), Trudy Kuo (Data Manager), Maria Moratto (ELL Study Director), Carol Mesa Guecha (ELL lesson writer), Gustavo Lujan (Data Manager); **KU:** Mindy Bridges (Project Director), Junko Maekawa (Research Associate), Shannon Tierney (Research Assistant), Beth Chandler (Lead Assessor); **UNL:** Dawn Davis (Project Director), Lori Chleborad (Recruitment and Retention Specialist), Sara Gilliam (CBM Specialist), Denise Meyer (Scoring Manager), Cindy Honnen (Scoring Manager); **MGH IHP:** Tracy Centanni (Project Manager), Crystle Alonzo (Teacher Liaison)

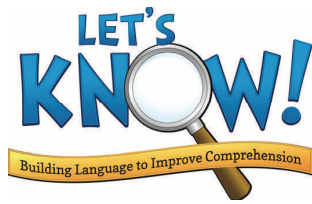
**Task Force:** This curriculum supplement was developed by a task force consisting of Laura Justice, Shelley Gray, Shara Brinkley, Stephanie Williams, Maria Adelaida Restrepo, Carol Mesa Guecha, Ileana Ratiu, Hope Dillon, Miki Herman, Marcie Mutters, Beau Bevans, Amber Sherman, Denise Meyer, Dawn Davis, Diane Nielsen, and Tiffany Hogan. This work would not be possible without the involvement of numerous project staff, research associates, school administrators, teachers, children, and their families.

**Citation for this supplement:** Language and Reading Research Consortium (LARRC; 2013). Let's Know! Columbus, OH: The Ohio State University

## **Correspondence concerning this curriculum supplement should be addressed to:**

Laura M. Justice  
Executive Director, Crane Center for Early Childhood Research and Policy (CCEC)  
356 Arps Hall  
1945 N. High Street  
Columbus Ohio 43210  
(614) 292-1045  
[justice.57@osu.edu](mailto:justice.57@osu.edu)

Cover designs by Michael Christoff, red aardvark design, <http://redaardvark.wordpress.com>  
Logo designs by Michael Christoff and Shannon Marshall  
Overview and planner designs by Tiffany Tuttle



# UNIT VOCABULARY

## Habitat

The area where something normally lives or happens



## However

In whatever way ; But



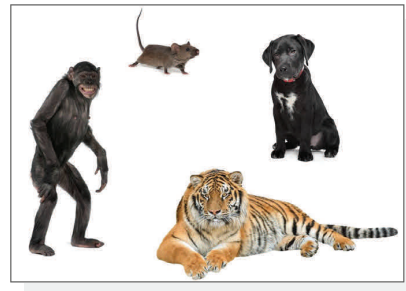
## Otherwise

In another or different way; Or else



## Mammal

An animal that is born alive, is warm-blooded, and has hair



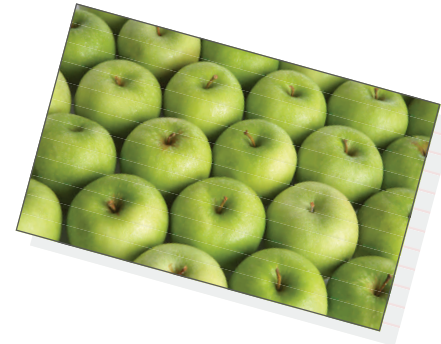
## Region

An area



## Similarity

The idea of looking, sounding, or feeling the same way



## Crevice

A narrow crack



## Vegetation

The plants growing in an area



Grade 1 | **ANIMALS**

# TABLE of CONTENTS

## Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar

## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing
- Engaging Readers
- Recasting
- Using Think-Alouds
- Using Navigation Words

## Week 1

## Week 2

## Week 3

## Week 4

## Week 5

## Week 6

## Week 7

## Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets





# UNIT OVERVIEW

## ANIMALS

Children will study animals that live in tropical rain forest and cave habitats and in three unique regions of Australia: the Outback, Tasmania, and the Great Barrier Reef.

## COMPARE AND CONTRAST

Throughout the unit, students will compare and contrast these habitats and how various animals survive in them.

## CLOSE PROJECT

Students will create a fun riddle book to demonstrate what they have learned about an animal and its habitat.

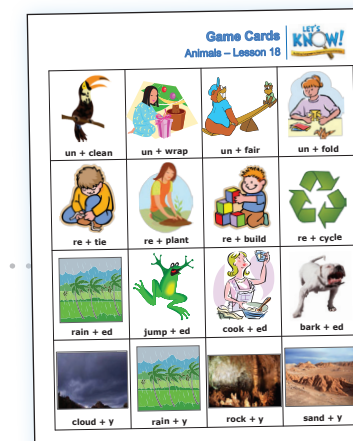
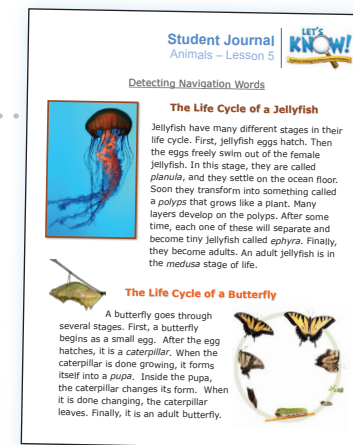
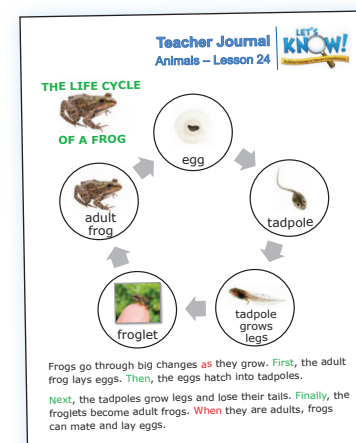
## UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

- Habitats of Australia by Sandy Riggs
- Caves and Crevices by Sharon Katz Cooper
- Tropical Rain Forests by Libby Romero

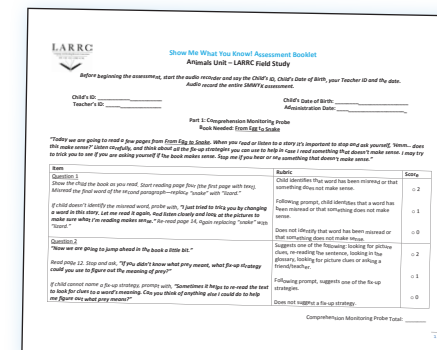
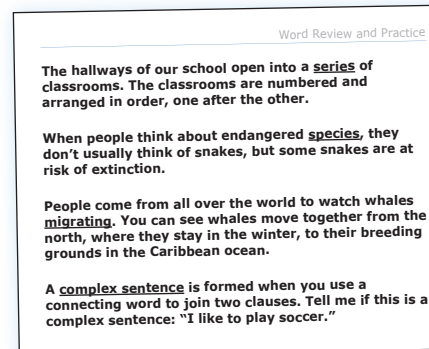
The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

## UNIT MATERIALS



## Supplemental Materials\*

## Student Journal



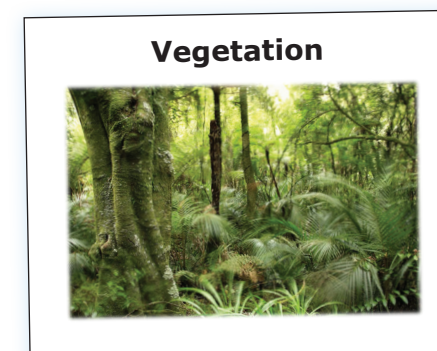
## Show Me What You Know Assessment

## Teacher Journal\*

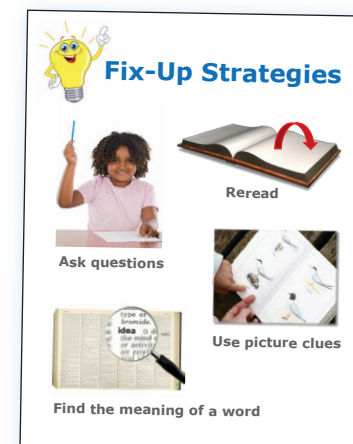


## Comprehension Monitoring Icons

## WRAP sets



## Vocabulary Picture Cards



## Fix-Up Strategies Poster

## UNIT SCHEDULE

Week	Lesson	Activity
Week 1	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
Week 2	Lesson 5	Text Mapping
	Lesson 6	Words to Know
	Lesson 7	Integration
	Lesson 8	Read to Know
Week 3	Lesson 9	Read to Me
	Lesson 10	Text Mapping
	Lesson 11	Integration
	Lesson 12	Words to Know
Week 4	Lesson 13	Text Mapping
	Lesson 14	Integration
	Lesson 15	Words to Know
	Lesson 16	Read to Know

Week	Lesson	Activity
Week 5	Lesson 17	Read to Me
	Lesson 18	Text Mapping
	Lesson 19	Integration
	Lesson 20	Read to Know

Week	Lesson	Activity
Week 6	Lesson 21	Read to Know SMWYK Assessments

Week	Lesson	Activity
Week 7	Lesson 22	Stretch and Review
	Lesson 23	Stretch and Review
	Lesson 24	Close



\*Most materials are provided in print and for digital use.





## Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar





## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing
- Engaging Readers
- Recasting
- Using Think-Alouds
- Using Navigation Words





# Teaching Techniques

## Read to Me – Rich Discussion

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

### **STEPS TO USING RICH DISCUSSION**

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

**The teacher should pose a question on a higher-level topic, such as the following:**

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

**Guidelines for discussion:**

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)





# Teaching Techniques

## Read to Me – Comprehension Monitoring

### **TEACHING TECHNIQUE INTRODUCTION**

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
  - Using pictures and context clues
  - Asking questions (younger children can ask the teacher)
  - Rereading a sentence that did not make sense
  - Rereading the sentence before and after the sentence that didn't make sense
  - Finding the meaning of a word or studying a word for clues to its meaning
  - Using graphic organizers to organize what *is* known

#### **We Do:**

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

#### **You Do:**

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

#### **Close:**

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



# Teaching Techniques

## Read to Me – Predicting

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

### **PREDICTING INVOLVES...**

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

### **HELPING STUDENTS TO PREDICT...**

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
  - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
  - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
  - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

## **FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES**

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

### *1. An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

### *2. Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

### *3. Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

### *4. Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

### *5. Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”



The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

**References**

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



# Teaching Techniques

## Words to Know – Rich Vocabulary Instruction

### TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

### OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
  - Pre-K and K students say the word.
  - Grade 1–2 students spell the word orally.
  - Grade 3 students write the word.
  
- 2) **Provide a child-friendly definition and use the word in a sentence.**
  - Pre-K–3 students discuss why/how the picture represents the word.
  - Pre-K–3 students provide the definition in their own words.
  - Grade 1–2 students provide example sentences for the word orally.
  - Grade 3 students write an example sentence using the word.
  
- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
  - Pre-K and K students focus on other words they think about and explain why.
  - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.
  
- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
  - Pre-K–K students discuss the use of the word meanings in other contexts.
  - Grade 1–3 students use the different word meanings in varied sentences.



# Teaching Techniques

## Integration – Inferencing

### TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

### OUTLINE OF TEACHING SEQUENCE

#### **Before the lesson:**

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
  - a. See below for categories and sample questions.
  - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

#### **I Do:**

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

#### **We Do:**

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

#### **You Do:**

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.\*

\*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)



**Close:**

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

**CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS**

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
  - Character's feelings
    - *How do you think that made the little dog feel? Why do you think so?*
    - [pointing to an illustration] *How is that man feeling? Why?*
  - Character's motives
    - *Why do think Jack climbed the beanstalk?*
  - Character's thoughts
    - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
  - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
  - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
  - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
  - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
  - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
  - *What do you think will happen next? ...Why do you think so?*

**REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.**



# Teaching Techniques

## Integration – Finding the Main Idea

### TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

### OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

#### **I Do:**

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

#### **We Do:**

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

**You Do:**

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

**Close:**

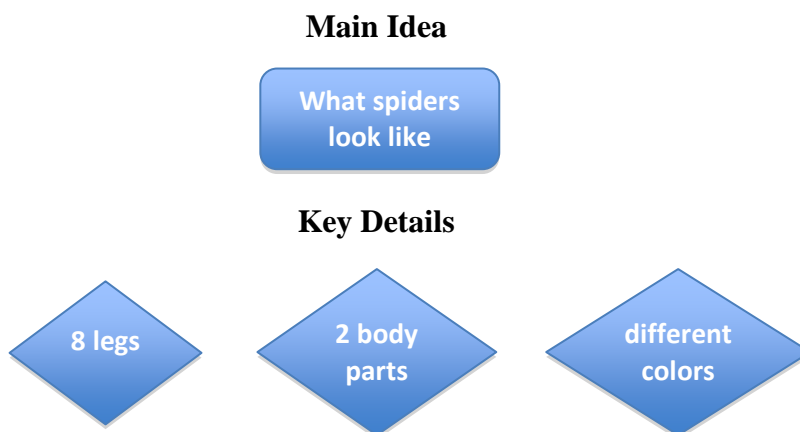
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

**IDENTIFYING SUPPORTING DETAILS**

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

**Note:** Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.







# Teaching Techniques

## Integration – Summarizing

### TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

### OUTLINE OF TEACHING SEQUENCE

#### **I Do:**

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

#### **We Do:**

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

**Note:** Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

**You Do:**

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

**Close:**

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



# Teaching Techniques

## Read to Know – Engaging Readers

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

### **EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS**

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



# Teaching Techniques

## Text Mapping – Recasting

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

### **USING RECASTING IN *LET'S KNOW!***

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

### **References**

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.





# Teaching Techniques

## Text Mapping – Using Think-Alouds

### **TEACHING TECHNIQUE INTRODUCTION**

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

### **USING THINK-ALLOUDS WITH NARRATIVE TEXT**

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

#### **EXAMPLE:**

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

### **USING THINK ALLOUDS WITH EXPOSITORY TEXT**

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

**EXAMPLE:**

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

**References**

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



# Teaching Techniques

## Text Mapping – Using Navigation Words

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
  - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
  - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

#### **We Do:**

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

**You Do:**

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

**Close:**

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

**References**

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.





## WEEKLY LESSON PLANNER

### ANIMALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Lesson Type</b>	<b>Hook</b>	<b>Read to Me</b>	<b>Words to Know</b>	<b>SMWYK Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Grab the attention of students and highlight the unit emphasis, Compare and Contrast.</li> <li>Introduce the topic of animals and their <b>habitats</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when text contains information that does not make sense (a confusing concept).</li> <li>Participate in collaborative conversations about topics within grade one texts.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition and some reference to observable or perceptual features associated with the word.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> slideshow for Lesson #1</li> <li>Slideshow script for Lesson #1</li> <li><b>Habitat</b> cards for Lesson #1</li> </ul>	<ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Words to Know rings: <b>habitat, mammal, similarity, however</b></li> <li>1" metal rings</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	HOOK LESSON 1
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Grab the attention of students and highlight the unit emphasis, Compare and Contrast.</li> <li>• Introduce the topic of animals and their <b>habitats</b>.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Interactive whiteboard or document camera</li> <li>• Computer</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• <u>Animal Habitats</u> slideshow for Lesson #1</li> <li>• Slideshow script for Lesson #1</li> <li>• <b>Habitat</b> cards for Lesson #1</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Preview the slideshow presentation and the slideshow script so you are familiar with the information provided in the presentation.</li> <li>○ Cut and sort the animal <b>habitat</b> cards prior to the lesson, and pair two different cards to compare and contrast.</li> </ul> </li> <li>• During the I Do/ We Do portion of the lesson, you could pause the slideshow presentation and ask students to provide an additional comparison that is not included in the presentation.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Today is our first lesson in a unit on animal <b>habitats</b>. A <b>habitat</b> is the area where an animal normally lives. For example, where do birds live? Birds live in nests; this is their <b>habitat</b>. We are going to learn about the <b>habitats</b> of different animals, and then we are going to compare how these <b>habitats</b> are alike and how they are different. First, we will look at different animal <b>habitats</b> in a slideshow. Then we will compare different <b>habitats</b>. Let's get started!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "Let's talk more about <b>habitats</b>. All animals have a <b>habitat</b>. For example, ants live together in an ant hill. So, an ant hill is a <b>habitat</b> for ants. Ant hills are underground. There are lots of twisting tunnels in an ant hill. A different animal, a squirrel, lives in a tree. An ant hill and a tree are both <b>habitats</b>. These <b>habitats</b> are different in some ways and alike in other ways. For example, an ant hill is a <b>habitat</b> that is underground, and a squirrel's <b>habitat</b> is high in the air, but both <b>habitats</b> are dark inside."</p>	
<b>We Do</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Show the <u>Animal Habitats</u> slideshow, and read the text for each slide from the slideshow script for Lesson #1. Emphasize the compare/contrast slides. You could say:</b>          "Let's watch our slideshow and see what different animals need. We'll think about how different <b>habitats</b> influence what animals need."  <b>When you get to slide 10, ask students to contribute some ideas.</b></p>	

<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs, and pass out the animal habitat cards for Lesson #1; give each student a habitat card and make sure that partners have two different cards. The animal habitats come from the slideshow, but should be paired in a different way than was shown in the presentation.</b></p> <p><b>You could say:</b>          “Now it’s your turn. I am going to hand out cards with animal <b>habitats</b>. You and your partner will each pick one card. Look at each other’s cards... I am going to give you a few seconds to think of how these animal <b>habitats</b> are alike and how they are different. Then, share your answers with your partner.”  <b>Circulate the room to support students as they identify similarities and differences.</b></p> <p><b>Invite students to share with the class what they discussed about their habitat cards. Elicit responses from many students and build upon their ideas. You could say:</b>          “I really enjoyed our discussion on animal <b>habitats</b>, and I liked how you compared different animal <b>habitats</b>. Which animal <b>habitat</b> was your favorite? <b>(pause for discussion)</b> Which animal <b>habitat</b> seems like it would be really hard to live in? <b>(pause)</b> Why do you think so? <b>(pause for discussion)</b> Now let’s compare these two <b>habitats</b>... Why is one <b>habitat</b> easy to live in and another <b>habitat</b> hard to live in?” <b>(pause for discussion)</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “What did we talk about today? <b>(pause for response)</b> Yes, animals and their <b>habitats</b>! We learned about how <b>habitats</b> can be alike or different. That means we <i>compared</i> and <i>contrasted</i> <b>habitats</b>. At the end of the unit, you will all be authors. You will write about an animal <b>habitat</b> and compare it to another animal <b>habitat</b>, like we did today. I am really excited to see what you will write about!”</p>

# Slideshow Script

## Animals – Lesson 1



- 1) Today is the first lesson in our unit on animal **habitats**. Let's take a look and see what we find.
- 2) We know that all animals need food, water, and a way to stay safe. These pandas are eating bamboo... This fox is drinking water... This squirrel is hiding in a tree... All animals find ways to get what they need.
- 3) What animals need is related to where they live, or their **habitat**. Even though animal **habitats** are very different, all animals find a way to get what they need. Look at all these **habitats**... I wonder what is special about each one.
- 4) In caves, animals don't have a lot of light, so it's hard to see. Some caves have lots of water, but the water is not safe for animals to drink. There are very few plants that grow inside caves, so animals have to leave to find food and water. It's cool inside caves, so many animals like bats huddle together to stay warm.
- 5) The Outback **habitat** in Australia has few trees and lots of dry grasses. The Outback **region** is very dry and hot. Animals rest during the day when it's hot and eat when it is cool. It's hard to find water in the Outback, but animals can eat plants that hold water. To stay safe, animals can hide in the grasses or use camouflage so predators can't see them. Camouflage means that an animal can look like its environment and become hard to see.

We just learned about two **habitats**, let's *compare* them...

- 6) When you compare things, you show how they are the same and different. Look at these two balls, at their shape, size, color, and how they're used. We know they're both balls, they're round, and they're used in sports. That's how they are the same. But we can also think about what makes them special and different from each other. The balls are used in different sports, the size is different, what they're made of is different, and what they feel like is different. Just like we can compare two different balls, we can also compare animal **habitats** to see how they're the same and different. So let's compare the cave **habitat** and the Outback **habitat**...
- 7) Let's see how a cave **habitat** and the Outback **habitat** are alike and different... Both have many places for animals to hide, and animals can find the food they need in both **habitats**. That's how they're the same... How are they different? A cave **habitat** is dark and sometimes wet, and there are few plants. In caves, many animals can't see or are blind, so they have to feel their way around. But the Outback has lots of light and is very dry. Animals in the Outback have good eyesight so they can spot a predator or prey from far away.



- 8) A coral reef is an ocean **habitat**. It looks like a plant or rock, but it is made from the shell of animals called *coral*. All animals that live in the coral reef depend on one another. Some animals eat plants, some eat other animals, and some eat leftovers. The animals work together to stay safe. The coral reef has lots of places for animals to hide.
- 9) A tropical rain forest **habitat** is warm. It rains all the time in the tropical rain forest, so it is also wet. There are lots of trees and other **vegetation** in the tropical rain forest. **Vegetation** means ‘the plants growing in an area.’ In the tropical rain forest, some animals eat other animals, and some eat fruit and plants. To stay safe, animals hide high in the trees. In some tropical rain forests, you can even find people that live there!

We just learned about two more **habitats**. Let’s compare them. This time, I want you to help me...

- 10) Let’s compare a coral reef **habitat** and a tropical rainforest **habitat**.

- How are they the same?

**Allow students chances to provide answers. If students have difficulty providing answers, give choices and ask them to pick.**

**Possible answers include:**

- *Both have lots of water*
- *Both have lots of places for animals to hide*

- How are they different?

**Allow students chances to provide answers.**

**Possible answers include:**

- *Coral reefs are made up of coral.*
- *Coral reefs have lots of different fish.*
- *Tropical rainforests have trees.*
- *Tropical rainforests have lots of different animals including people.*

- 11) All animals need water, food, and a way to stay safe. All **habitats** provide these things in different ways.

- 12) Now it’s your turn to compare **habitats**.

**Cave Habitat**



**Rainforest Habitat**



**Outback Habitat**



**Coral Reef Habitat**



LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 2
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat?</b> "		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text contains information that does not make sense (a confusing concept).</li> <li>Participate in collaborative conversations about topics within grade one texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Rich Discussion</li> <li>Comprehension Monitoring</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Fix-up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>Choose the chapters you would like to read; you do not have to read the entire book during this lesson.</li> <li>Use sticky notes to mark pages on which you will model comprehension monitoring or prompt students; you could mark the following pages: pp. 2, 7, 12, 18.</li> <li>You could also write possible questions for rich discussion on sticky notes.</li> </ul> </li> <li>Review with students how to use the Comprehension Monitoring Icons (or other chosen signals, such as thumbs-up/thumbs-down) to demonstrate understanding as you practice monitoring comprehension.</li> <li>Monitor the length of the book reading to allow plenty of time for an extended discussion with students at the end of the lesson. Rich discussion questions are provided in the You Do routine, but you are welcome to develop other questions that will interest your students and encourage them to use higher-level language.</li> </ul>		
<b>LESSON ROUTINE</b>		
SET	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "When we read, it is important to understand the information the author is writing about. As we read, we need to stop and ask ourselves, 'Does this make sense?' When we read things that don't make sense, we need to figure out what it means. Remember, we can use our [Makes Sense and Doesn't Make Sense signs] <b>(or other signals, such as thumbs-up/thumbs-down)</b> to show when we understand what we read, and when we don't understand it. We can also use fix-up strategies to help us figure out what doesn't make sense. These are important skills to have because it helps us become better readers."</p>	
I Do	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Read the text and model the Comprehension Monitoring technique. Use the Comprehension Monitoring Icons (or other chosen signs/signals) as you demonstrate.</b></p> <p><b>You could say:</b>  "Today we are going read our first book for the unit, <u>Habitats of Australia</u>. As we read, we're going to stop when we're confused and then use two fix-up strategies, <i>Use Picture Clues</i> and <i>Reread</i>. We will look at photos in the book to help us figure things out, or we might reread a sentence or a few sentences. After we finish reading, we'll talk about some interesting ideas from the book."</p>	

	<p><b>(read the first paragraph on p. 2)</b> “This doesn’t make sense to me... <b>(show Doesn’t Make Sense icon)</b> I don’t understand what the Outback, Tasmania, and the Great Barrier Reef are. Hmm... I will use a fix-up strategy. I can find a picture clue! If I look at the map, on this page, I see they are all part of Australia, but none of them are close to each other. I am also going to use my second fix-up strategy and reread this sentence: ‘Three <b>regions</b>, or areas...’ Oh, I see! The Outback, Tasmania, and the Great Barrier Reef are all <b>regions</b>, or areas, in Australia! Now this makes sense. <b>(flip icon to Makes Sense side)</b></p> <p><b>(read the first paragraph on p. 6)</b> “I’m not sure what the word <i>nibble</i> means. <b>(show Doesn’t Make Sense sign)</b> I’m going to use my fix-up strategy and reread the sentence... ‘Mobs may <i>nibble</i> grass together in their grassland <b>habitat</b>.’ I know that some animals eat grass, so <i>nibble</i> must mean the same thing as eat! Now this makes more sense!” <b>(flip icon)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading <u>Habitats of Australia</u>, and prompt students to monitor their comprehension. Have them use the Comprehension Monitoring Icons, thumbs-up/thumbs-down, or other signals to express their understanding.</b></p> <p><b>You could say:</b>      “As I read, all of you need to decide if what I am reading makes sense or doesn’t make sense. If what I’m reading <i>does</i> make sense, [show me your Makes Sense sign]. But if it <i>doesn’t</i> make sense, [show me the Doesn’t Make Sense sign]. Let’s practice... Show me when it makes sense... Yes, I see [the Makes Sense sign—the happy light bulb]. Show me when it doesn’t make sense... Good! I see [the Doesn’t Make Sense sign—a confused face]. While we’re reading, it will be very important that you listen carefully. At the end of the page, I will stop and ask you if we need to fix any confusion. Remember to [show your sign] if it doesn’t make sense.</p> <p><b>(read p. 7)</b> “Is there anything that doesn’t make sense? <b>(pause a moment if no one signals)</b> It says here that emus are birds, but they can’t fly. All of the birds I know fly. <b>(hold up Doesn’t Make Sense sign or give other signal)</b> Let’s use our fix-up strategies to figure this out. Let’s start by looking the picture of the emu... What can we learn about emus by looking at this picture? I see long legs. Let’s think... Would an emu’s long legs help it fly? <b>(pause for response)</b> Now let’s reread this paragraph. <b>(reread text)</b> Oh, look! Emus’ long legs are good for walking fast, so they don’t need to fly. Now it makes sense. I used the picture and reread the sentence to help me understand when I was confused. <b>(flip icon or give other signal)</b></p> <p><b>(read p. 14 and make a few errors)</b> “Let’s keep reading. ‘The duck-billed platypus is a bird. It’s a <b>mammal</b>...’ Wait a minute! Something doesn’t make sense. A bird isn’t a <b>mammal</b>. How can a duck-billed platypus be a bird and a <b>mammal</b>? The picture isn’t helpful this time. Let’s reread... ‘The duck-billed platypus <i>isn’t</i> a bird.’ Oh, I misread the sentence. That makes sense now!”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Engage students in an extended discussion about the text, using questions that encourage higher-level language. Ensure that students have the opportunity to take multiple turns and elaborate on their responses.</b></p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• How would a snake in the Outback be different than a snake in Tasmania?</li> <li>• How would your life change if you moved to the Outback? Would you like it?</li> <li>• What might happen if the animals that live in our <b>habitat</b> moved to a coastal <b>habitat</b>?</li> </ul>

**CLOSE**

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today you did a great job of listening and discussing the ideas from the book. You also did a great job of using your [Makes Sense and Doesn’t Make Sense signs] to signal when things did or didn’t make sense. Tell someone else the two fix-up strategies we practiced today. **(pause briefly)** That’s right—we used the fix-up strategies *Reread* and *Use Picture Clues* to find more information and help us understand. Talking about books is important because you can share what you learned and ask other people what they think. Tonight when you get home, tell a family member something you learned from today’s book.”





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Find the meaning of a word**



Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition and some reference to observable or perceptual features associated with the word.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Words to Know rings: <b>habitat, mammal, similarity, however</b></li> <li>1" metal rings</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut, punch, and assemble the Words to Know rings. Attach the first four words (<b>habitat, mammal, similarity, however</b>) from the Words to Know strips to 1" metal rings. Each student should have a Words to Know ring to use throughout the unit.</li> <li>You could post a list of the Words to Know in the classroom for easy reference (optional).</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>habitat:</b> The area where something normally lives or happens</li> <li><b>mammal:</b> An animal that is born alive, is warm-blooded, and has hair</li> <li><b>similarity:</b> The idea of looking, sounding, or feeling the same way</li> <li><b>however:</b> In whatever way; But</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Can you think of the last new word that you learned? It's important for us to learn new words so we can understand what others say and what we read. Today we are going to learn four new words: <b>habitat, mammal, similarity, and however.</b> We are going to talk about what they mean and how to use them. In the next couple of weeks we will see these new words in books and use them in different classroom activities. Today we are going to start with the definition, or meaning, of these words."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Distribute the Words to Know rings. You could say:</b>  "Everyone has a word ring with the four words we're learning today. As we talk about the words, I want you find the word on your word ring..."</p> <p>"Our first word today is <b>habitat.</b> Find the word <b>habitat</b> on your word ring.</p> <ul style="list-style-type: none"> <li><b>Habitat</b> means 'the area where something normally lives or happens.' Here's a picture that shows <b>habitat.</b> (<b>show Vocabulary Picture Card for habitat</b>) This moose lives in the cold arctic <b>habitat.</b> Everything has a <b>habitat;</b> elephants live in a grassland <b>habitat.</b> What <b>habitat</b> do you live in?</li> </ul>	

- (show **Habitats of Australia**) In this book about Australia, there are several different **habitats**. I'll read a sentence about **habitats** from this book: (read from first paragraph on p. 3) 'A **habitat** is where certain animals live. A **habitat** has the food and shelter the animals need to stay alive.'
- Use your word rings as we say and spell the word **habitat** together: **habitat, H-A-B-I-T-A-T**. Now let's read the definition of **habitat**: 'The area where something normally lives or happens.'
- Turn to a partner and tell them the definition of **habitat**...

### (mammal)

"The next word is **mammal**; find **mammal** on your word ring.

- A **mammal** is 'an animal that is born alive, is warm-blooded, and has hair.' Here is a picture of **mammals**. (show picture card) A tiger, a dog, a monkey, and a mouse are all animals. They are born alive, warm-blooded, and have hair.
- **Mammals** live all over the world in all kinds of **habitats**. There are **mammals** in the ocean, desert, forests, and right here in this classroom. Humans are **mammals** because we are also born alive, are warm-blooded, and have hair on our skin.
- Let's say and spell **mammal** together: **mammal, M-A-M-M-A-L**. Let's read the definition of **mammal** from the word ring: 'An animal that is born alive, is warm-blooded, and has hair.'
- Turn to your partner and tell them the definition of **mammal**...

### (similarity)

"The next word you need to find is **similarity**; find **similarity** on your word ring.

- **Similarity** is 'the idea of looking, sounding, or feeling the same way.' Here's a picture of **similarity**. (show picture card) These apples all look the same.
- When something has a **similarity** to something else, they are similar—they look, sound, or feel *the same*. For example, when we look at these two students, (**pick two children**), what is one **similarity** that you see? (**pause for response**)
- Now say the word **similarity** with me: **similarity**. Let's spell **similarity: S-I-M-I-L-A-R-I-T-Y**. Now let's read the definition of **similarity**: 'the idea of looking, sounding, or feeling the same way.'
- Tell your partner the definition of **similarity**... Now find a **similarity** between you and your partner...

### (however)

"Our final word for today is **however**; find **however** on your word ring.

- The word **however** can mean two things. It can mean 'in whatever way,' OR it can mean 'but.' Here's a picture of **however**. (show however card)
- Sometimes in class you can do assignments **however** you like. That means you can do them in whatever way you like; maybe you can choose to draw or to write. Hmm... Is **however** you dress yourself in the morning okay with your parents, or do you have to dress a certain way to go to school?
- Our other meaning for **however** is 'but.' Listen to these sentences:
  - I wanted to eat Mexican food; **however**, we went to an Italian restaurant.
  - We were going to go outside for gym class; **however**, it was raining so we stayed in.
  - As we discuss **habitats** you will see a lot of **similarity**; **however**, some **habitats** are very different.

I could have said the word *but* where I said **however**.
- Say **however** with me: **however**. Look at your word ring, and let's spell it aloud together: **H-O-W-E-V-E-R**. Now let's read the two definitions of **however**: 'in whatever way...' OR 'but.'
- Now turn to your partner and tell them the definition of **however**..."

<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Read sentences aloud and have students fill in the correct Word to Know. You could say:</b>  “Now let’s play a game using our new Words to Know. Everyone grab your word rings, because one of the words will be missing from the sentences I am about to say. Find which word makes sense and then talk with your partner. When you agree on the word, raise your hand. Then I will ask one of you to tell me which word is missing from my sentence. Are you ready? Here is the first sentence...”</p> <ol style="list-style-type: none"> <li>1) I want to play basketball; _____ it is raining outside. <b>(however)</b></li> <li>2) My dog is a _____ because it was born alive and has hair over his skin. <b>(mammal)</b></li> <li>3) When we compared our pictures, there was a lot of _____. <b>(similarity)</b></li> <li>4) The desert is a difficult _____ for animals because it is so hot. <b>(habitat)</b></li> <li>5) Fish are animals, but they are not _____. <b>(mammals)</b></li> <li>6) Mom said I could decorate my bedroom _____ I want; I chose a jungle theme. <b>(however)</b></li> <li>7) When we compare things, we look for _____. <b>(similarities)</b></li> <li>8) Australia has many _____; we read a book about three of them. <b>(habitats)</b></li> </ol> <p>“Great job! Now, you and your partner should each think of a sentence for each of the words. The partner with [the shorter hair] can go first. Make sure you use each of the Words to Know in a sentence. Use your word rings to help you.”</p> <p><b>Circulate among students to monitor their understanding and assist them with sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we learned four new words: <b>habitat, mammal, similarity,</b> and <b>however.</b> These words are very useful words to learn, and I know you will soon master them. As I say the definitions, say the words you learned today...”</p> <ul style="list-style-type: none"> <li>• In whatever way OR but <b>(however)</b></li> <li>• An animal that is born alive, is warm-blooded, and has hair <b>(mammal)</b></li> <li>• The area where something normally lives or happens <b>(habitat)</b></li> <li>• The idea of looking, sounding, or feeling the same way <b>(similarity)</b></li> </ul> <p>We will be using these words in many ways over the next couple of weeks. For the rest of the day, see how many times you hear the words <b>habitat, mammal, similarity,</b> and <b>however.</b>”</p>

**Directions:** Cut out, punch, and attach word strips to 1" metal ring.

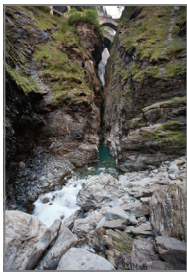
## Word Strips – Animals – Grade 1 *Let's Know!*



**habitat**  
the area where  
something normally  
lives or happens



**similarity**  
the idea of looking,  
sounding, or feeling  
the same way



**crevice**  
a narrow crack



**otherwise**  
in another or  
different way;  
or else



**vegetation**  
the plants growing  
in an area



**however**  
in whatever way;  
but



**mammal**  
an animal that  
is born alive,  
is warm- blooded,  
and has hair



**region**  
an area



# LARRC

---

Language and Reading Research Consortium

---

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify the primary differences between fiction and nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea in an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with facts and details.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Fiction book(s) about animals </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Document camera or interactive whiteboard </li> <li>Drawing paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set # 1</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> <li><u>Fiction and Nonfiction</u> slideshow for Lesson #5 </li> </ul>	<ul style="list-style-type: none"> <li>Words to Know rings: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #6 (print or digital) </li> <li>Student Journal Lesson #6</li> <li>Word webs (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Student Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #8 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 5
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the primary differences between fiction and nonfiction.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Round Robin or Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Fiction book(s) about animals</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set # 1</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> <li><u>Fiction and Nonfiction</u> slideshow for Lesson #5</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Select a fiction book(s) about animals to use as an example, such as <u>The Amazing Flight of Little Ray</u> by V.R. Duin. Preview the book(s) and prepare examples of similarities and differences between fiction and nonfiction texts.</li> <li>Preview the slideshow for the lesson. The slideshow provides practice with sorting text and pictures into fiction and nonfiction categories. It includes hypertext that confirms students' answers or tells them to try again; students must touch the pictures to move the presentation to the next slide.</li> </ul> </li> <li>Use the Venn diagram graphic organizer Teacher Journal Lesson #5 to demonstrate how to compare and contrast fiction and nonfiction.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <b>START THE LESSON WITH WRAP SET #1: HABITAT, MAMMAL, SIMILARITY, HOWEVER</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "In our room, we have many books that we like to read. Today we're going to talk about two different kinds of books. One is <i>fiction</i> and the other is <i>nonfiction</i>. Sometimes when we read or hear something, we want to know if it's true. If a book is <i>fiction</i>, that means the story isn't really true. If the book is <i>nonfiction</i>, that means the information is true. We'll learn the differences between the two types of books. Recognizing the type of text we read helps us to understand the information in the text, which makes us better readers. At the end, we will play a game using a slideshow presentation."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Explain the differences between fiction and nonfiction, referencing familiar examples. Add your ideas to the Venn diagram on the teacher journal. You could say:</b>          "Our book about the <b>habitats</b> of Australia is a <i>nonfiction</i> book because it tells facts about animals—information that is true. The pictures show us exactly how the animals look. The words tell us about what the animals are really like and what they do in real life. But there is another kind of book called <i>fiction</i>. These books are not true—they're made-up. Many books we read are fiction, like [<u>Three Hens and a Peacock</u>]. We're going to compare these two kinds of books. Then you're going to help me find things that are the same and different.</p>	

	<p>“One of the first things that I notice is that both of the books have pictures or illustrations, but the nonfiction book has photos of real animals. The fiction book has drawings of animals, but they don’t look real. So I’ll write <i>pictures</i> in the middle part because both books have them, and then I’ll write <i>photos</i> on the <i>Nonfiction</i> side and <i>drawings</i> on the <i>Fiction</i> side.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to continue adding similarities and differences to the Venn diagram.</b>  <b>You could say:</b>  “Now you’re going to help me find some more comparisons between fiction and nonfiction books. What else do you notice? In [<u>The Amazing Flight of Little Ray</u>, the stingray can fly. Do you think stingrays can really fly? <b>(pause)</b> That’s right! They swim, but they do not fly]. It sounds like fiction books use make-believe. Let’s add that to our diagram... In <u>Habitats of Australia</u>, it says that kangaroos can jump almost 30 feet! Do you think that is true? <b>(pause)</b> That’s right; kangaroos really can jump that far. I think we found another difference. Fiction books use make-believe, or they tell about things that do <i>not</i> happen in real life. Nonfiction books tell about things that are true, or really <i>do</i> happen.</p> <p>“Let’s see if we can find another difference between fiction and nonfiction books. In [<u>The Amazing Flight of Little Ray</u>] and many other fiction books, the animals can talk. Can animals really talk? <b>(pause)</b> That’s right, they cannot talk. In fiction books, animals <i>can</i> talk, but in nonfiction books, animals <i>cannot</i> talk. Let’s add these ideas to the diagram, too.”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups and pass out the student journal. Use the slideshow to practice sorting information into fiction and nonfiction categories.</b></p> <ul style="list-style-type: none"> <li>• <b>First, review the differences between the two types of text by showing the first two slides of the presentation.</b></li> <li>• <b>Then, have students work with their groups to sort the text on the remaining slides.</b></li> </ul> <p><b>You could say:</b>  “We’re going to look at some slides about fiction and nonfiction books to review what we just learned. Then I will show you some text and you will decide whether the text is fiction or nonfiction with your group. Each group has a paper with pictures and blank spaces. One side of the paper has <i>fiction</i> pictures; the other side of the paper has <i>nonfiction</i> pictures. When you hear an example from the slideshow, circle the correct picture. Make sure everyone in your group agrees first. When you finish, raise your hands, and I will call on one person from the group to share his or her answer. Then we can see if your group is correct. If not, we can go back and try again.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we sorted <i>fiction</i> books and <i>nonfiction</i> books. Let’s review some things we learned. Do animals talk in fiction or nonfiction? <b>(pause for response)</b> Right, in fiction! Fiction books are make-believe. Is there magic in nonfiction? <b>(pause)</b> No, there is not magic in books that are true. Where do we find facts—fiction or nonfiction? <b>(pause)</b> Good thinking! We find facts in nonfiction books. It’s important to recognize the type of text we read to help us understand the information we read about. Great job today!”</p>

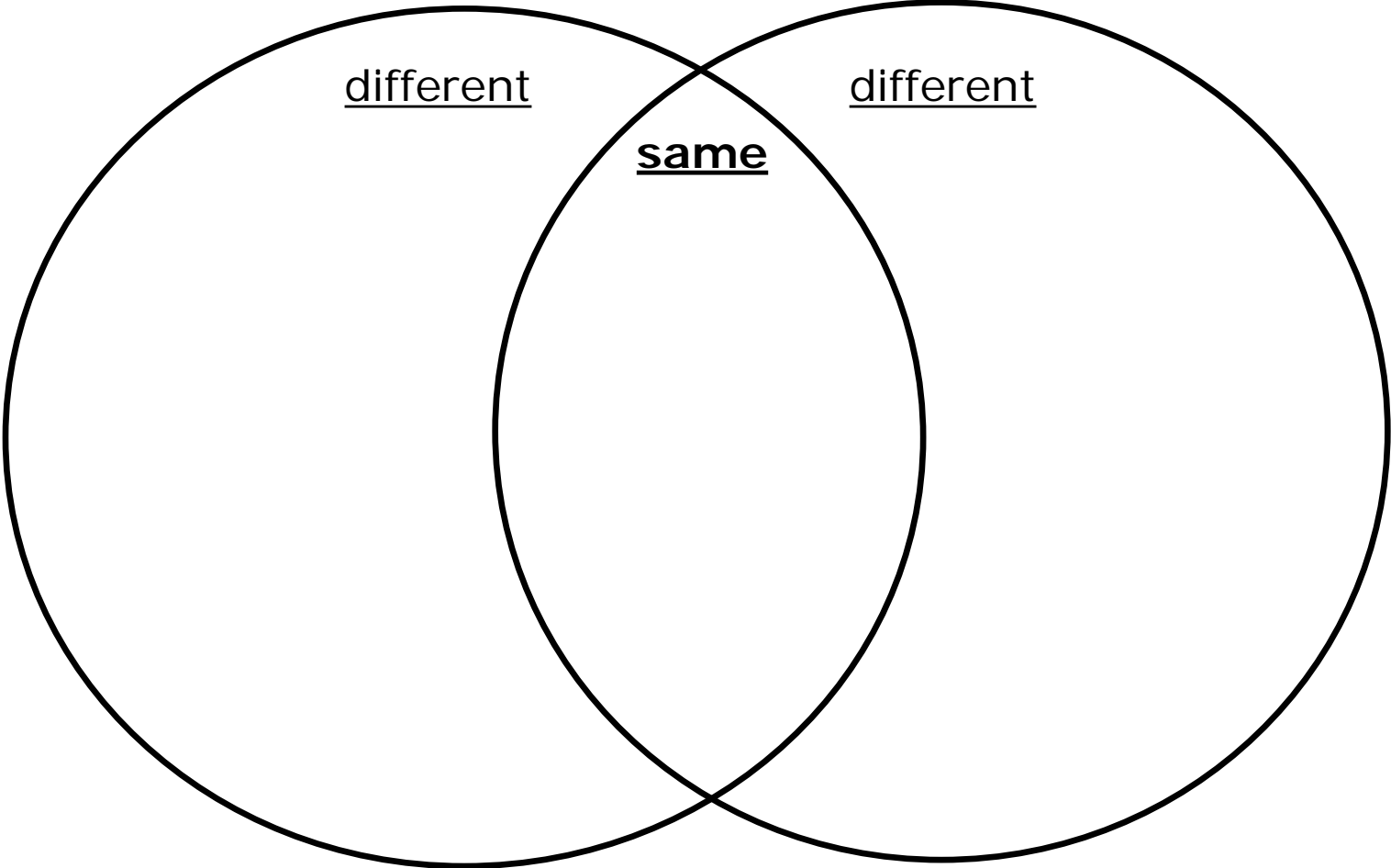
# Teacher Journal

## Animals – Lesson 5



**Nonfiction**

**Fiction**



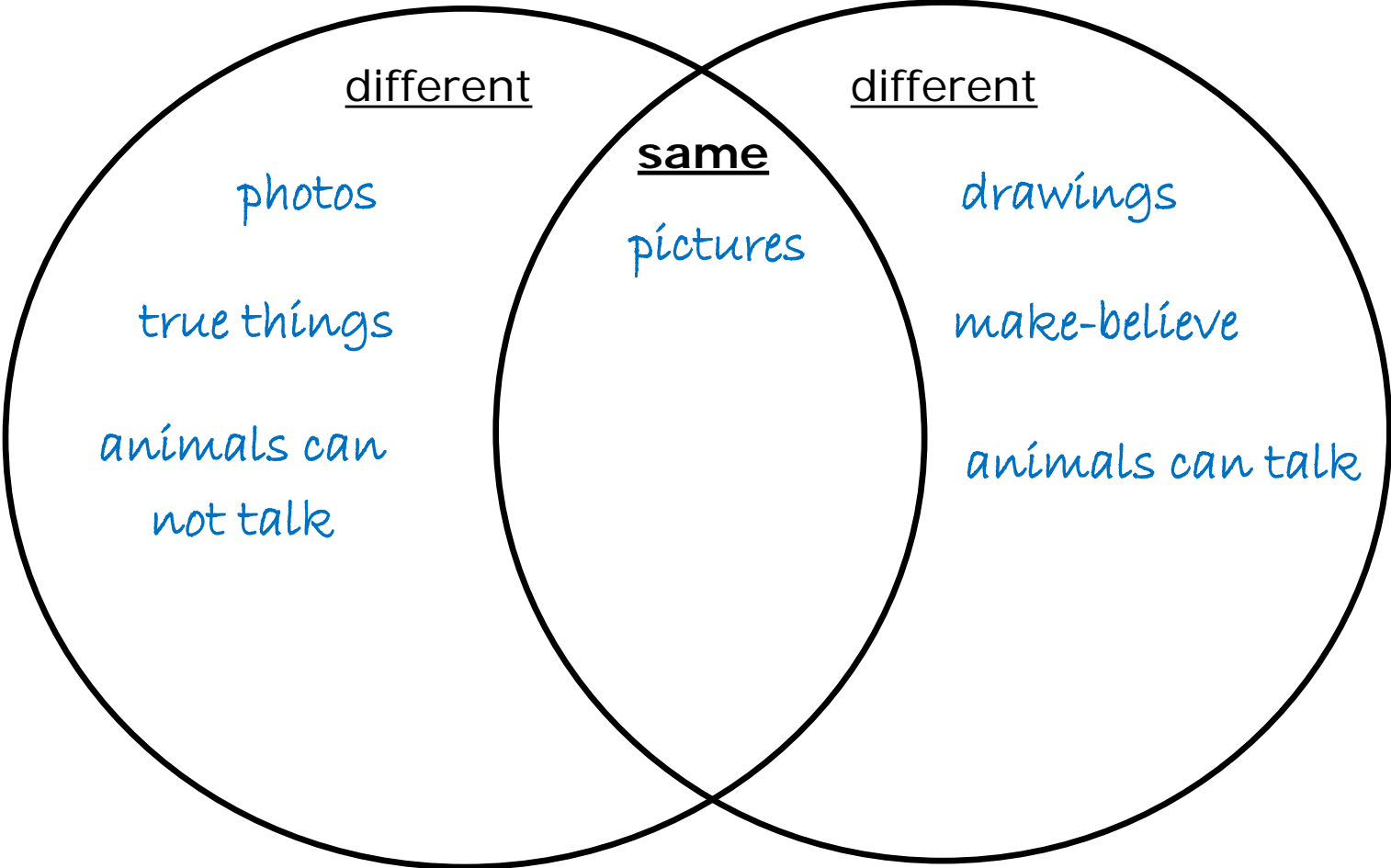
# Teacher Journal

## Animals – Lesson 5



**Nonfiction**

**Fiction**





### Fiction

1)



2)



3)



4)



5)



### Nonfiction



LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 6
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade level texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Words to Know rings: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #6 (print or digital)</li> <li>Student Journal Lesson #6</li> <li>Word webs (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>For this lesson, you will use the teacher journal to generate related words for the four Words to Know. You may use the digital or print version of the teacher journal, or four blank words webs. Post copies of each web for children to reference during the You Do activity.</li> <li>During the We Do routine, guide students to generate related words. If they have trouble, refer to the suggested words below. You could teach some or all of the words that students don't generate on their own.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>habitat:</b> The area where something normally lives or happens</li> <li><b>mammal:</b> An animal that is born alive, is warm-blooded, and has hair</li> <li><b>similarity:</b> The idea of looking, sounding, or feeling the same way</li> <li><b>however:</b> In whatever way; But</li> </ul> </li> <li>SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li><b>habitat:</b> (synonyms) <i>environment, home, surroundings</i>; (examples) <i>desert, arctic, forest, ocean, jungle</i></li> <li><b>mammal:</b> (synonyms) <i>creature, animal</i>; (examples) <i>dog, monkey, mouse</i>; (non-examples) <i>reptile, fish</i></li> <li><b>similarity:</b> (synonyms) <i>alike, comparable, related</i>; (antonym) <i>difference</i></li> <li><b>however:</b> (synonyms) <i>but, still, yet, whatever</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "I just learned a new word yesterday. Learning new words is important and fun. I have heard a lot of you practicing and using the Words to Know over the past few days. It is important to try using new words every day. Today we are going to talk about words that are <i>related</i> to our Words to Know; then we are going to write some of the words in our journals. Soon, we will have HUGE vocabularies!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal (or word web); model generating related words. You could say:</b>  "Let's review our Words to Know. Find the word <b>habitat</b> on your word ring. A <b>habitat</b> is 'the area where something normally lives or happens.' The moose lives in an arctic <b>habitat</b>. Now I'm going to show you how to think of words that are related to, or belong with, the word. This is a word web to record the related words. The word <b>habitat</b> goes in the middle bubble of my word web. When I think of a <b>habitat</b>, I think of my <i>surroundings</i>; my <b>habitat</b> is my <i>surroundings</i>. I'll place <i>surroundings</i> in one of the outer bubbles. A <i>home</i> is a <b>habitat</b>, so let's add <i>home</i>, too. I could use the big word <i>environment</i>, right? Our related words for <b>habitat</b> are <i>surroundings, home, and environment</i>. We can also think of examples of <b>habitats</b>, like <i>desert, arctic, forest, ocean, or jungle</i>."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to make webs of related words for the remaining Words to Know.</b>  <b>You could say:</b>          “Now let’s work on the word <b>mammal</b>. Find <b>mammal</b> on your word ring. A <b>mammal</b> is ‘an animal that is born alive, is warm-blooded, and has hair.’ Dogs, cats, people, and monkeys are all <b>mammals</b>. Now who can tell me what a <b>mammal</b> is? <b>(pause for response)</b> Yes, a <b>mammal</b> is an animal that is born alive, is warm-blooded, and has hair on its skin. So, the word <b>mammal</b> goes in the middle bubble of our web. Now it’s your turn to think of some words related to <b>mammal</b>. Brainstorm for one minute with your partner, and then I’ll ask you to share with the class the words you find... <b>(add related words to the web; if students have difficulty, see the suggestions under Special Instructions)</b></p> <p><b>(similarity)</b>          “Find <b>similarity</b> on your word ring. <b>Similarity</b> means ‘the idea of looking, sounding, or feeling the same way.’ You could say, ‘We looked at two bugs and noticed the <b>similarity</b> of their wings.’ Now brainstorm with your partner for one minute to think of words that are related to <b>similarity</b>. Then we’ll add your ideas to the web... <b>(add related words; if needed, see the suggested related words)</b></p> <p><b>(however)</b>          “Find <b>however</b> on your word ring. <b>However</b> means ‘in whatever way’ OR ‘but.’ For example, I can use the word <b>however</b> in this sentence: <i>I have to read a long book; <b>however</b>, I can pick any book I want.</i> This word is more difficult, but if you really put on your thinking caps, I’ll bet you can find some related words...” <b>(add related words)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. You could say:</b>          “In your student journal for this lesson, you’ll see each of our Words to Know, the definition, a picture, and a blank space that says <i>Related words</i>. Your job is to use the word webs we just made and choose two related words to write for each Word to Know. When you finish, you can have one minute to share with your partner which words you chose to write in your journal.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Well done! Today you thought of so many words that are related to the words we have been using in class. I’m going to say a related word, and I want you to tell me the Word to Know it goes with...”</p> <ul style="list-style-type: none"> <li>• creature <b>(mammal)</b></li> <li>• yet <b>(however)</b></li> <li>• alike <b>(similar)</b></li> <li>• home <b>(habitat)</b></li> </ul> <p>Excellent! Knowing what words mean and how they are related is very important because it will help you understand what you’re reading and what others are saying. It will also help you speak clearly. You’ll hear new words every day, and as you start to use them, your vocabulary will grow and grow.”</p>

# Teacher Journal

## Animals – Lesson 6



**habitat**



**mammals**



**similar**



**however**

environment

creature

alike

but

home

animal

comparable

still

surroundings

reptile

related

yet

different

whatever

# Student Journal

## Animals – Lesson 6



**Word:** habitat

**Definition:** The area where something normally lives or happens

**Related words** \_\_\_\_\_

\_\_\_\_\_



**Word:** however

**Definition:** In whatever way; But

**Related words** \_\_\_\_\_

\_\_\_\_\_

**Word:** similarity

**Definition:** The idea of looking, sounding, or feeling the same way

**Related words** \_\_\_\_\_

\_\_\_\_\_

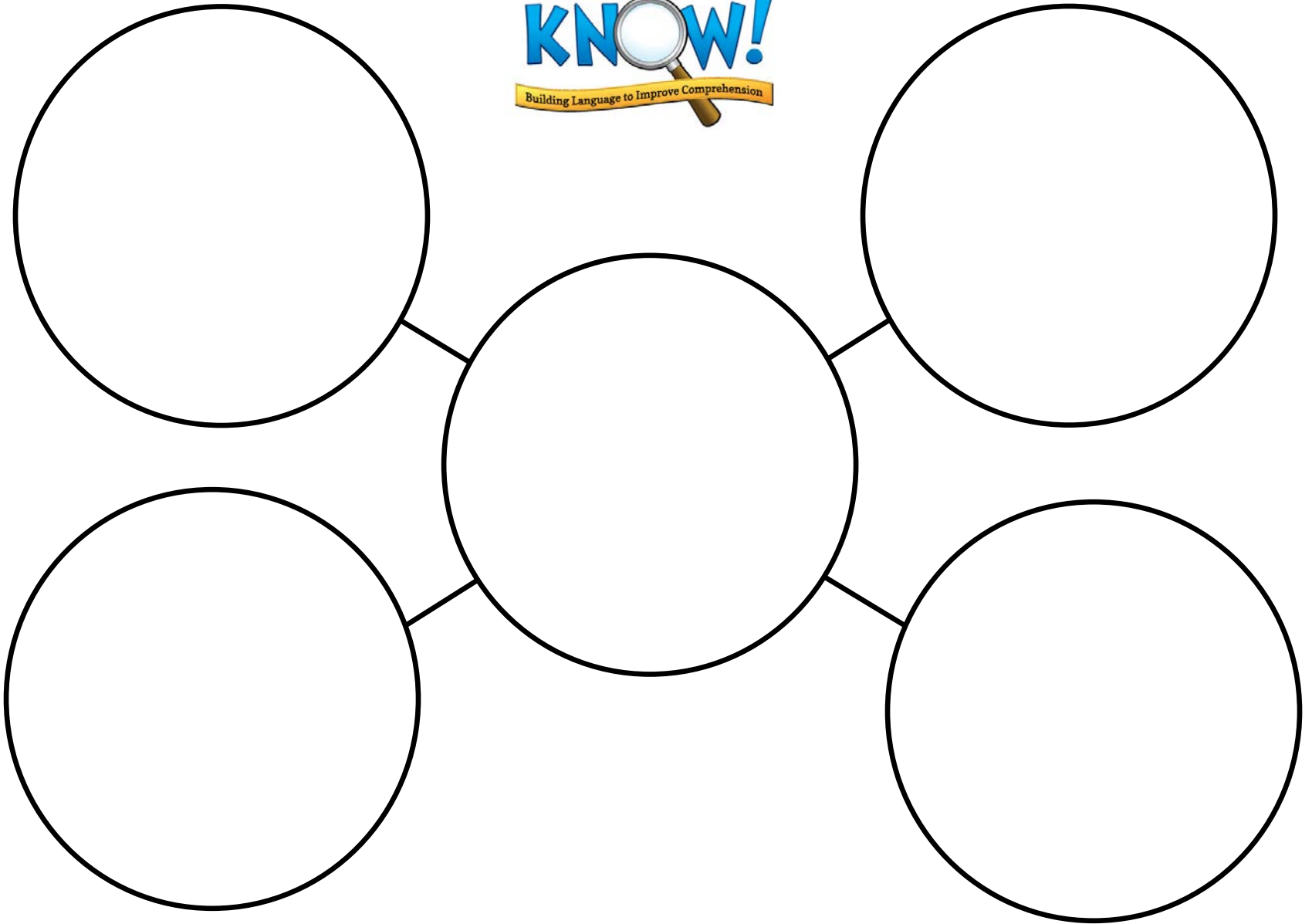


**Word:** mammal

**Definition:** An animal that is born alive, is warm- blooded, and has hair

**Related words** \_\_\_\_\_

\_\_\_\_\_





LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea in an information text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Student Journal Lesson #7</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Prepare sticky notes identifying the main idea for each paragraph specified in the I Do and We Do sections of the lesson. Suggestions from pp. 7,8, 10, and 15 are included in the lesson routines.</li> <li>You can use a document camera to project the book pages you are reading so students can see the photos, graphics, and captions more clearly.</li> <li>If your students are not independent readers, you could display the student journal during the You Do activity and read the paragraphs and main idea choices aloud.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When you're trying to decide what movie you want to watch, how do you know what the movie is going to be about? You look at the pictures or the title and decide what the main topic or ideas in the movie might be. Then you decide if that's what you want to watch or not. The purpose of our lesson today is to find the main ideas in our book <u>Habitats of Australia</u>. Understanding the main idea helps understand what we read and that makes us better readers. We'll use some of the main ideas in our books to help us write our animal <b>habitats</b> riddle books at the end of the unit."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "We already know that a <i>main idea</i> is what the paragraph is about—the most important information. Let's think about some of the main ideas in <u>Habitats of Australia</u>.</p> <ul style="list-style-type: none"> <li><b>(read p. 7)</b> "This page gives us information about the emu. Every sentence I read tells us something interesting about emus. I think the main idea of this page is emus. The main idea is what the author wants us to know, the most important information.</li> <li><b>(read p. 8)</b> "On this page, I read about the blue-tongued skink. I can see that the name of the animal—blue-tongued skink—is in bold, dark print. Everything I learned told me how the blue-tongued skink lives in the desert <b>habitat</b>. I think the main idea of this page is the blue-tongued skink."</li> </ul>	
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to look through the book. Assist students with finding the main idea about various animals in their habitats. You can use headings, bold print, topic sentences, and repeated words that describe the same idea to help students find the main ideas; point out these features to students as you find them.</b></p>	

	<p><b>Turn to p. 10. You could say:</b>  “Help me find the main idea for the second paragraph. As I read, listen for a word that keeps coming up in the paragraph—it can be a clue to the main idea. Words in bold, dark print can also be a clue to the main idea. <b>(read the paragraph aloud)</b> What animal did I read about? Turn to your partner and decide what the main idea is, and be ready to tell the class what you think the main idea is and why.”  <b>Provide brief talk time, and then invite students to share ideas with the class. Students may say that the main idea is the Tasmanian devil because the words <i>Tasmanian devil</i> are in bold print, the name was used twice, or the information was all about the Tasmanian devil.</b></p> <p><b>Guide students to find the main idea of p. 15. You could say:</b>  “Let’s identify the main idea for this paragraph. As I read, listen for a sentence that tells us what the paragraph is all about. What sentence tells us the most important idea? <b>(read the paragraph aloud)</b></p> <ul style="list-style-type: none"> <li>• Turn to your partner and decide which sentence tells us the main idea.  <b>Pause for response; as needed, guide students to see that the first sentence tells the main idea—the platypus’s food is in the mud at the bottom of the water.</b></li> <li>• Now turn to your partner and discuss what food the platypus finds to eat in the mud.”  <b>Students should respond that the platypus eats snails, tadpoles, and other small animals.</b></li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Pass out the student journal. Read aloud each paragraph and have students circle the main idea. You could say:</b>  “Now it’s your turn to identify the main idea as I read each paragraph aloud. Circle the main idea on your journal page after I read each paragraph, and tell your partner <i>why</i> you think that is the main idea. Remember, words in bold print, the first sentence in a paragraph, or repeated words can help you identify what is most important—the main idea. When you are finished, we’ll share our answers as a class.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we learned to find the main idea, or the most important information, about animals living in different <b>regions</b> in Australia. We can find main ideas by looking for words in bold print, repeated words, and a main idea sentence. Who can tell me what a main idea is? <b>(pause for response)</b> Great! It’s the most important information in a paragraph or on a page. When you’re reading books about animal <b>habitats</b>, practice stopping after a paragraph to find the main idea. Good readers find the main idea to help them understand what they’re reading.”</p>

# The World of Snakes

Snakes are predators. A snake hunts by laying around waiting for its prey. Then, the sneaky snake catches and eats it! Many snakes eat small rodents like mice, but they also eat birds, insects, lizards, and many other animals. Snakes do not chew their food. They just catch it and swallow it whole.

Circle the Main Idea

Where snakes live **OR** What snakes like to eat

Snakes can camouflage themselves so they blend in with their surroundings. The markings on their scales help hide them from predators and prey. Snakes can hide in many different places like leaves, trees, and sand.

Circle the Main Idea

How snakes hide **OR** Types of snakes

There are two ways that snakes are born. Some snakes hatch from eggs. Snake eggs are not hard; they are more like leather. Other snakes are born with no egg at all.

Circle the Main Idea

How snakes are born **OR** How snakes hunt



Snakes defend themselves in many ways. Some snakes rattle their tails to scare others. Other snakes hiss or stick out their tongues.

Circle the Main Idea

How snakes are born **OR** How snakes defend

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with facts and details.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Document camera or interactive whiteboard</li> <li>Drawing paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #8</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Select an array of nonfiction books about animals in their <b>habitats</b>.</li> <li>Select a book and complete the graphic organizer on Teacher Journal Lesson #8; compare the food you eat to the food an animal eats.</li> </ul> </li> <li>This lesson is designed to give students the opportunity to engage for an extended period of time with one or several texts that they select because they find the content interesting. The goal is for all students to be <i>engaged</i> in reading and talking with a partner for an entire 30-minute session.</li> <li>Allow students to select the texts they want to read; provide them autonomy in their decisions. Texts should in some way be related to the unit theme but should vary in genre, topic, complexity, and so on.</li> <li>Share your example of the completed teacher journal page during the I Do routine. Display the teacher journal during the You Do activity to help students construct their sentences.</li> <li><i>Save Teacher Journal Lesson #8 for use in Lesson 24.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #2: HABITAT, MAMMAL, SIMILARITY, HOWEVER</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I love to read, especially when I can pick my own books. When you read with purpose, you will understand the information much better and that will make you a better reader. That means you know why you are reading and what you are trying to find out as you read. Today you can choose any of the books about animals that are available in the room. Make sure you choose a book you find interesting and then read for about 15 minutes. As you read, your job is to find out what kinds of food that animal eats. When you get done reading, you will do three things:</p> <ul style="list-style-type: none"> <li>Draw a picture of the animal eating the food it likes.</li> <li>Draw a picture of the kind of food that you like.</li> <li>Share your ideas with a partner to compare what you eat with what the animal eats."</li> </ul>	

<p><b>I Do/ We Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Briefly review the procedures for the Read to Know lessons, and establish a purpose for students' reading.</b></p> <p><b>Demonstrate how to pick a book based on interest and how to pull out key points from the book as you read; share your completed teacher journal as a sample. You could say:</b>  "Let me show you what today's activity will look like. Here is the book I picked. <b>(share book)</b> I found a book that is interesting to me, is about an animal that I am curious about, and has words that I can read. It also has lots of pictures to look at. First, I picked a book about [turtles]; then I read the book and looked at the pictures. As I read the book, I wanted to find out what the animal eats. I found out that this [turtle eats grass and cacti, and it loves watermelon]. I drew a picture of my animal eating [watermelon] and wrote the animal's name and the food it eats. Then I drew a picture of a food I like to eat because I'm an animal, too. Now it's your turn to choose a book that looks interesting to you. Remember to choose an animal and think about what it eats as you read."</p> <p><b>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own. Move around the class encouraging students and checking on their progress.</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute drawing paper to each student, and display the teacher journal. Students will draw a food an animal eats, draw a food they eat, and write sentences. You could say:</b>  "Now take your sheet of drawing paper. Your job is to draw a picture and write a sentence about an animal and the food it eats. Then you'll draw something that you like to eat and write a sentence about your favorite food. Remember that you can look at the sentence frames on the journal to help you make your sentences. Raise your hand if you need my help."  <b>Circulate the room to assist students with their sentences.</b></p> <p><b>After children have finished the activity, you could say:</b>  "Take turns talking with your partner about the food your animals eat; then compare it to what you eat. You have [two] minutes to talk with your partner."</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "Today when you chose your own book, you had a purpose for reading—to find out the food an animal eats. Who wants to tell me about their animal and about the food it eats? <b>(allow students to share)</b> Looking for information while you read helps you remember it, understand it, and explain it to someone else. This will help you be a better reader and remember all the cool things you learn about animals!"</p>

Draw a picture of the animal eating something it eats.

My animal is a \_\_\_\_\_, and it eats \_\_\_\_\_.

Draw a picture of a food that you eat.

I am an animal, and I eat \_\_\_\_\_.





## WEEKLY LESSON PLANNER

### ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read independently.</li> <li>Begin to understand why predicting supports text comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one kind of text and translate the information into a new kind of text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Define words by providing a definition.</li> <li>Use the words in spoken and written sentences.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper </li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs </li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper </li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forest</u> by Libby Romero</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Document camera </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set # 3</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #10 </li> <li>Student Journal Lesson #10 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #11 </li> <li>Student Journal Lesson #11</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Words to Know rings: <b>crevice, otherwise, region, vegetation</b> </li> <li>Teacher Journal Lesson #12</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat?</b> "		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read independently.</li> <li>• Begin to understand why prediction supports text comprehension.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Preview the book and prepare the text you will read. You do not have to read the entire book, but be sure to include the text that is critical to the skills taught in the lesson.</li> <li>○ Use sticky notes to mark pages on which you will model predicting or ask prediction questions. Mark pp. 7, 8, 12, 14, and 16 for easy reference during the lesson.</li> <li>○ You could also write possible questions for rich discussion as you preview the text, though suggestions are provided in the You Do routine.</li> </ul> </li> <li>• After reading, engage students in an extended discussion about the text to help them use higher-level thinking skills. A rich discussion should be a teacher-led but student-dominated conversation in which children have multiple turns to talk.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "As I read, I ask myself several questions. What do I already know about this topic? Did I read information that makes sense with things I already know? Did I read information that changes what I already know? Asking and answering questions I pose to myself helps me think about the information I am reading. When I think about what I read, I become a better reader. Our purpose today is to read another text about animals. As we read, we'll be making predictions about what we're reading."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Prediction questions help us think about what might happen or what a book will be about. Demonstrate how predicting helps readers engage with the text; You could say:</b>          "Today we are going to read a new book, <u>Caves and Crevices</u> by Sharon Katz Cooper. <b>(show book)</b> I know from visiting underground caves that they are dark, wet, and cold. From the cover of our book, I also know that bats live in caves. I predict that other kinds of animals also live in caves. So, as I read I want to learn whether other kinds of animals live in caves. If I read and find out that other kinds of animals <i>do</i> live in caves, then my prediction was correct! Think with me as I read to find out whether other animals besides bats live in caves."</p> <p><b>As you read through the text, talk with students about the animals you learn about and whether your prediction is confirmed.</b></p>	

	<p><b>Read p. 7 and model making predictions. You could say:</b>          “I read that caves are <b>habitats</b> that can be filled with water. I also learned that a <b>crevice</b>, a crack in a rock, is a place where insects can hide. I want to predict what food animals could find in a cave. Let’s see... If there is water in the cave, maybe there are fish. I’m going to predict that cave animals eat fish. Let’s keep reading to see if my prediction is correct.”</p> <p><b>Read the following page and reevaluate your prediction. You could say:</b>          “Our book says that cave animals eat seeds and nuts, and sometimes other dead animals from outside the cave. It looks like my prediction was wrong; cave animals do not eat fish.”</p> <p><b>Remind students that it is okay when a prediction is not confirmed; readers revise their predictions when they learn new information.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to read <u>Caves and Crevices</u>. Ask prediction questions based on what students may already know about the topic. You could say:</b>          “As I continue to read about the cave animals, I want you to make predictions and discuss the new information with each other. Think about whether your predictions were correct or whether you need to revise your predictions.</p> <ul style="list-style-type: none"> <li>• <b>(p. 14)</b> “Before I read about cave millipedes, think about what you know about what bugs eat and what we’ve read about in our book. Turn to your partner and tell your partner what you think millipedes would eat. <b>(allow talk time; then read the page and ask students to confirm or revise predictions)</b> Was your prediction correct? Explain to your partner if your prediction was correct or incorrect...”</li> <li>• <b>(p. 16)</b> “Before I read about salamanders, I want you to predict how big they can get. You can use the picture as a clue. Turn to your partner and say how big you think salamanders grow. <b>(allow talk time; then read the page and ask students to confirm or revise predictions)</b> Was your prediction correct? Tell your partner if your prediction was correct or incorrect...”</li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Engage students in rich discussion of a topic; ensure that all students have a chance to participate and take multiple turns. Ask questions that encourage higher-level thinking.</b></p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>(p. 8)</b> We found out that water flowing into the cave provides seeds, nuts, and small animals that cave animals eat. Dead animals in a cave can also be food for other animals. Are there enough kinds of food for cave animals to survive? What do you think would happen to the animals if the water quit flowing into the cave? Why?</li> <li>• <b>(p. 12)</b> We found out scorpions, a type of arachnid like spiders, live in caves. They catch insects using pincers and stingers. Why is it important for caves to have predators like scorpions?</li> <li>• <b>(p. 18)</b> What would happen to the insects and small animals if the bats left the cave and didn’t come back?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Let’s review what we did today. We used information that we know and information from the book to make predictions about the animals and insects living in caves. Then we confirmed whether our predictions were correct, and adjusted our thinking as we gained new information. Good readers stop periodically to link what they already know about something to what they are reading. Good readers also stop and ask questions while they’re reading. Great job reading and predicting today!”</p>

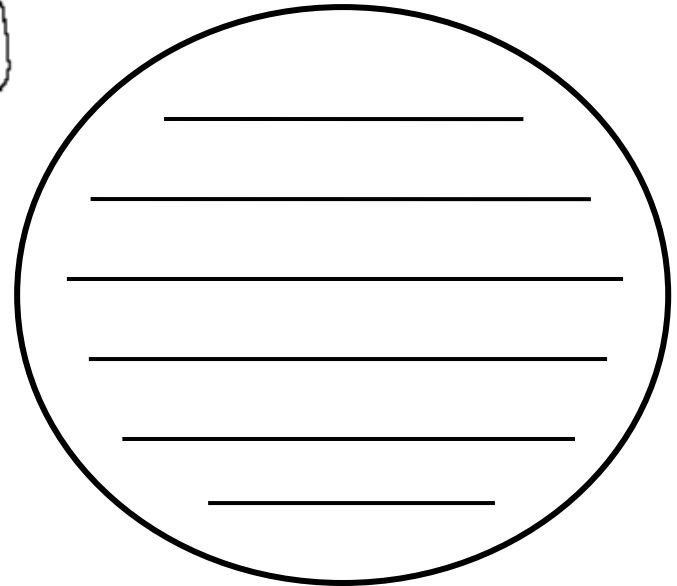
LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> <li>Extract information from one kind of text and translate the information into a new kind of text.</li> </ul>		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> LESSON TEXT: <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> </ul> TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> <li>WRAP set # 3</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #10</li> <li>Student Journal Lesson #10</li> </ul>	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the book prior to the lesson and use sticky notes to mark pages on which you will model examples or use think-alouds; you could mark pp. 4, 8, and 9 from the I Do and We Do routines.</li> <li>During the I Do and We Do routines, you will demonstrate translating information from the text into a graphic organizer using the teacher journal. The student journal activity in the You Do routine requires students to use this information to identify words that do belong and don't belong in the Outback <b>region</b> of Australia.</li> <li><i>Save the student journal for use in Lesson 13.</i></li> <li><i>Save the teacher journal for use in Lesson 24.</i></li> </ul>		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #3: HABITAT, MAMMAL, SIMILARITY, HOWEVER</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Have you ever made a list of things you want for your birthday or a holiday? You translated information from your head into another form—a list—so your parents would know what you wanted. Today we are going to look at our book about the <b>habitats</b> of Australia. Our purpose is to translate the information from the book into another type of text. We will find clues that describe the <b>habitats</b> in the Outback <b>region</b>, and we'll translate that information into a graphic organizer. Reorganizing information helps us understand what we read."</p>	
I DO	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #10. Read through the text and model filling in words that describe and do not describe the Outback. You could say:</b>  "I have a picture of Australia. The gray part is the Outback <b>region</b>. Next to it, I have a picture of a circle. I'm going to look for clues in our book that describe the Outback <b>region</b>. When I find a clue, I'm going to list it inside the picture of Australia. Then I will think of a word that is <i>different</i> from the one I just wrote and list it in the circle. All the words that describe the Outback <b>region</b> of Australia will go inside the picture of Australia. The words that do not describe Australia will go in the circle. Let's open our book and see if we can find clues that describe the Outback <b>region</b> and its <b>habitats</b>..."</p>	

	<p><b>(read p. 4)</b></p> <ul style="list-style-type: none"> <li>• “Hmm... It says that the Outback <b>region</b> is one of the driest places on earth. So, I think a good word that describes the Outback <b>region</b> of Australia is <i>dry</i>. I’m going to write <i>dry</i> on the first line inside the picture of Australia... If the Outback is <i>dry</i>, then I know it can’t be <i>wet</i>. So, inside my circle, I’m going to write <i>wet</i>...”</li> <li>• “I found another clue word. It says that the Outback is very <i>hot</i>. So, inside my picture of Australia, I’m going to write <i>hot</i>... If the Outback <b>region</b> is <i>hot</i>, then it cannot be <i>cold</i>. That means that the word <i>cold</i> belongs in the circle outside of Australia...”</li> <li>• There is another clue on this page. It says that the Outback has very ‘few trees or shrubs.’ A word that describes trees or shrubs is <b>vegetation</b>. So, the Outback region does NOT have a lot of <b>vegetation</b>. I think that’s a good word for my circle. Now, I want you to help me...”</li> </ul>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Read pp. 8–9, including the green box/caption about the blue-tongued skink. You could say:</b>  “Let’s see, did anyone hear a clue on these pages that describes the desert <b>habitat</b> of the Outback <b>region</b>? (if students don’t respond, reread the page and emphasize the word <i>sun</i>) That’s right, the Outback is very sunny! Where should I write the word <i>sunny</i>? (pause for response) That’s right, inside the picture of Australia. Can anyone think of a word that is the opposite of <i>sunny</i>? (pause) That’s right, [<i>rainy/cloudy/shady</i>]! So, if the Outback is <i>sunny</i>, it can NOT be [<i>rainy/cloudy/shady</i>]. Where should I write [<i>rainy/cloudy/shady</i>]? (pause) That’s right, in our circle outside of Australia.</p> <p>“I think I heard another clue word in the box on page 9. It says that the ‘blue-tongued skink has a red body the color of the desert’s <i>sand</i>.’ So, the desert <b>habitat</b> of the Outback has a lot of sand, or it is <i>sandy</i>. Where should I write the word <i>sandy</i>? (pause) That’s right, on our picture of Australia.”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students find partners, and then distribute Student Journal Lesson #10. You could say:</b>  “Now it’s your turn. With your partner, find the words at the bottom of the page. If you think it belongs in the Outback <b>region</b>, write the word in the picture of Australia; then cross it out in your word bank. If you think the word does not belong in the Outback, write it on the circle. There are also animals listed in your word box. If you think the animal lives in the Outback, write the animal in the picture of Australia. If the animal does not live in the Outback, write it in the circle. Make sure you and your partner agree on each word before you write it. Then we’ll talk about your findings.”  <b>Circulate the room to monitor and assist students as they work.</b></p> <p><b>As time allows, have students share their answers with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we learned how to translate information from one type of text into another. We used our books to find clues about the Outback <b>habitat</b>. Then we added the information to a graphic organizer. Let’s play popcorn... Say one thing that is in your map of Australia. (pause for responses) It’s important to learn how to describe things like <b>habitats</b>, especially if we want to share information with other people. Tonight, share with someone at home about what you learned today about the Outback <b>habitat</b>.”</p>

**What belongs**

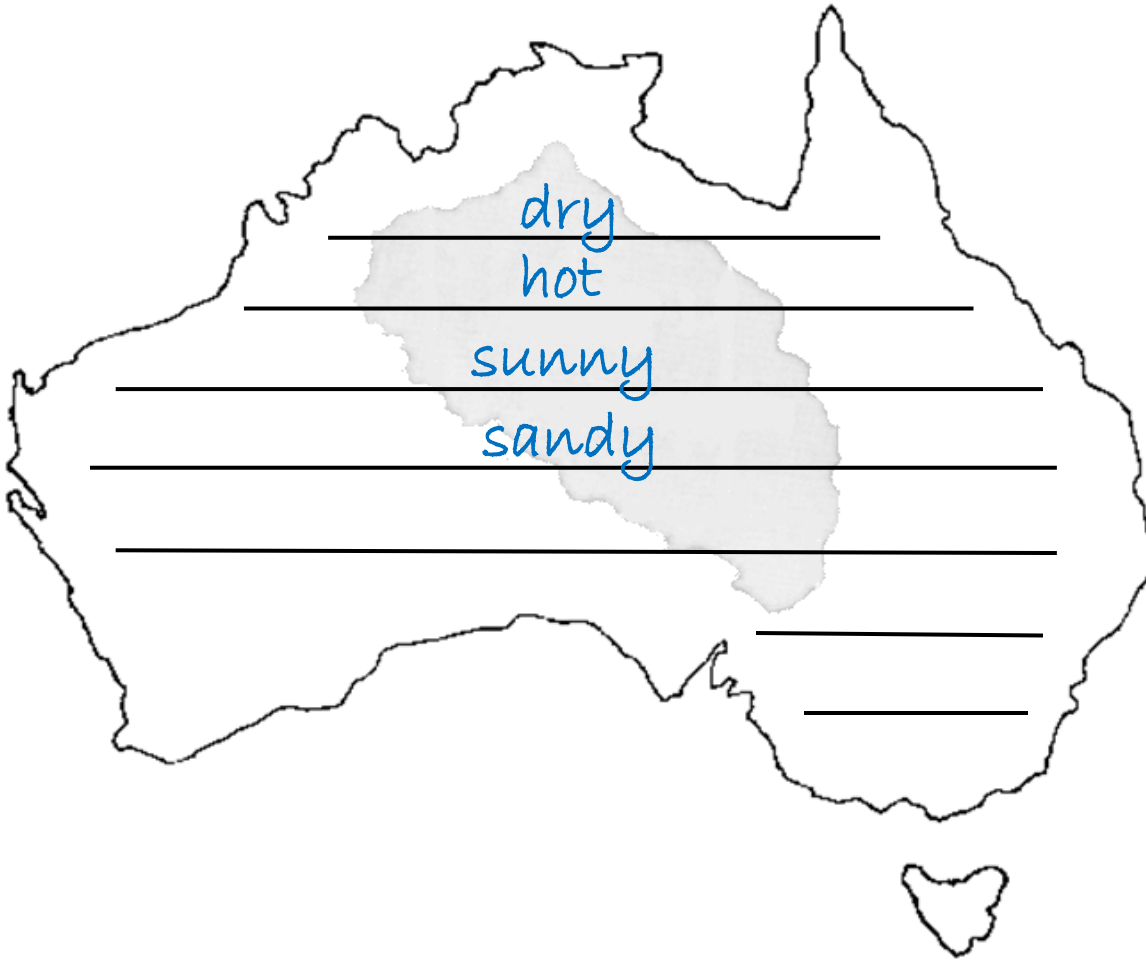


**What does not belong**





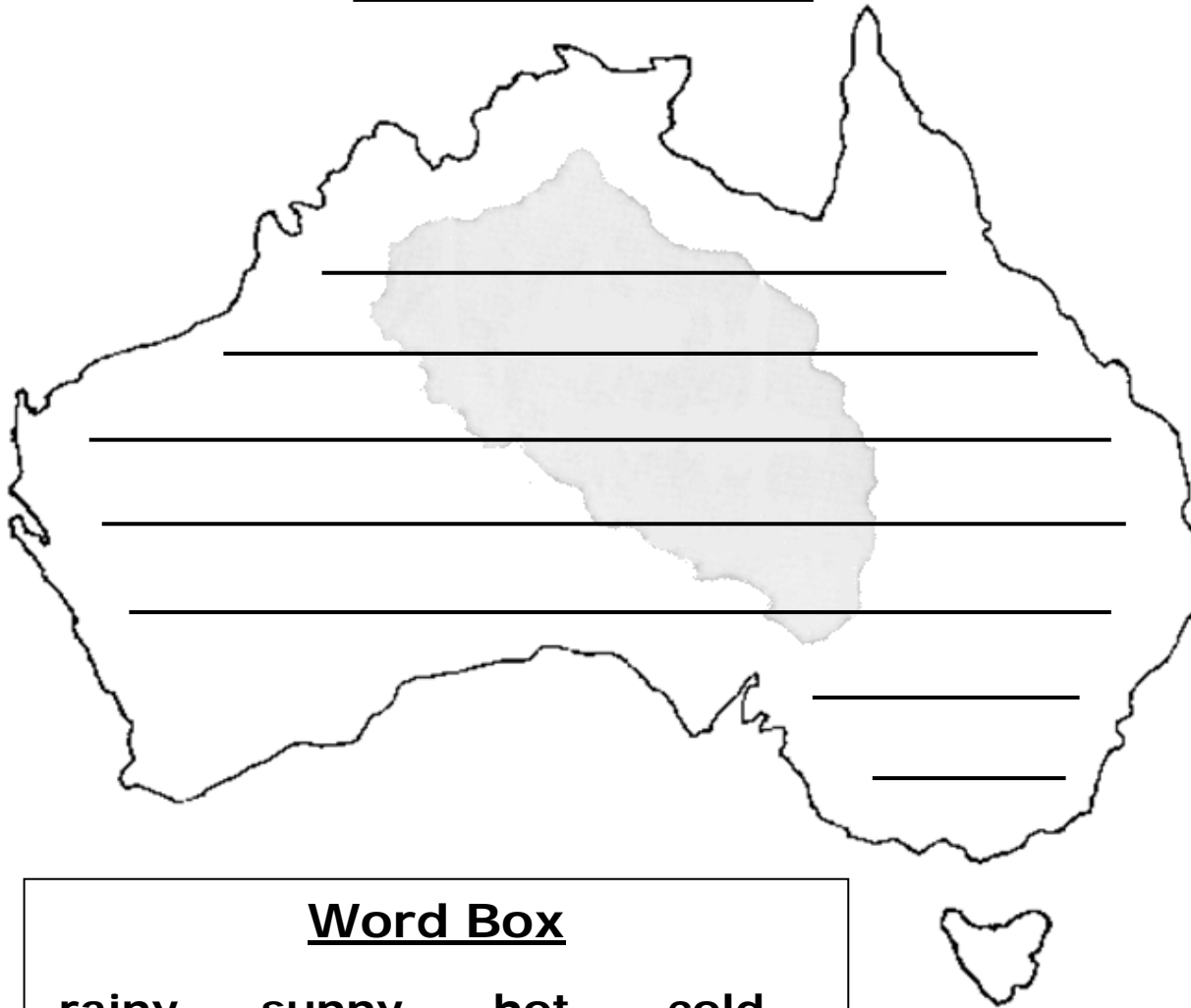
**What belongs**



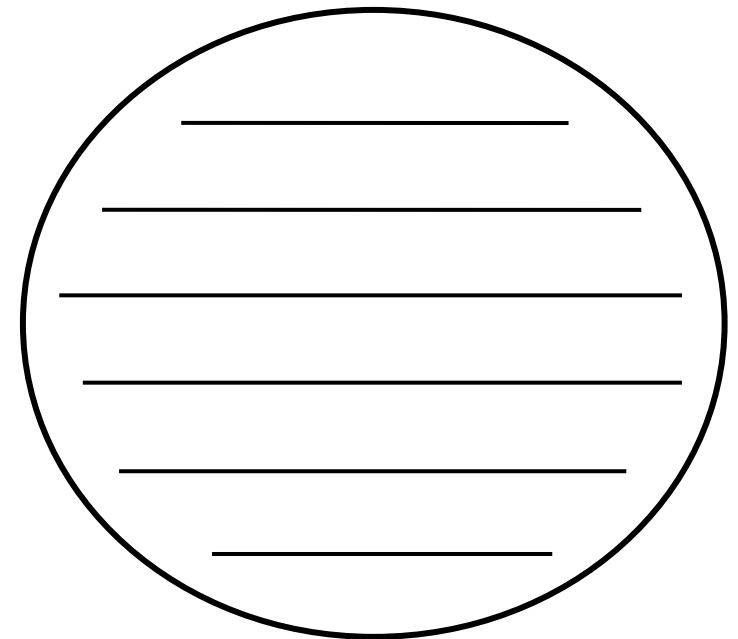
**What does not belong**



**What belongs**



**What does not belong**



**Word Box**

rainy    sunny    hot    cold  
vegetation    sandy    wet    dry  
kangaroo    emu    fish

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat?</b> "		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP Set #4</li> <li>Vocabulary Picture Cards: <b>habitat, mammal, similarity, however</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You could preview <u>Caves and Crevices</u> and use sticky notes to mark pages on which you will discuss main idea; mark the examples from the lesson routines on pp. 4–8, 16, and 20.</li> <li>You can add to the blank pages in the teacher journal or uncover information from the completed pages as you teach the lesson.</li> <li><i>Save the teacher journal for use in Lesson 24.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #4: HABITAT, MAMMAL, SIMILARITY, HOWEVER</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you ever been reading or listening to a book and realized you don't know what the book is about? I have; that is why I had to develop special skills to help me know what is going on. When I read, I look for <i>main ideas</i> and <i>key details</i>. One way you can identify main ideas is by paying attention to words that are bold or repeated. You can also look at the headings on a page, or the first sentence in a paragraph. Main ideas are the most important ideas in a paragraph. To help us better understand the main idea, each paragraph has key details. Key details tell you more about the main idea. Today, we are going to work on identifying key details to help us understand the main idea."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal. Use the graphic organizer to identify main ideas and key details from the text. You could say:</b>          "As I read this paragraph, I want to think about the main idea. <b>(read p. 16)</b> Giant salamanders is the <i>main idea</i>. The <i>key details</i> tell us more information about the main idea, giant salamanders. As I read it again, I am going to write down key details so I remember them.</p> <ul style="list-style-type: none"> <li>"The giant salamander lives in caves in the United States and Asia.' A key detail here is that salamanders live in the United States and Asia. <b>(add or uncover details on chart)</b></li> <li>'It can grow to be more than three feet long...' That must be why it is called a <i>giant</i> salamander. '...That is about the same length as five soccer balls or a yard stick.' <b>(add or uncover details)</b></li> </ul> <p>As I read, I found details about where the giant salamander lives and how big it gets. These key details helped me understand more about the giant salamander."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading the text. Work with students to identify the main ideas and key details using the organizer from the teacher journal.</b></p> <p><b>You could say:</b>  <b>(read p. 20)</b> “Remember, you are listening to discover the <i>main idea</i> and the <i>key details</i> that tell you more about the main idea. What do you think the main idea is? <b>(pause for response)</b> Vampire bats! Great. What were some of the <i>key details</i> you heard? <b>(pause for response)</b> Okay, let’s list the details... They drink blood; they use their teeth to cut animals to get their blood; they drink the blood of horses, cows, pigs, or birds; and they hunt at night. How did those key details help us understand vampire bats? <b>(pause for discussion)</b></p> <p><b>(read p. 26–27)</b> “What do you think the main idea is on this page? <b>(pause for response)</b> The blind cavefish! What are some key details you heard about the blind cavefish? <b>(pause for response)</b> Nice work! They have no eyes, they get around by feeling movements, and they have no color on their bodies.”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. Students will complete it as you read p. 7 of <u>Caves and Crevices</u>. Have them work with a partner to identify the main idea and key details. You could say:</b>          “I am going to read another section from this book. As I read, you should think about the main idea and key details. You will have choices of the main idea at the top of your student journal and choices of key details on the bottom of the page. Your job is to talk with your partner and then pick the main idea and two key details from the choices. Draw a line from the main idea to the details you choose. Ready? <b>(read p. 7)</b> Now tell your partner what you learned about caves...”  <b>Circulate the room to monitor students as they complete the journal and discuss their answers.</b></p> <p><b>When students are finished with the journal activity, regroup and discuss answers with the whole class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today you did a great job listening and identifying the main idea. What is the main idea? <b>(pause for response)</b> Yes, the most important information in a paragraph—the main idea is what the paragraph or page is mostly about. What do key details tell you? <b>(pause for response)</b> They give more information about the main idea! It is important as you are reading to pay attention to the key details because they give you additional information to help you understand the main idea. When you read or are read to, don’t forget to look for the main idea and key details!”</p>

## Main Idea



## Key Details



## Main Idea



## Key Details





## Main Idea



## Key Details



## Main Idea

salamander



## Key Details



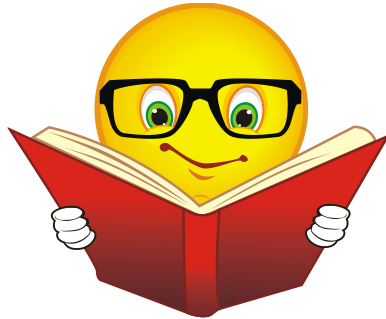
United States

Asia

three feet long

## Main Idea

vampire bats



## Key Details



drink blood

use teeth  
to get blood  
from animals

## Main Idea

blind cavefish



## Key Details



no eyes

no color on  
their bodies

## Main Idea

**Directions:** Draw a line connecting your answer to the blank space.

Caves are habitats

Caves are small

Crevice are habitats



Blank space for writing the main idea.



## Key details

Caves are often filled with water.

Caves do not have any water.

Crevice are cracks in rock walls.

Animals cannot live in caves.

Crevice give animals places to hide.

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define words by providing a definition.</li> <li>Use the words in spoken and written sentences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Words to Know rings: <b>crevice, otherwise, region, vegetation</b></li> <li>Teacher Journal Lesson #12</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut, punch, and attach the remaining word strips to students' Words to Know rings (<b>crevice, otherwise, region, vegetation</b>).</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>region:</b> An area</li> <li><b>crevice:</b> A narrow crack</li> <li><b>otherwise:</b> In another or different way; Or else</li> <li><b>vegetation:</b> The plants growing in an area</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Earlier in our unit we learned the new word <b>habitat</b>. Knowing what this word means helped us to understand information in our book <u>Habitats of Australia</u>. We can also use the word <b>habitat</b> to talk about where we live. For example, our <b>habitat</b> is the [desert]. Today we are going to learn four new Words to Know, their definitions, and hear each word in a sentence. It's important to learn new words and what they mean so we can understand what we hear and read. We can also explain ideas clearly."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  "The first word today is <b>region</b>. Find the word on your word ring.</p> <ul style="list-style-type: none"> <li>Let's say <b>region</b> together: <b>region</b>. Now spell the word with me: <b>R-E-G-I-O-N</b>. Let's read the definition together. <b>Region</b> means... 'an area.'</li> <li>Look at this picture. (<b>show region Vocabulary Picture Card</b>) It shows two different <b>regions</b>, or areas. One area is a green valley. The other one is a dry desert. What do you see that is the same and different about these <b>regions</b>?</li> <li>Rattlesnakes and lizards live in the desert <b>region</b> of Arizona. In a tropical <b>region</b>, you would find parrots, tree frogs, and iguanas. Fish, sharks, whales, and dolphins live in ocean <b>regions</b>. Different animals and plants live in different <b>regions</b>.</li> <li>Turn to your partner and use the word <b>region</b> in a sentence...</li> </ul>	



**(crevice)**

"The second word we will study is **crevice**. Find the word **crevice** on your word ring.

- Let's all say **crevice** together: **crevice**. Spell the word with me: **C-R-E-V-I-C-E**. Now let's read the definition together. **Crevice** means... 'a narrow crack.'
- **(show picture card for crevice)** Look at the **crevice** in this picture. It is a narrow crack in the rocks. You can see water running through this **crevice**.
- **Crevices** in rocks give insects places to hide. The mountain climber used a **crevice** in the rock wall as a hand hold. The scared mouse was able to escape the cat by crawling into a **crevice**. A **crevice** is a narrow crack.
- Turn to your partner and use the word **crevice** in a sentence...

**(otherwise)**

"Our next word is **otherwise**. Find the word on your word ring.

- Let's all say **otherwise** together: **otherwise**. Now spell the word aloud with me: **O-T-H-E-R-W-I-S-E**. We will talk about two different meanings for the word **otherwise**. Let's read the two definitions together. **Otherwise** means... 'in another or different way...' OR 'or else.'
- **(show otherwise picture card)** Here is a picture that shows **otherwise**... You should wear sunscreen; **otherwise** you will get sunburn. You could also say, '*or else* you will get sunburn.'
- Here are some more examples of **otherwise**:
  - You need to complete your chores by noon; **otherwise** you will not be able to go to the movie.
  - Eat your lunch now; **otherwise** you will be hungry later.
- **Otherwise** also means 'in another or different way.' Mercury, **otherwise** known as quick silver, is used in thermometers. So you can say *mercury* in another or different way— *quick silver*. I like fishing, but my sister feels **otherwise**. She prefers indoor activities.
- Now turn to your partner and use the word **otherwise** in a sentence...

**(vegetation)**

"The fourth word we will study is **vegetation**. Find the word on your word ring.

- Let's all say **vegetation**: **vegetation**. Now spell the word with me: **V-E-G-E-T-A-T-I-O-N**. Let's read the definition of **vegetation**. **Vegetation** means... 'the plants growing in an area.'
- Here is a picture of **vegetation**. **(show picture card)** Look at all the green plants in the jungle!
- Cacti and other drought resistant plants are **vegetation** that grow in the desert. Pine trees are one type of **vegetation** growing in forests. Huge trees and vines are the **vegetation** growing in the rain forest. All **vegetation** needs some water to grow.
- Turn to your partner and use the word **vegetation** in a sentence..."

**YOU DO**

**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

**Display the teacher journal. You could say:**

"Now we're going to play a game with our words. I'm going to read a sentence, but one word will be missing. Your job is to figure out which one of our new vocabulary words fits in the sentence, and tell it to your partner. Use your word rings to help you figure out which word fits in the sentence..."

- Different kinds of bears live in forest \_\_\_\_ around the world. **(regions)**
- The spider crawled into the \_\_\_\_ in the rock. **(crevice)**
- We used big machetes to chop through the jungle \_\_\_\_\_. **(vegetation)**
- In the winter, wear your coat outside; \_\_\_\_ you will be cold. **(otherwise)**
- Don't put your hand into the \_\_\_\_\_ of a rock. **(crevice)**
- Elephants, lions, and giraffes live in the savannah \_\_\_\_\_ of Africa. **(region)**
- I wanted balloons at the party; my mom thought \_\_\_\_\_ and bought streamers. **(otherwise)**
- Because deserts are dry, they usually have little \_\_\_\_\_." **(vegetation)**

CLOSE

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“By learning what new words mean we are able to understand and explain things. Today we learned four new words: **region**, **crevice**, **vegetation**, and **otherwise**. Using your Word to Know word rings, turn to your partner and tell him or her what these words mean...

- **region (an area)**
- **crevice (a narrow crack)**
- **vegetation (the plants growing in an area)**
- **otherwise (in another or different way; but)**

Words help us understand new ideas and talk about our own ideas to others. I’ll be listening for those words.”

# Teacher Journal

## Animals – Lesson 12



- 1) Different kinds of bears live in forest \_\_\_\_\_ around the world.
- 2) The spider crawled into the \_\_\_\_\_ in the rock.
- 3) We used big machetes to chop through the jungle \_\_\_\_\_.
- 4) In the winter, wear your coat outside; \_\_\_\_\_ you will be cold.
- 5) Don't put your hand into the \_\_\_\_\_ of a rock.
- 6) Elephants, lions, and giraffes live in the savannah \_\_\_\_\_ of Africa.
- 7) I wanted balloons at my party; my mom thought \_\_\_\_\_ and bought streamers.
- 8) Because deserts are dry, they usually have little \_\_\_\_\_.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one kind of text and translate the information into a new kind of text.</li> <li>Use noun phrases that include determiner plus adjective plus noun.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices, including decisions to leave in or out certain information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among words occurring in texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to respond to a reading prompt after independently reading a book.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper </li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Writing utensils</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Document camera or interactive whiteboard </li> <li>Blank paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13 </li> <li>Student Journal Lesson #13</li> <li>Student Journal from Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Student Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital) </li> <li>Word webs (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Teacher Journal Lesson #16 (optional)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game

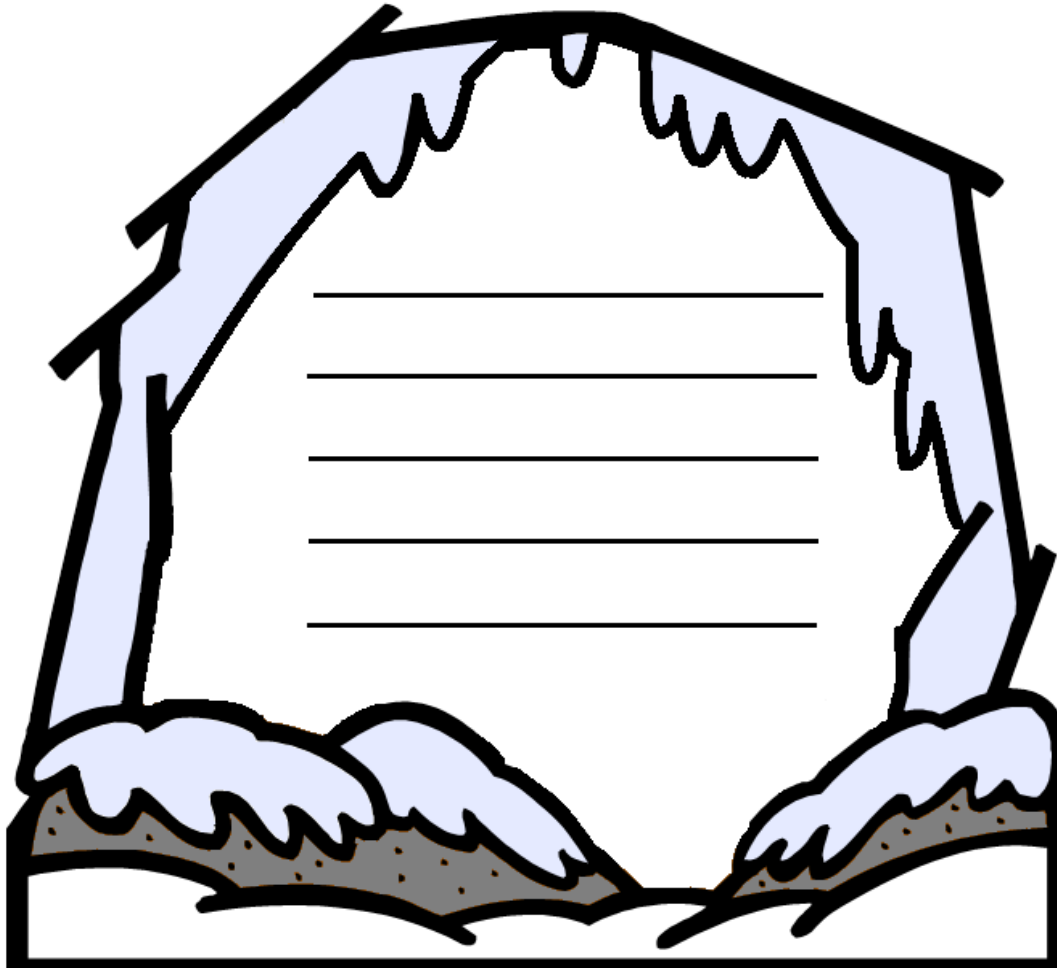


Save Materials

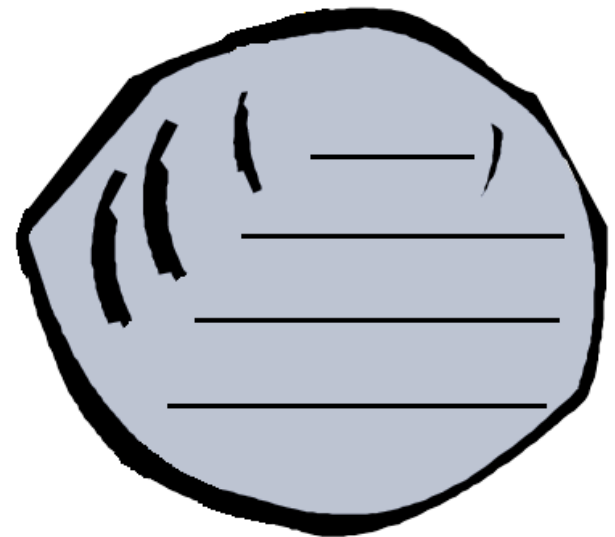
LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Extract information from one kind of text and translate the information into a new kind of text.</li> <li>• Use noun phrases that include determiner plus adjective plus noun.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Chart paper or interactive whiteboard</li> <li>• Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #13</li> <li>• Student Journal Lesson #13</li> <li>• Student Journal from Lesson #10</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> You could preview the book to mark examples of noun phrases; examples from the lesson routines are on pp. 7, 8, 18, and 26.</li> <li>• This lesson targets noun phrases. Noun phrases typically use a determiner (such as <i>a, an, the, that, or this</i>), an adjective, and a noun. Examples include <i>this black dog, a cute dress, or the dark cave</i>.</li> <li>• During the I Do and We Do sections, you will demonstrate how to identify words that belong and don't belong to the cave <b>habitat</b>. For the You Do activity, students will use this information, coupled with information from their student journals from Lesson 10, to create noun phrases that describe <b>habitats</b>.</li> <li>• <i>Save the teacher journal for use in the Close lesson.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have any of you ever been in a cave? Caves are so interesting! Remember, at the end of our unit, we will write a book that describes a <b>habitat</b>, so we need more information about different <b>habitats</b>. We are going to look through our book and find clues that describe a <i>cave habitat</i>. After we find clues, we will write some noun phrases that describe the cave <b>habitat</b> and later compare it with the Outback <b>region</b>. This way, we can start to see how <b>habitats</b> are alike and different. When we understand how things are alike and different, we become better readers. Let's get started!"</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal. Use clues in the text to model developing noun phrases about the cave habitat.</b></p> <p><b>You could say:</b>          "I have a picture of a cave and a picture of a rock. I'm going to look for clues in our book that describe caves. When I find a clue, I'll list it in the cave. Then I will think of a word that is different or opposite from the one I just wrote and write it on the rock. The words that describe caves will go inside the cave. The words that do not describe caves will go on the rock."</p> <p><b>Read pp. 4–7 of <u>Caves and Crevices</u>. Stop on p. 7 and do a think-aloud. You could say:</b>          "Hmm... It sounds like caves are made up of rock walls. So, I think they are <i>rocky</i>. I'm going to write <i>rocky</i> on the first line. I know that rocks are hard, so that means caves are NOT soft places. I'm going to write <i>rocky</i> inside my cave and <i>soft</i> on the rock..."</p>	

	<p>“Now I will use the clues I just found to write a description about a cave <b>habitat</b>. I will use a <i>noun phrase</i> to write a good description. A noun phrase has a determiner, a descriptor, and a noun. In this phrase, the first word is the determiner, the word <i>a</i> or <i>the</i>. I’m using <i>a</i>. The next word—the descriptor—describes the cave. The describing word we chose is <i>rocky</i>. The last word is the noun, <i>cave</i>. In the big picture of the cave, I’m going to use this noun phrase to describe a cave <b>habitat</b>: a <i>rocky cave</i>.</p> <p><b>(read p. 8)</b> “On this page, I found another clue. It says vultures poo inside the caves. Boy, it sounds like caves can be <i>dirty</i>. If caves are dirty, then I know they are NOT clean. So I’m going to write <i>dirty</i> inside my cave picture and <i>clean</i> on the rock. Now I want to go to my big cave picture and write a good description using this word. Remember, my description should be a <i>noun phrase</i>. I will write a <i>dirty cave</i>. That’s my noun phrase.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to continue developing noun phrases about the cave habitat. You could say:</b>  <b>(read p. 18)</b> “I think I found another clue about caves. It says that bats live in large groups called colonies. It looks like they are huddled together. One reason animals huddle together is to keep warm, which means that it must be... <i>cool</i> inside caves. Where should I write <i>cool</i> and <i>warm</i>? <b>(pause for response)</b> What noun phrase should I write inside the cave? <b>(pause for response)</b> That’s right, a <i>cool cave</i>.</p> <p><b>(read p. 26)</b> “Let’s see... Did anyone hear another clue word that describes caves? <b>(if no response, read selection again and emphasize <i>dark</i>)</b> That’s right, caves are <i>dark</i> places. What should I write? <b>(discuss and write noun phrase)</b> Boy, I bet those fish need a lot of water to swim around. Hmm... I bet caves have lots of water. If a <b>habitat</b> has lots of water, do you think it is <i>wet</i> or <i>dry</i>? <b>(pause for response)</b> That’s right, it is <i>wet</i>! What do I write?” <b>(discuss and write noun phrase)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs, and pass out Student Journal Lesson #13; also have students take out their student journals from Lesson 10. You could say:</b>  “Now it’s your turn. Look at the student journal I passed out. You have two activities. The first page is similar to what we just did together—you have a picture of a cave and a picture of a rock with a word box. With your partner, sort the words into either the cave or the rock. The next page has a cave and a picture of Australia. Inside each picture, you have noun phrases with blank spaces. Use the descriptive words from the word box to fill in these blanks. If you think a word describes the cave <b>habitat</b>, write the word in the cave. If you think the word describes the Outback <b>region</b>, write it in the picture of Australia. You can use the first page to help you make noun phrases about the cave, and your student journal from Lesson 10 to help you complete the noun phrases about the Outback <b>region</b>. Make sure you and your partner agree before you write each word.”</p> <p><b>Circulate among students to monitor their work and provide support to students having difficulty with noun phrases.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we learned how to use our books to find words that describe <b>habitats</b>. Sometimes books will give you exact words, and sometimes books give you clues. We also learned how write <i>noun phrases</i> that describe <b>habitats</b>. It’s important to learn how to describe things like <b>habitats</b> so you can share information with other people. Tell your neighbor a noun phrase that describes a cave... Learning to write noun phrases will help you write good sentences. Tonight, <i>describe</i> what you learned today to someone at home!”</p>

What it is

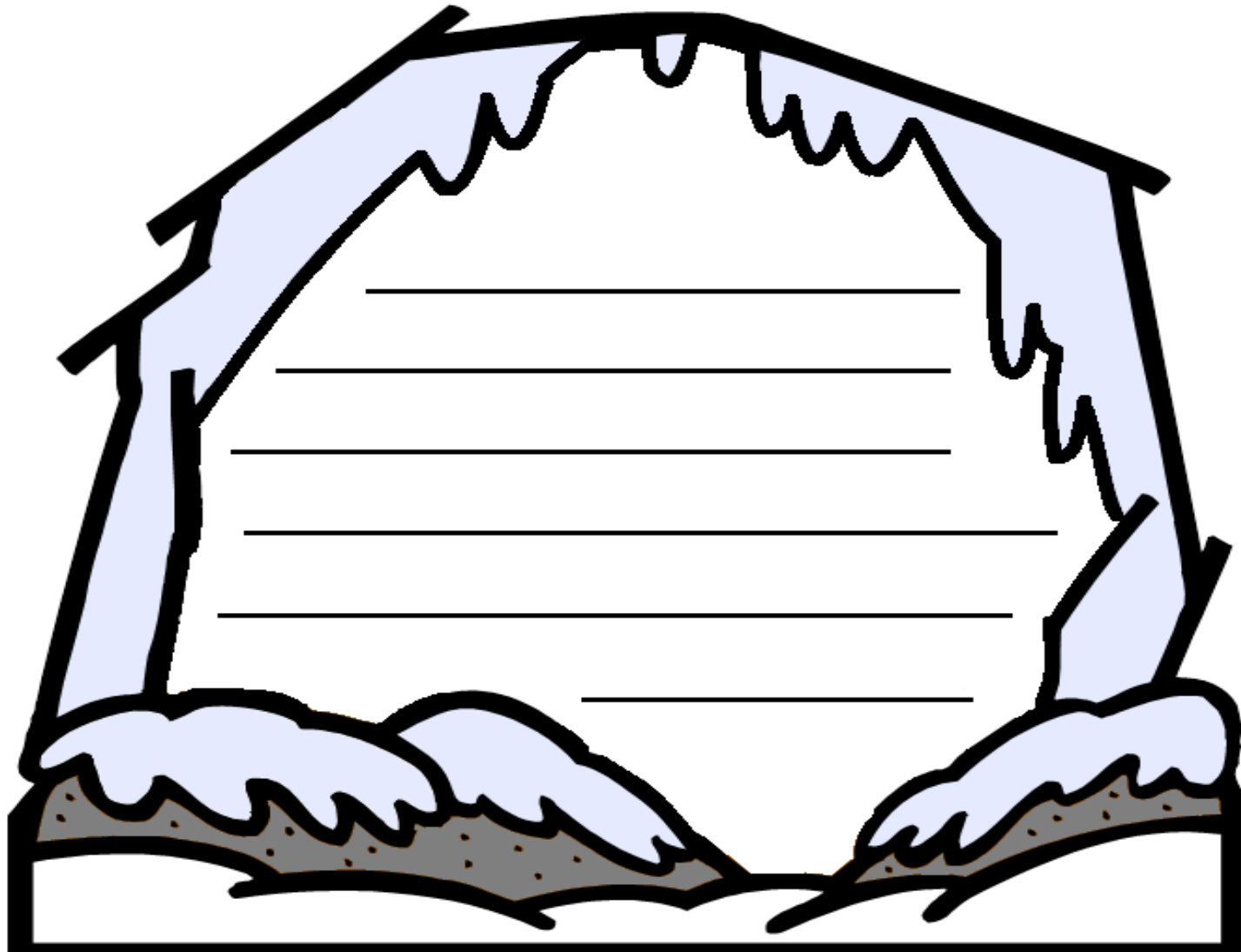


What it is NOT





Describe the cave habitat.



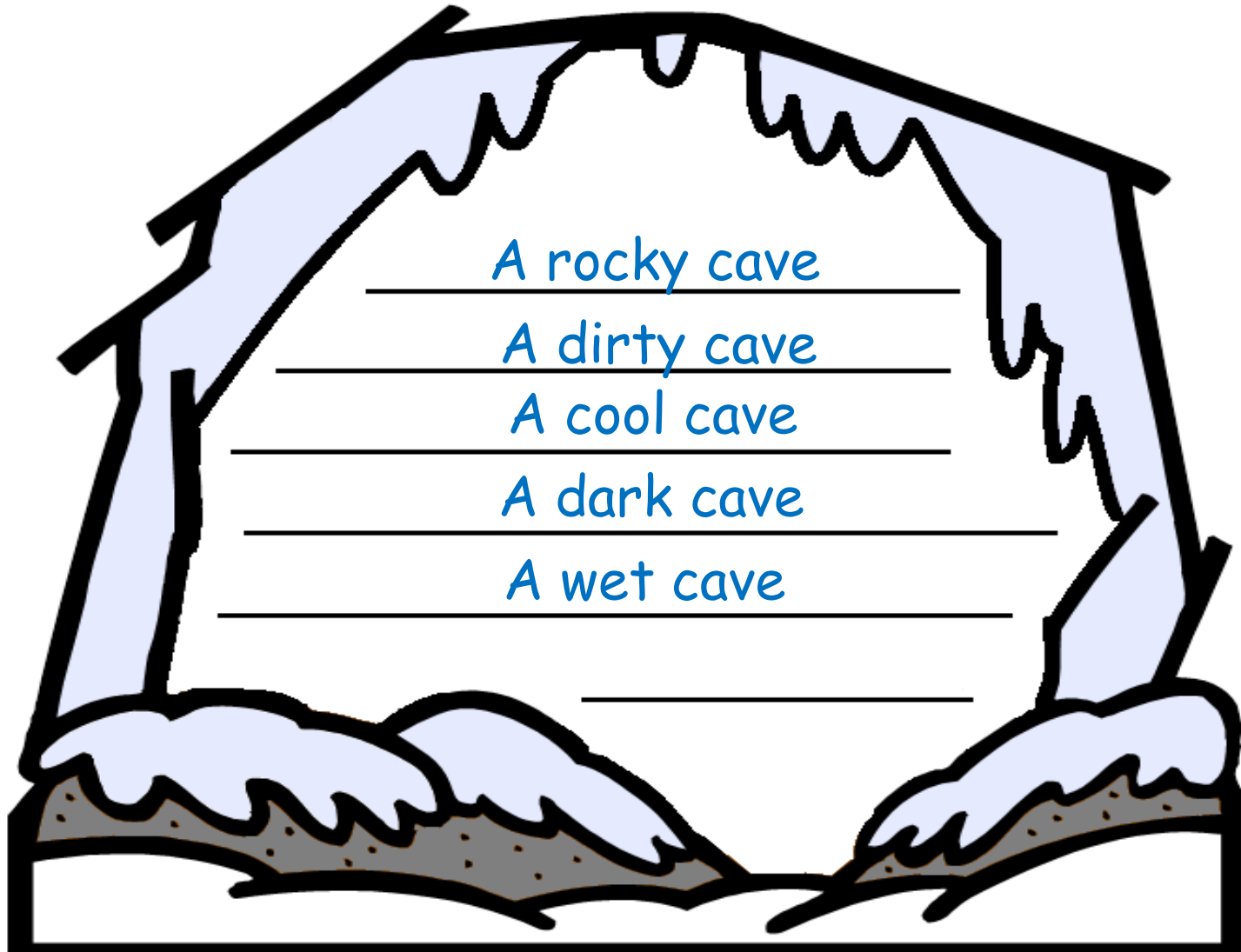
What it is



What it is NOT



Describe the cave habitat.



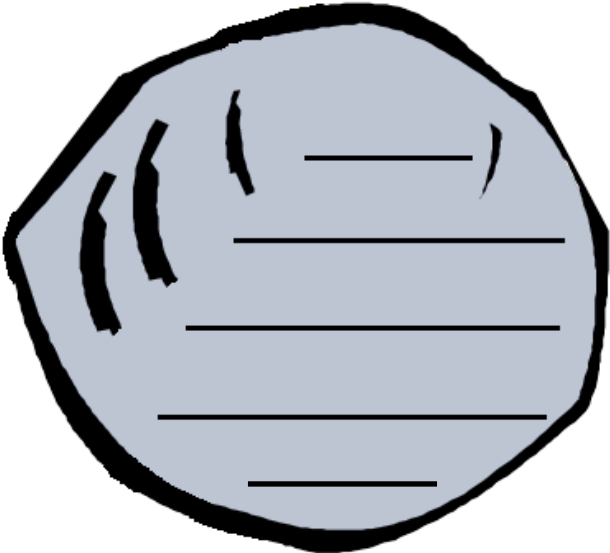
What it is



Word Box

cool	bright	clean	
warm	rocky	soft	
dirty	dark	wet	dry

What it is NOT



Describe the cave habitat.



A rocky cave


A cave

A cave

A cave

A cave

Describe the Outback.



The sandy Outback

The Outback

The Outback

The Outback

Word Box

sandy rocky cool wet



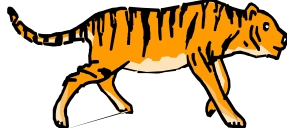
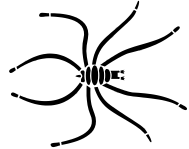


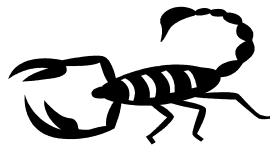



sunny dark hot dry

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices, including decisions to leave in or out certain information.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Writing utensils</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Student Journal Lesson #14</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the lesson text and use sticky notes to mark pages on which you will discuss author's purpose; examples and questions are provided in the lesson routines (pp. 7–8, 12–13, 18–21, 26), but you are welcome to use others.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #5: CREVICE, OTHERWISE, REGION, VEGETATION</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Suppose you want to write a story. You'd need something to write about—a main idea and details to include in your story. You would have a lot of choices to make, like what to put in or leave out of your story. These are all important things we think about when we write and also when we read. As we read <u>Caves and Crevices</u> today, we are going to discuss the author's choices. Then you'll get a chance to decide what you would include or wouldn't include in a book about caves. When we understand the author's choices, we become better readers."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  <b>(read pp. 7–8)</b> "These pages talk about life in a cave <b>habitat</b>. Let's think about the main idea of the paragraph on page 8... I think the main idea is what cave animals eat. The author, Sharon Katz Cooper, wrote about how food has to travel into the cave from the outside. I think she included this information because all animals need food, but we need to know what's different about how cave animals get their food. She didn't write about how pets get food because this book is about caves, not pets. Let's see what other choices she makes in her book.</p> <p><b>(read pp. 12–13)</b> "The author chose to include scorpions in her book about caves. The text says, 'Some caves are full of them!' That might be a reason why she included scorpions in the book—they are a common animal in caves, so it makes sense. If you would include scorpions in a book about caves, put your thumb up..."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading selections from the text, inviting students to discuss the choices the author made. If they are struggling, ask guiding questions or offer choices to build their understanding of author’s purpose.</b></p> <p><b>You could ask the following questions, encouraging many students to share their ideas. (read pp. 18–21)</b></p> <ul style="list-style-type: none"> <li>• Why do you think the author wrote about bats?</li> <li>• What are the key details the author wanted us to learn about bats?</li> <li>• What information about bats would you include in your book? What would you leave out? Why?</li> </ul> <p><b>(read p. 26)</b></p> <ul style="list-style-type: none"> <li>• This fish lives in the watery areas of caves. Why doesn’t this fish have eyes?</li> <li>• Do you think that information was important to understand cave fish? Why?</li> <li>• Why was it important for the author to tell us about how the cave fish gets around?</li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. You could say:</b>      “When we write, we have to decide what is important to include and what to leave out. Today you can pretend you’re writing a book about caves. Look at the choices you have pictured on your student journal page and decide what you would include if you were the author. You also need to decide what to leave out of your book. On the lines at the bottom, list what you would include in your cave book in the first column, and what you would leave out in the second column. I’ll give you time to finish your page. Then turn to your partner and describe what kind of cave book you would write.”  <b>Circulate the room as students work to provide support and individualized feedback.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      “Readers pay attention to what the writer thinks is important and how supporting details relate to the author’s main point. You did a great job of deciding what to include in your books and what not to include. Remember that as a writer, you decide what to put in and leave out of your book. Turn to a partner and tell them something you would leave out if you were writing a book on caves and why... Nice job everyone!”</p>



### My Book about Caves and Crevices

	bats		bat
	tiger		spider
	giant salamander		kangaroo
	scorpion		crab
	crevices		meadow

Things I would include in my book:

---

---

---

---

---

---

---

---

---

Things I wouldn't include:

---

---

---

---

---

---

---

---

---

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among words occurring in texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Word webs (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>Use the teacher journal (print or digital version) to generate related words for the four Words to Know. Alternately, you could use four blank words webs or draw your webs on chart paper.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>region:</b> An area</li> <li><b>crevice:</b> A narrow crack</li> <li><b>otherwise:</b> In another or different way</li> <li><b>vegetation:</b> The plants growing in an area</li> </ul> </li> <li>SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li><b>region:</b> <i>country, territory, place</i></li> <li><b>crevice:</b> <i>opening, crack, split</i></li> <li><b>otherwise:</b> <i>or else, or then, besides, also, another</i></li> <li><b>vegetation:</b> <i>plants, greenery, grasses</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "People who are <i>related</i> to you look like you, but are not exactly the same. My sister looks a lot like me, but my cousin only looks a little like me even though we are related. Do you remember our four Words to Know—<b>region</b>, <b>crevice</b>, <b>vegetation</b>, and <b>otherwise</b>? Today we'll learn about words that are <i>related</i> to these words. Many of the words will be synonyms or words that have a similar meaning to our Words to Know. The more we learn about words, the better we understand them when we read and hear them."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the Words to Know and generate related words for the teacher journal/word webs.</b></p> <p><b>You could say:</b>  "The word <b>region</b> means 'an area.' Another word that means the same as <b>region</b> is <i>territory</i>. I think <i>territory</i> is similar to <b>region</b> because they both refer to a <i>place</i>, another related word. On our word web, I'll write <b>region</b> in the center and add the words <i>place</i> and <i>territory</i> to the outside bubbles because they mean about the same thing as <b>region</b>. I think <i>country</i> is related because it's similar to a <b>region</b>. Now I have three related words for <b>region</b>: <i>country, place</i> and <i>territory</i>."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to create webs for the remaining Words to Know. If students need help, use the suggested related words from the special instructions to expand students' understanding of the Words to Know.</b></p> <p><b>You could say:</b>          "A <b>crevice</b> is a narrow <i>crack</i>. I think <i>crack</i> is similar to <b>crevice</b>. A <i>crack</i> can also be a long, narrow <i>opening</i> in something like a rock. Let's think of some other words that are related to <b>crevice</b> and add them to the word web together. <b>(invite students to brainstorm related words; refer to the suggested related words from the Special Instructions as needed)</b></p> <p><b>(otherwise)</b>          "The word <b>otherwise</b> means 'in another or different way' OR it means 'or else.' You could also say <i>or else</i>, or <i>or then</i>, instead of <b>otherwise</b>, so the phrase <i>or then</i> is related to <b>otherwise</b>. In this sentence you could use <b>otherwise</b> or the phrase <i>or then</i>. 'You better wear a coat, <i>or then</i> you will get cold.' Let's think of some other words that are related to <b>otherwise</b> to add to our word web...</p> <p><b>(vegetation)</b>          "The word <b>vegetation</b> means 'all of the <i>plants</i> growing in an area.' One word that means the same as <b>vegetation</b> is <i>plants</i>. Different <i>plants</i>, or <b>vegetation</b>, grow in a <b>region</b>. Let's think of some other words that are related to <b>vegetation</b>..."</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Project the teacher journal and read the sentences from the last page aloud. Have students refer to the word webs to name related words or synonyms for the target words.</b></p> <p><b>You could say:</b>          "Now I'll read sentences using each of our Words to Know, and you will choose another word—a synonym—for our target word. <b>(begin reading sentences)</b> 'I dropped my house key down a <b>crevice</b> in a rock.' ... Look at our word web and replace the word <b>crevice</b> with a related word that means about the same thing. Then turn and tell your partner the new sentence."  <b>Repeat for the remaining Words to Know. You could have some students share their new sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          "When you learn how words are related, it builds your vocabulary. From our discussions during this lesson, you have a better understanding of what words mean, and that helps you understand what you read and hear. Let's review..."</p> <ul style="list-style-type: none"> <li>• Does <b>region</b> mean a vehicle or a <i>territory</i>? <b>(territory)</b></li> <li>• Is a <b>crevice</b> small and narrow or wide and large? <b>(small and narrow)</b></li> <li>• What word goes in the blank? Eat your lunch; _____ you'll be hungry. <b>(otherwise)</b></li> <li>• Are bushes or stones <b>vegetation</b>? <b>(bushes)</b></li> </ul> <p>I'll be listening for you to use your new words!"</p>

# Teacher Journal

## Animals – Lesson 15



**CREVICE**



**VEGETATION**



**OTHERWISE**



**REGION**

split

plants

or then

territory

opening

greenery

besides

area

crack

grasses

another

place

## region

Kangaroos live in the Outback **region**.

## crevice

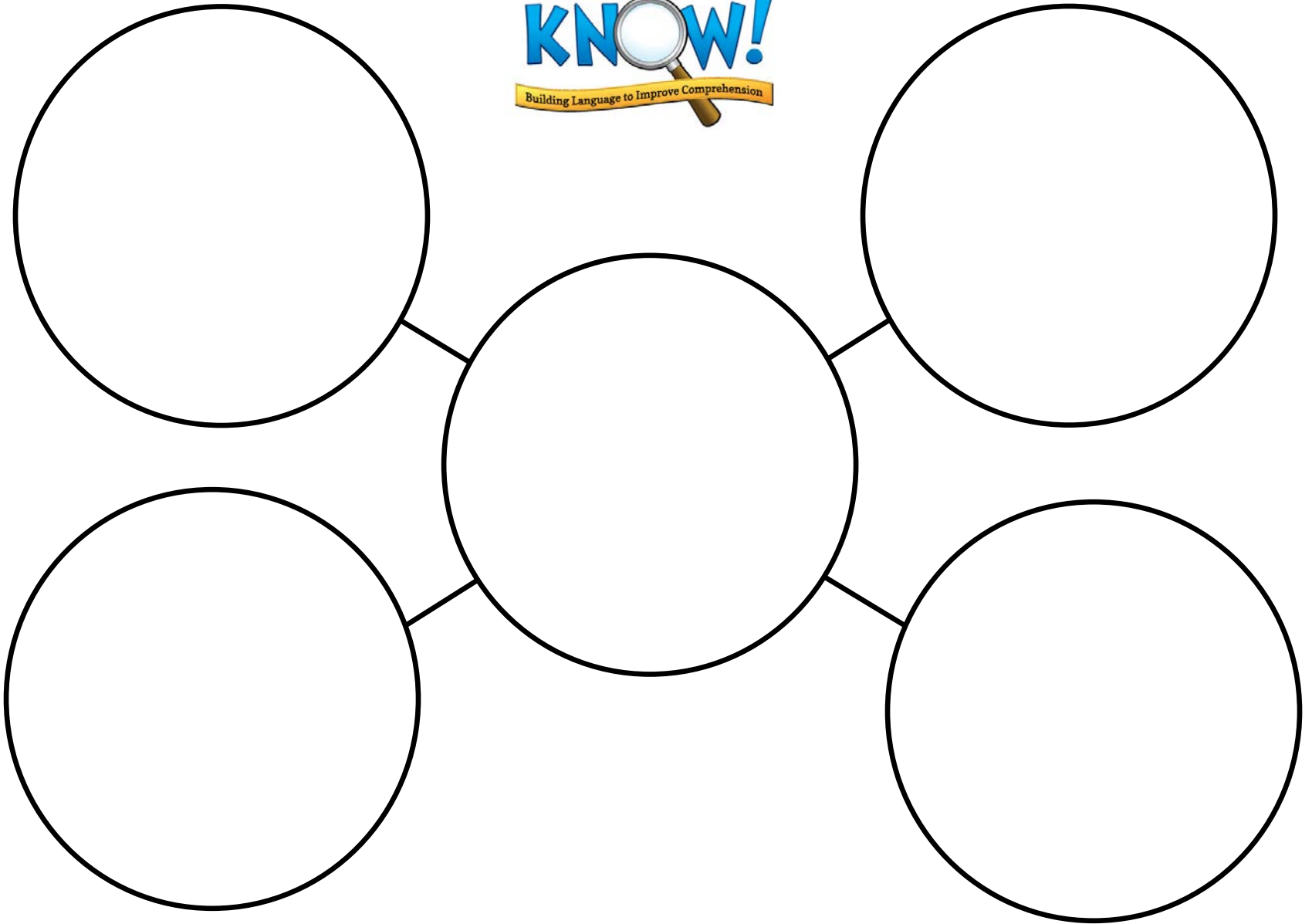
I dropped my house key down a **crevice** in a rock.

## otherwise

Don't forget the sugar in the recipe; **otherwise** your cookies won't be tasty.

## vegetation

All **vegetation** needs some water.



LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 16
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to respond to a reading prompt after independently reading a book.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Document camera or interactive whiteboard</li> <li>Blank paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Teacher Journal Lesson #16 (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Select an array of nonfiction books about animals in their <b>habitats</b>.</li> <li>Prepare an example drawing and noun phrase to use as a model during the I Do routine. You may use the example from Teacher Journal Lesson #16 if you choose.</li> </ul> </li> <li>This lesson is designed to give students the opportunity to engage for an extended period of time with one or several texts that they select because they find the content interesting. The goal is for all students to be <i>engaged</i> in reading and talking with a partner for an entire 30-minute session.</li> <li>Each student will explore a book to identify an animal's <b>habitat</b>. At the end of the lesson, students will draw a picture and write a noun phrase about the animal's <b>habitat</b>.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <b>START THE LESSON WITH WRAP SET #6: CREVICE, OTHERWISE, REGION, VEGETATION</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I could describe my <b>habitat</b> by saying, 'I have a <i>warm house</i> in the winter.' My <b>habitat</b> is my house, and I used a noun phrase—<i>a warm house</i>—to describe it in winter. Today you will spend some time reading a book that you choose on your own. You need to find out about an animal and its <b>habitat</b>. Then you'll think of a noun phrase that describes the <b>habitat</b>. Learning how to find information in books helps us become better readers."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Establish a purpose for students' reading. Share Teacher Journal Lesson #16 or your other completed sample. You could say:</b>          "Let me show you what you'll do today. I chose an animal book that looked interesting to me, <u>Habitats of Australia</u>. As I read, I thought about an animal, the wombat, and where it lives, its <b>habitat</b>. I drew a picture of a wombat in a burrow in the ground. Then I wrote the noun phrase <i>a deep burrow</i>."</p>	



	<p>“As you read today, think about an animal that is interesting to you and that animal’s <b>habitat</b>. You will also get to draw a picture of the animal in its <b>habitat</b>, write a noun phrase, and share with a partner what you have learned.</p> <p>“As I call your group, go to one of the stacks of books. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you already have a good book about animals that you are reading, you may use that book. While we are reading, make sure you stay focused on your animal and its <b>habitat</b>.”</p> <p><b>Allow children to engage with their texts for [10–15] minutes on their own. Circulate the room to monitor and encourage students.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students complete their drawings and write noun phrases to describe their animals’ habitats. You could say:</b>  “Now it’s your turn to show what you learned by drawing and writing. Draw a picture of your animal’s <b>habitat</b>. Then think of a noun phrase about you’re the <b>habitat</b>. When you’re ready, tell your partner all about your animal and its <b>habitat</b>.”</p> <p><b>Circulate the room to assist students with writing noun phrases. As time allows, some volunteers may wish to share their drawings and noun phrases with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “As you shared with your partners, I heard so many interesting facts about <b>habitats</b> of different animals. Reading many different texts helps us to learn and share new information. We can use this information to compare different animals and their <b>habitats</b>. Quickly find someone who wasn’t your partner and share your drawing and noun phrase with that person. I’ll give you one minute...”</p>



A deep burrow



## WEEKLY LESSON PLANNER

### ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify when text contains information that does not make sense.</li> <li>Participate in class discussions and conversations using higher-level language.</li> </ul>	<ul style="list-style-type: none"> <li>Use grade appropriate suffixes and prefixes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea and two or more key details of an informational text.</li> <li>Integrate information from different expository texts to compare and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Practice sustained attention to and engagement in reading activities.</li> <li>Use a combination of drawing and writing to recount the text after independently reading a book.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Tropical Rain Forests</u> by Libby Romero </li> </ul>	<ul style="list-style-type: none"> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Computer or interactive whiteboard </li> <li>Dice and game pieces  </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Scissors and glue</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Sticky notes</li> <li>Book about tigers </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>crevice</b>, <b>otherwise</b>, <b>region</b>, <b>vegetation</b></li> <li><u>Suffixes and Prefixes</u> slideshow for Lesson #18  </li> <li>Slideshow script for Lesson #18 </li> <li>Game boards for Lesson #18 </li> <li>Game cards for Lesson #18  </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19 </li> <li><b>Habitat</b> sort cards for Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>crevice</b>, <b>otherwise</b>, <b>region</b>, <b>vegetation</b></li> <li>Teacher Journal Lesson #20 </li> <li>Student Journal Lesson #20</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text contains information that does not make sense.</li> <li>Participate in class discussions and conversations using higher-level language.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Rich Discussion</li> <li>Comprehension Monitoring</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the lesson text, <u>Tropical Rain Forests</u>. <ul style="list-style-type: none"> <li>Select the chapters you will read; you do not have to read the entire book during this lesson. You may choose to read the pages referenced in the lesson routines, or other sections that are relevant to the skills taught in the lesson.</li> <li>Use sticky notes to mark pages on which you will model the Comprehension Monitoring technique or prompt students to monitor their understanding. Examples from the lesson include the following: p. 4 (<i>tropics, equator</i>), pp. 8–9 (the rain forest's climate), and p. 12 (how plants and animals <i>adapt</i>).</li> <li>You could also note possible discussion questions.</li> </ul> </li> <li>Allow plenty of time for an extended group discussion of the text. Suggested questions for rich discussion are provided in the You Do routine, but you are encouraged to ask other questions that will prompt students to use higher-level language and thinking skills.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Have you ever heard a word that you don't understand? That happens to me, too, and I want to stop and find out what the word means. When we read, it is important that we <i>understand</i> what is written. When things don't make sense, we know how to use some fix-up strategies. Last time, we used the strategies <i>Reread</i> and <i>Use Picture Clues</i> to figure out what didn't make sense. Today we are going to learn what to do when we don't know a word that we hear. After we read the book, we'll discuss some ideas from the book. Let's get started..."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Demonstrate how to monitor comprehension, signaling when you don't understand a word(s).</b></p> <p><b>You could say:</b>  "In this book, there are lots of words that are new to me. As I read, I am going make sure I understand the words I'm reading. When I understand, I will keep my thumb up. If I don't understand, I'll put my thumb down and use a fix-up strategy..."</p> <p><b>(start reading p. 4; stop when you read the word habitat)</b> "Whoa! We already know what <b>habitat</b> means. That's good! My thumb is still up..."</p>	

	<p><b>(continue reading on p. 4)</b> “This doesn’t make sense to me! <b>(put thumb down)</b> I don’t know what the word <i>tropics</i> means. I notice that the word is bolded, see? I know that in information texts there are a lot of new words, and the book has many of the definitions of new words in a special place in the back of the book called a <i>Glossary</i>. When the word is bolded, it means that the word is in the glossary. So we could look up <i>tropics</i> in the glossary to find the meaning. <b>(refer to Fix-Up Strategies Poster)</b> That’s one of our fix-up strategies—<i>Find the Meaning of a Word</i>. You could ask a teacher or friend the meaning, or you can look it up in the glossary or dictionary like we are going to do. Hmm... Let’s try it. <b>(turn to the glossary on p. 23 and read the definition of <i>tropics</i>)</b> Oh, <i>tropics</i> are ‘warm, rainy areas.’ <b>(reread the text as follows)</b> ‘Tropical rain forests are in the... <i>warm, rainy areas</i>.’ Now that makes sense.” <b>(put thumb up)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Ask students to join you in comprehension monitoring by putting their thumbs down when they don’t understand a word or concept.</b></p> <p><b>Continue reading p. 4. You could say:</b>      “Now you’re going to help me find words we don’t know. As we read, listen carefully and remember to put your thumbs down if you don’t understand a word. I’ll keep reading... <b>(read the rest of page)</b> The book says, ‘All tropical rain forests are near the <i>equator</i>.’ Is that a new word for you? Then put your thumb down. This word is not in the glossary, so let’s use another one of our fix-up strategies... Let’s look at the picture for clues. Here is the word <i>equator</i> on the picture. It goes around the middle of earth. I guess all tropical rain forests are in this area, near this line. If all tropical rain forests are on the equator, and <i>tropics</i> means ‘wet and rainy’ then I bet the equator is probably warm and rainy, right? Now we know where the equator is, and that tropical rain forests are on the equator. Cool! The picture helped us make sense of what we’re reading.” <b>(put thumb up)</b></p> <p><b>Continue reading the text, stopping to use fix-up strategies when you encounter unknown words. For example, p. 7 includes many unfamiliar words (<i>emergent layer, canopy, understory</i>) that can be looked up in the glossary or understood by using picture clues in the diagram and photos on pp. 7–8. You could also use the fix-up strategies <i>Reread</i> and <i>Use Picture Clues</i> to clarify the meaning of <i>deciduous</i> on p. 9.</b></p> <p><b>On p. 12, stop at the word <i>adapted</i>. You could say:</b>      “<i>Adapted</i>. <b>(put thumb down)</b> That is a new word... What should we do? We could look it up in the glossary, but there’s another thing we can do, too—reread the sentence and see if it tells us what the word means. Rereading is another one of our fix-up strategies. <b>(reread the text)</b> ‘Being just right is being <i>adapted</i>.’ Does that make sense to you?”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Engage students in an extended discussion about the text using questions that encourage higher-level language. Encourage each student to take at least one turn in the discussion.</b></p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why is it important for an animal to be adapted, or ‘just right,’ in the rain forest?</li> <li>• How do you think the people who live in rain forests have adapted? How are they different from you?</li> <li>• Think of animals we’ve talked about in the Outback and in caves. How are they the same as animals in the rain forest? How are they different?</li> </ul>

CLOSE

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today you did a great job of listening and discussing the ideas from the book. I really liked how you used your thumbs to show if you understood what was read. Turn to someone and tell them three fix-up strategies we used to understand unknown words today. **(allow brief talk time)** Good thinking! We used the strategies *Use Picture Clues*, *Reread*, and *Find the Meaning of a Word*. Sharing what you learned with other people is so much fun! We know we understand what we’ve learned when we can tell someone else. Tell your neighbor something you learned today about the rainforest... Great job!”

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 18
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use grade appropriate suffixes and prefixes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Computer or interactive whiteboard</li> <li>Dice and game pieces</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li><u>Suffixes and Prefixes</u> slideshow for Lesson #18</li> <li>Slideshow script for Lesson #18</li> <li>Game boards for Lesson #18</li> <li>Game cards for Lesson #18</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Precut the game cards prior to lesson. Each group of 3–4 students should receive a game board, a deck of cards, a die, and game pieces.</li> <li>You could preview the slideshow and slideshow script to familiarize yourself with the content.</li> </ul> </li> <li>In today's lesson, you show a slideshow to teach prefixes and suffixes. <ul style="list-style-type: none"> <li>You will focus on the prefixes <i>un-</i> (not) and <i>re-</i> (again).</li> <li>You will focus on the following suffixes: <ul style="list-style-type: none"> <li><i>-ing</i> (as in <i>He is jumping</i>)</li> <li>regular past tense <i>-ed</i> (as in <i>He jump<u>ed</u></i>)</li> <li>plural <i>-s</i> (as in <i>We are teacher<u>s</u></i>)</li> <li><i>-y</i>, which is used to create adjectives from nouns (as in <i>It is cloudy<u>outside</u></i>)</li> </ul> </li> <li>Slides 1–9 are designated for the I Do portion of the lesson.</li> <li>Slides 10–13 are designated for the We Do portion of the lesson</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #7: CREVICE, OTHERWISE, REGION, VEGETATION</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Do you like magic? Did you know that we can add just one or two letters to a word and change the meaning of that word? It's kind of like magic. You can take a letter that doesn't mean anything, add it to a word, and get a new word that means something very different! That's one of the most amazing things about language. When we understand how to change words, we understand language and we become better readers."</p>	

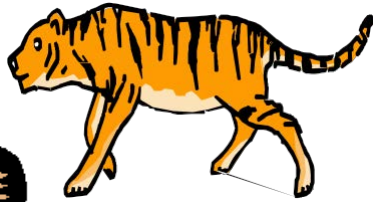
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  “Today, we are going to practice adding letters to the beginning or end of words to make new words. When you add letters to the end of words, it called a <i>suffix</i>. We can also add letters to the beginning of words, and we call that a <i>prefix</i>. We will watch a slideshow presentation and see how one or two letters can change the meaning of a word.”</p> <p><b>Play slides 1–9 of the <u>Prefixes and Suffixes</u> slideshow to introduce student to the concepts. Read the text that goes along with each slide from the slideshow script for Lesson #18.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Stop at slide 10 and read the script; then play the slide and have students respond.</b>  <b>You could say:</b>  “... Now, it’s your turn. I will show you a prefix and a word. I want you to combine the two and form a new word (<b>show the slide and pause for response</b>) Yes, that’s right. <i>Un-</i> plus <i>fold</i> make <i>unfold</i>. This word means to open something that was folded...”</p> <p><b>(stop at slide 11)</b> “... Let’s try another one. What word do you get when to add <i>re-</i> and <i>tie</i>? (<b>show the slide and pause for response</b>) That’s right, <i>retie</i>! This means to tie again. When your shoelaces come undone, you have to retie them...”</p> <p><b>Continue through the remaining slides, allowing students to practice.</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the game boards, cards, dice, and game pieces. You could say:</b>  “Now we are going to play a game. Each group should have one game board, one set of cards, a die, and game pieces for each group member. Put your cards face down. Cards will have a word plus a prefix or suffix. You have to add the prefix or suffix onto the word to make a new word. Then think of a sentence with the new word. If you use the new word in a sentence correctly, you can roll the die and move your game piece the number on the die.</p> <p>“Let’s do one together... This card has a picture of [clouds] and the word [<i>cloud</i>] plus a [<i>y</i>]. I know that the word is [<i>cloudy</i>]. Now I’ll say, [‘It’s not <i>cloudy</i> outside today.’] I put the word and suffix together to make a new word and then used it in a sentence. I used the word correctly, so I can roll and move. Now it’s your turn to play the game.”</p> <p><b>Circulate among students to answer questions and provide support as students form new words and use them in sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we learned that we could change words and their meanings by just adding one or two letters, a <i>prefix</i> or <i>suffix</i>. If I wanted to say that I was walking yesterday, what would I say? (<b>pause for response</b>) That’s right, <i>walked</i>! And, what do I say when I want you to <i>do</i> something <i>again</i>? (<b>pause for response</b>) That’s right, <i>redo</i>! And what is another way to say that it rains a lot in the rain forest? The rain forest is very ____? (<b>pause for response</b>) That’s right, <i>rainy</i>! Adding <i>-y</i> onto the end of words turns them into describing words! You are amazing students, and I’m so glad that you can use your language to say so many wonderful things.”</p>



- 1) We're going to watch a slideshow about some word parts called *prefixes* and *suffixes*. Are you ready to learn?
- 2) Our language is flexible. We can change the meaning of words by adding letters. For example, we can add letters to the beginning of a word. This is called a *prefix*. If we put the tiny part of a word, *un-*, in front of a word, it means 'NOT.' Here is a clean toucan... If I put the word part *un-* in front of *clean*, I get the word *unclean*. *Unclean* is another word for 'not clean.' An unclean toucan is dirty.
- 3) There's another prefix or small word part that we can use, *-re*. *Re-* means 'AGAIN.' Here's a circle or cycle. If we *re-... cycle*, what word do we get?
- 4) Right! *Recycle*. We cycle things over again. We turn in our cans and bottles and they're made again into new things. Recycling help conserve the rainforest.
- 5) We can also change the meaning of words by adding letters to the end of words. This is called a *suffix*. For example, here is a picture of one monkey. What happens if we have MORE THAN ONE monkey? We add the letter *-s* at the end of *monkey*, and now the word means 'more than one monkey.'
- 6) Look... This frog is jumping. We can add *-ing* to *jump* to talk about what the frog is doing right now. What if we want to talk about something that already happened? What if this happened yesterday? Then we can add *-ed* at the end of *jump*. We can say, 'The frog *jumped* yesterday.'
- 7) Here's another example. Today it is *raining*. If this happened yesterday, we say it *rained*.
- 8) We can also add letters to the end of words that turn them into describing words. For example, here is a picture of a rock. What if we want to talk about a place that has many rocks? We add *-y* at the end, and now we have the word *rocky*. We can say, 'This cave has lots of rocks,' or 'This cave is really *rocky*.'
- 9) Here is some sand. Places like the desert **habitat** of the Outback have lots of sand; that means they are *sandy*.
- 10) Now it's your turn. I will show you a prefix and a word. I want you to combine the two and form a new word. This means to open something that was folded. **(pause for response)** *Unfold!* Good thinking. *Un-* and *fold* make *unfold*.
- 11) Let's try another one. What word do you get when to add *re-* and *tie*? **(pause for response)** That's right, *retie!* This means 'to tie again.' When your shoelaces come undone, you have to *retie* them.
- 12) How about this one? *Cook* + *-ed*. **(pause for response)** *Cook* + *-ed* = *cooked!*
- 13) The rain forest gets a lot of rain. That means it is very \_\_\_\_\_? **(pause for response)** That's right, *rainy*.

go back one

go ahead one



End



Start

go back one

go ahead two



**un + clean**



**un + wrap**



**un + fair**



**un + fold**



**re + tie**



**re + plant**



**re + build**



**re + cycle**



**rain + ed**



**jump + ed**



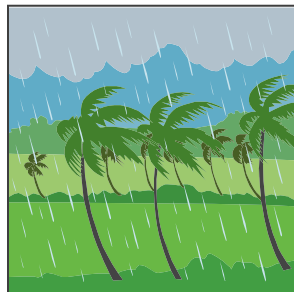
**cook + ed**



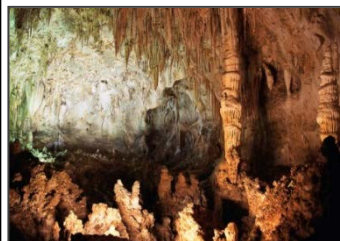
**bark + ed**



**cloud + y**



**rain + y**



**rock + y**



**sand + y**

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify the main idea and two or more key details of an informational text.</li> <li>Integrate information from different expository texts to compare and contrast.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forests</u> by Libby Romero</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Scissors and glue</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li><b>Habitat</b> sort cards for Lesson #19</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You could precut the <b>habitat</b> sort cards to save time. Alternately, students can cut out the pictures before sorting them for the You Do activity. Students will sort the cards using the chart on the second page.</li> <li>This lesson could run longer than 30 minutes. Monitor the time to ensure students have ample time to complete the You Do activity.</li> <li>During the I Do routine, model finding the main idea and supporting details from <u>Tropical Rain Forests</u> to complete the first graphic organizer in the teacher journal. During the We Do segment, work with students to use the lesson texts to complete the organizers. You can add details to the charts as you go, or uncover information from the completed charts on teacher journal, pp. 3–6.</li> <li><i>Save the teacher journal for use in the Close Lesson.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When I want to buy new running shoes, I might try on two pairs, compare how they're the same and different, and then choose the pair I want. I <i>compare</i> and <i>contrast</i>. Today we're going to find main ideas and details about two <b>habitats</b>, decide how they're the same and different, and then sort pictures by their <b>habitat</b>. Finding the main idea and details helps us understand what we read. Comparing and contrasting helps our brains organize the information we know. Then we can share the information with others!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal. Use the lesson texts to help you fill in the graphic organizer for each habitat—the tropical rain forest and Tasmania.</b></p> <p><b>You could say:</b>          "First, I want to know what the tropical rain forest <b>habitat</b> is like. <b>(read aloud the paragraph on <u>Tropical Rain Forests</u>, p. 4)</b> The information on this page includes a main idea and details. The main idea—what this chapter is about—is the tropical rain forest <b>habitat</b>, so I'll write it in the top box of my chart. Now I need two or three key details. I see three here; first a tropical rain forest is a warm and wet <b>habitat</b>. Tropical rain forests also have a lot of plants, <i>and</i> a lot of animals. I'll put those three details under the main idea on my chart. Now let's see if we can find some more information about these key details..."</p> <p><b>Read pp. 6–7 to fill in the chart under <i>plants</i>. Then read p. 8 to fill in the box below <i>wet, warm</i>.</b></p>	



<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Turn to pp. 10–11, and invite students to help you finish the <i>Tropical rain forest organizer</i>. You could say:</b>  “Let’s work together to find information about the animals in the rain forest. I’ll read these pages, and you listen for animals that live in the rain forest and tell me what to write... <b>(read pp. 10–11 and add animals to the organizer)</b> Now we know a lot about the tropical rain forest! We know that it’s wet and warm, that there are many plants in the four layers of the rain forest, and that many animals live in the rain forest. We have organized information about the rain forest using this chart.</p> <p><b>Turn to chapter 2 of <u>Habitats of Australia</u> to begin filling out the <i>Tasmania organizer</i> from the teacher journal. Have students help you identify details that support the main idea. You could say:</b>  “Now let’s see what we find about Tasmania from the book about Australia... The heading tells me our main idea—the Tasmania <b>region</b>. The first paragraph helped me identify three ideas about Tasmania—three types of <b>habitats</b> in this <b>region</b> are the dry forest, the coast, and lakes. So, I will add <i>dry forest</i>, <i>coast</i>, and <i>lakes</i> to the boxes below my main idea. Let’s keep reading to find out more information about these ideas... <b>(continue reading pp. 10–11)</b> These pages told us more details about the dry forest <b>habitat</b>. They tell us what plants and animals live there, so let’s put <i>animals</i> and <i>plants</i> on our chart. Now I want you to help me finish our chart...</p> <ul style="list-style-type: none"> <li>• What kind of plants, or <b>vegetation</b>, is in the forest of Tasmania? <b>(pause for response)</b> Okay, it is a forest with dry trees and bushes, very different than the tropical rain forest. Let’s add these ideas to our chart below <i>plants</i>...</li> <li>• What animal lives there? <b>(pause for response)</b> Yes, the Tasmanian devil! Let’s write his name under <i>animals</i>.</li> </ul> <p><b>Continue to add details from <u>Habitats of Australia</u>, pp. 12–15 to the teacher journal. The completed charts from teacher journal, pp. 3–6 can assist you.</b></p> <p><b>Divide students into pairs and distribute the habitat sort cards (and compare/contrast organizers from the second page). Help students sort the similarities between the two habitats using what they have just learned about each. You could say:</b>  “You have some cards to sort with your partner. The cards show pictures for each <b>habitat</b>—the rain forest and Tasmania. We are going to sort the cards and glue them on the compare/contrast organizer. First, let’s look at how these two <b>habitats</b> are the same. Who can find one <b>similarity</b> between the two? They both have... <b>(pause for response)</b> Animals! Good thinking. Both the rain forest and Tasmania have animals. So find the picture that says <i>animals</i> and glue it in the middle box that says <i>Both</i>. Let’s talk about the weather. Both <b>habitats</b> have weather, even though it is very different. Find the picture that says <i>weather</i> and glue it in the middle box. What other <b>similarity</b> can you find?” <b>(pause for response)</b></p> <p><b>If students are able to finish the compare/contrast organizer independently, you can move to the You Do segment at this point. If they need more assistance, continue the lesson as a group.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b>  “Now you can sort the remaining pictures into either the tropical rain forest or Tasmania <b>habitats</b>. Decide which <b>habitat</b> each picture belongs in and glue it into the correct box.”  <b>Monitor students’ progress and assist when necessary. You may want to display the habitat organizers from the teacher journal for students to reference.</b></p>

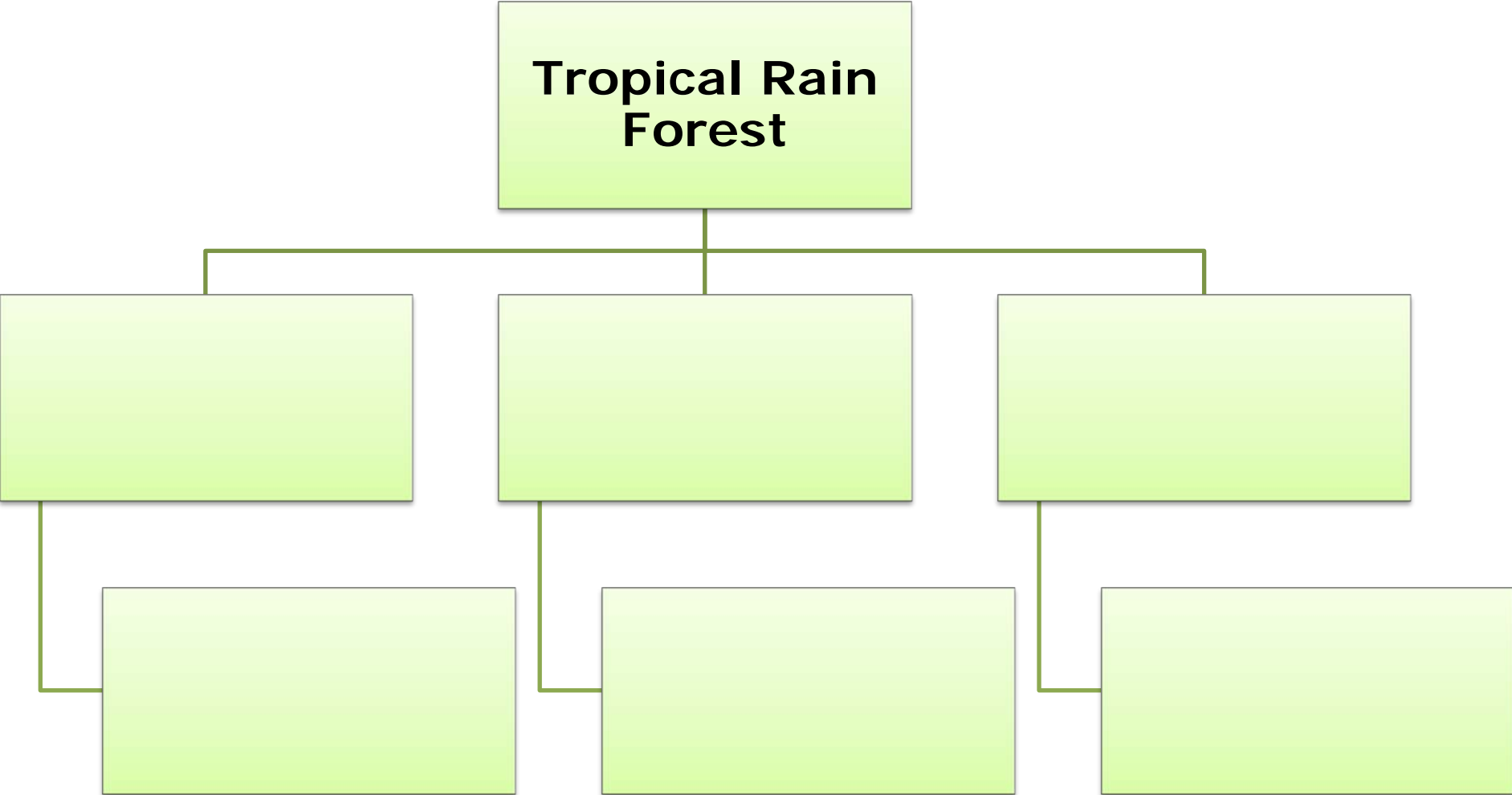
**CLOSE**

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

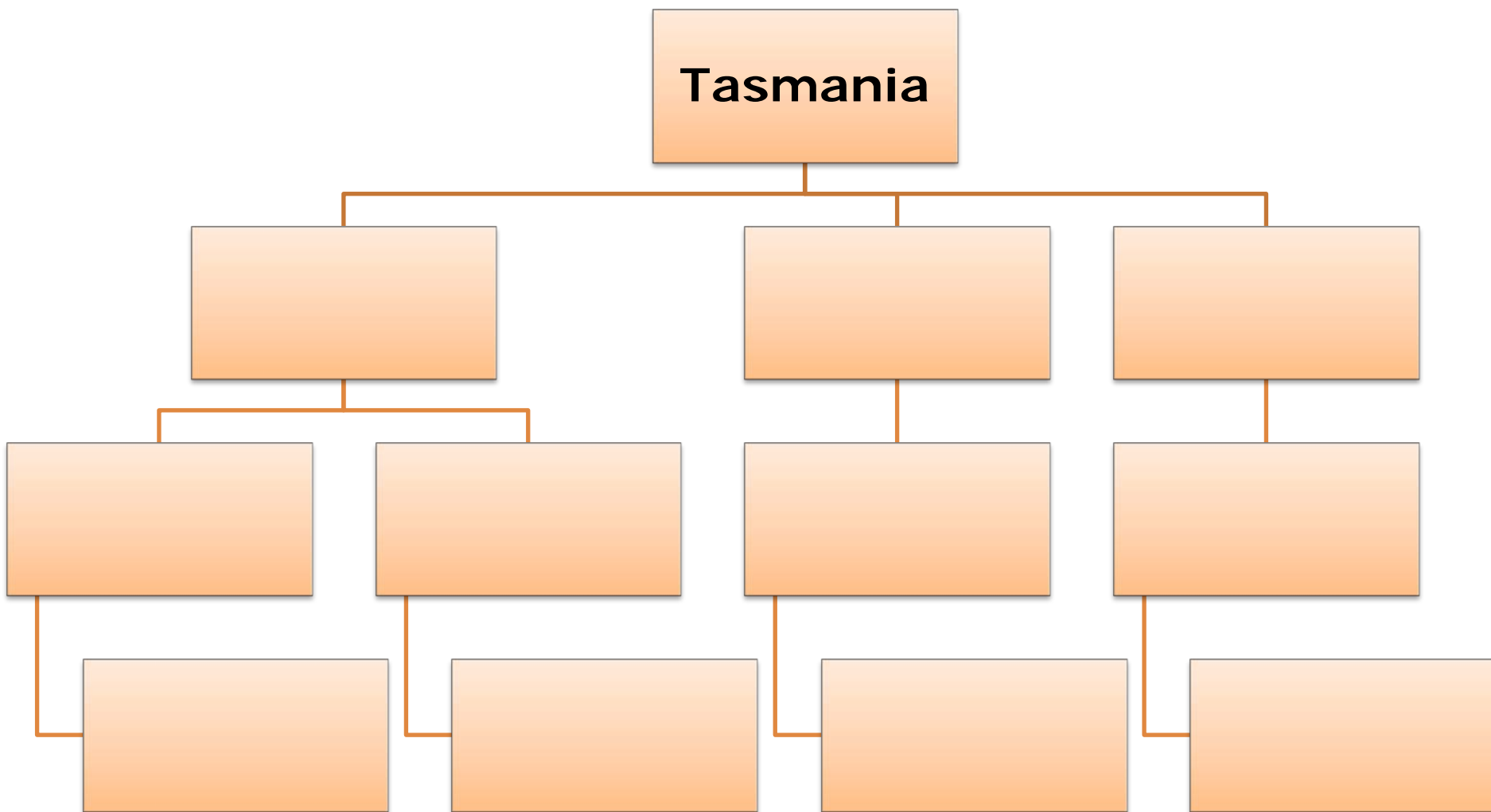
**You could say:**

“We learned a lot about rain forest and Tasmania today! First, we identified the main ideas and details; then we organized the information into a chart. Finally, we used the information to compare and contrast two **habitats**. Wow! You learned and organized information like professional students! Now you know how to find and organize information so you can remember it. That’s what great students do.”

# Tropical Rain Forest



# Tasmania





**TROPICAL  
RAIN FOREST**

**BOTH**

**TASMANIA**

# Tropical Rain Forest

wet, warm

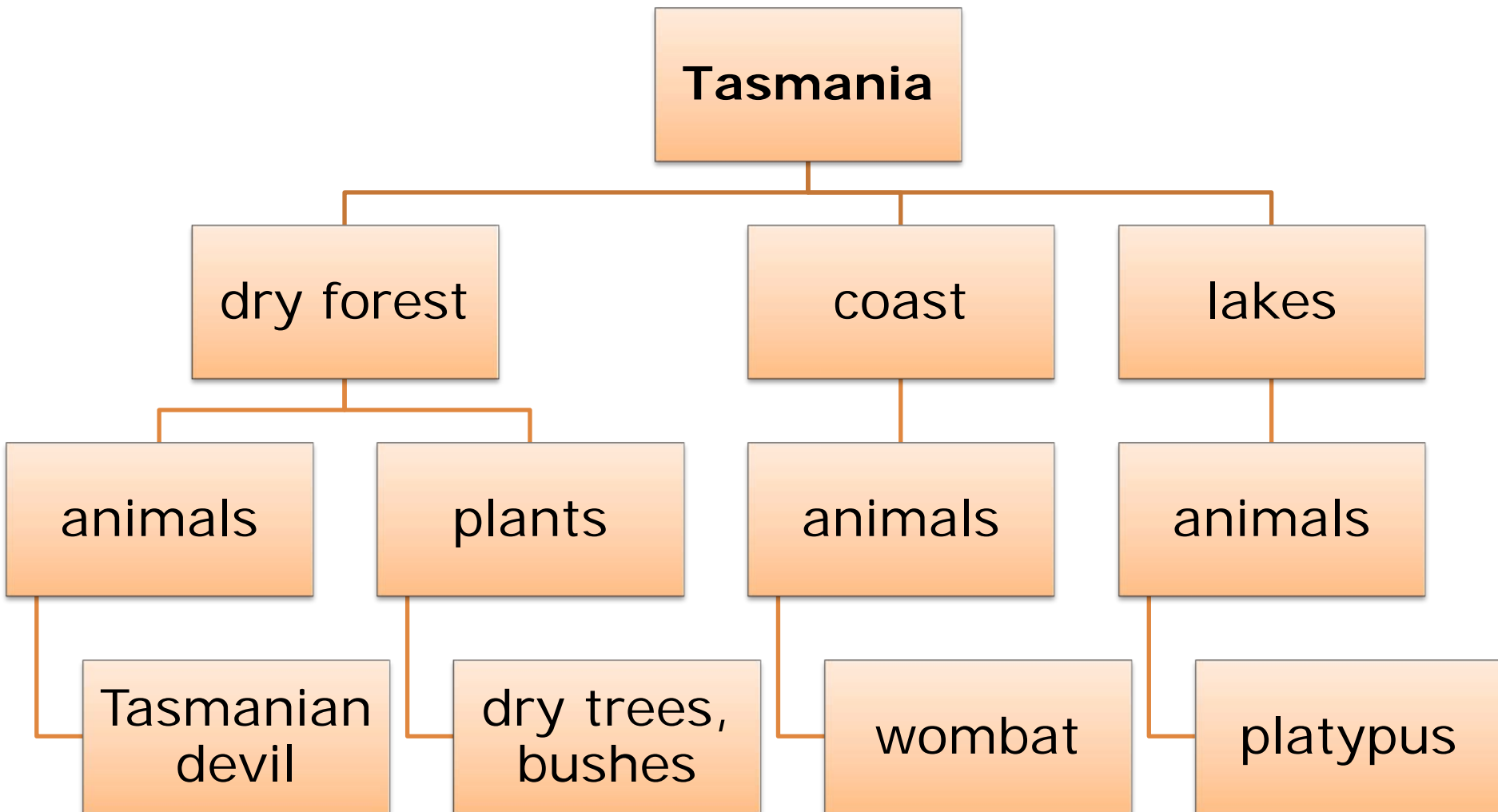
400" rain  
68-86°

plants

four layers

animals

ants, howler  
monkey,  
jaguar, toucan



<b>TROPICAL RAIN FOREST</b>	<b>BOTH</b>	<b>TASMANIA</b>
<p data-bbox="85 277 620 491"><b>ants, howler monkey, jaguar, toucan</b></p> <p data-bbox="156 654 548 719"><b>four layers</b></p> <p data-bbox="156 1039 548 1096"><b>wet, warm</b></p>	<p data-bbox="823 277 1107 334"><b>animals</b></p> <p data-bbox="770 654 1159 719"><b>vegetation</b></p> <p data-bbox="813 1039 1116 1096"><b>weather</b></p>	<p data-bbox="1307 277 1843 491"><b>Tasmanian devil, wombat, platypus</b></p> <p data-bbox="1400 654 1750 791"><b>dry trees, bushes</b></p> <p data-bbox="1516 1039 1638 1096"><b>dry</b></p>

**Directions:** Cut out pictures; sort by habitat and glue onto compare and contrast chart.



jaguar



sloth



Tasmanian devil



monkey



kangaroo



toucan



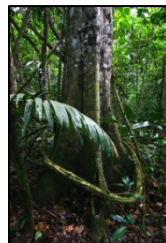
tree frog



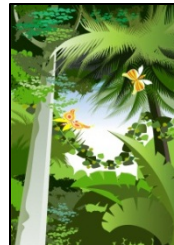
wombat



koala



vegetation



four layers



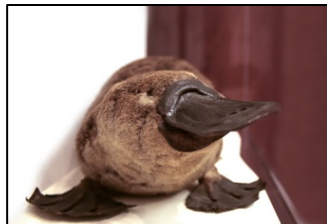
dry



wet, warm



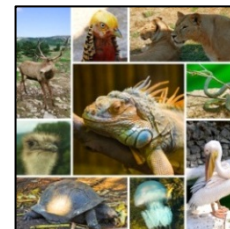
parrot



platypus



weather



animals



dry trees, bushes

**TROPICAL  
RAIN FOREST**

**BOTH**

**TASMANIA**

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 20
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Practice sustained attention to and engagement in reading activities.</li> <li>Use a combination of drawing and writing to recount the text after independently reading a book.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Sticky notes</li> <li>Book about a tiger</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>crevice, otherwise, region, vegetation</b></li> <li>Teacher Journal Lesson #20</li> <li>Student Journal Lesson #20</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Select an array of nonfiction books about animals in their <b>habitats</b>.</li> <li>Select a book about a tiger to prepare an example of today's activity for the I Do routine; compare a tiger to a domesticated cat. You can also use Teacher Journal Lesson #20 as the model.</li> </ul> </li> <li>Allow students to select the texts they want to read; provide them autonomy in their decisions. Texts should in some way be related to the unit theme but should vary in genre, topic, complexity, and so on.</li> <li>Students will place sticky notes on their books to keep track of details they want to remember; alternately, you could have students fill out their student journals as they read their books.</li> <li><i>Save the teacher journal for use in the Close lesson.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #8: CREVICE, OTHERWISE, REGION, VEGETATION</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Do you have a pet at your house or know someone who has a pet? Today you will read a book of your choice. Most of the books are about wild animals. As you read, think about the differences and <b>similarities</b> between wild animals and tame animals, like pets. At the end of the lesson, you will compare wild animals and pets in your journal."</p>	

<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Establish a purpose for children’s reading and demonstrate how to complete today’s activity.</b></p> <p><b>Share your pre-selected book with students, modeling how to identify similarities and differences between wild and tame animals. You could say:</b>          “I like this book about tigers. It looks interesting... I can read most of the words, and it has great pictures. Also, I think I can compare a tiger to a pet cat. It will be interesting! I am going to use a sticky note to mark pages when I read details that I want to remember... For example, here it says tigers like to swim. I know my friend’s cat doesn’t like being wet. That is a difference, so I will stick a note here and keep reading. On this page it says that tigers like to play. So does my friend’s cat! I will put a sticky note here because that is a <b>similarity</b>. I found another difference... It looks like tigers live in the jungle. My friend’s cat lives in a house. So I will put a sticky note here, too.”</p> <p><b>Display Teacher Journal Lesson #20 (or another prepared model). You could say:</b>          “When I’m finished reading, I’ll open my journal and start to fill in what’s called a Venn Diagram. On the left side under the tiger, I’ll write the things that are <i>different</i> about the wild tiger. I’ll write ‘likes to swim.’ Now on the tame side, with the pet cat, I’ll write ‘hates water.’ Those are differences, so they go on the sides under the different animals. In the middle, I write things that are the <i>same</i> for both animals, like ‘likes to play.’ Another difference that I found was that tigers live in the jungle, but cats usually live in houses. I’m going to add those differences, too.</p> <p>“As you read today, think about a wild animal in your book. Try to find two differences and two <b>similarities</b> between that animal and a pet so you can fill in your own Venn Diagram. Now it’s your turn to find a book that interests you and to get some sticky notes.”</p> <p><b>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own. You could circulate the room to help them identify details for their Venn diagrams.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #20. You could say:</b>          “Your student journal looks just like my Venn diagram. It has a picture of a tiger and a cat, but you can compare your own wild animal to any pet you want. You may write <i>or</i> draw the <b>similarities</b> and differences between the wild and tame animal. After you are finished with your journal, find a partner and share the differences and <b>similarities</b> you found.”</p> <p><b>Monitor and support students as they fill out their Venn diagrams and discuss their comparisons.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “When you were sharing your comparisons, I heard so many interesting facts about wild and tame animals. We have time for four students to share one difference and one <b>similarity</b> with the class. <b>(allow volunteers to share)</b> You did a great job combining new information with what you already know to compare two animals. Reading is one of the best ways to learn new things. Each of you did an excellent job finding a book that interested you, reading independently, and sharing that information with one another. Good work today!”</p>



## Comparing and Contrasting Wild and Tame Animals



**Wild**

different

*Likes to swim*

*Lives in the jungle*

same

*Likes to play*

different

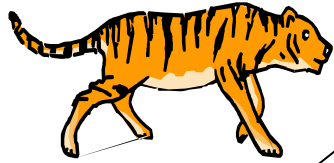
*Does not like to  
get wet*

*Lives in a house*



**Tame**

## Comparing and Contrasting Wild and Tame Animals



**Wild**



**Tame**

different

different

same



## WEEKLY LESSON PLANNER

### ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Read to Know</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Practice sustained attention to and engagement in reading activities.</li> <li>Use a combination of drawing and writing to recount the text after independently reading a book.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Markers, crayons, or colored pencils</li> <li>Drawing paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Practice sustained attention to and engagement in reading activities.</li> <li>Use a combination of drawing and writing to recount the text after independently reading a book.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Markers, crayons, or colored pencils</li> <li>Drawing paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Select an array of nonfiction books about animals in their <b>habitats</b>.</li> <li>Prepare a sample drawing of an animal in its <b>habitat</b> to use as a model during the I Do routine.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I was outside the other day and saw the <b>habitat</b> of a spider. It lived in a bush. Its web was between some branches, and it stayed hidden until an insect was caught on the web. Today you will spend some time reading an animal book that interests you. As you read, choose one animal and learn more about the animal's <b>habitat</b>. Afterward, you can draw a picture of the animal and its <b>habitat</b> to share with a partner. When we can read for information and then share it, we know we understand what we're reading."</p>	
<b>I Do/ WE Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Establish a purpose for students' reading; share your sample drawing as a model of today's activity. You could say:</b>          "Here's an example of what you'll do today. I read about a rattlesnake in a desert <b>habitat</b>. I read that a diamondback rattlesnake, which lives in the Sonoran Desert, burrows underground during the heat of the day to stay cool. So I drew a picture of a rattlesnake peeking out of a burrow. I also drew some cactus and rocks from the desert <b>habitat</b>. As you read, think about what you'll draw from the <b>habitat</b> of the animal you choose."</p> <p><b>Have students select their books. You could say:</b>          "As I call your group, select a book you would like to read; then find a quiet place in the room. Choose an animal book that looks interesting to you. Look or read by yourself for [15] minutes. As you read, think about how the animal finds food, water, and shelter in its <b>habitat</b>. Be ready to draw a picture to share with your partner what you have learned."</p> <p><b>Allow students to engage with their texts for [10-15] minutes on their own.</b></p>	

<b>YOU DO</b>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Pass out drawing paper to each student. You could say:</b> “Now on your paper, draw a picture of your animal in its <b>habitat</b>. Remember to include interesting features of that <b>habitat</b>, like the kind of land, trees, or other plants that are there. Think about how your animal finds food, water, and shelter in its home. When you’re finished, share with your partner what you learned about your animal’s <b>habitat</b>.”</p> <p><b>Circulate among students as they draw and discuss information with their partners.</b></p> <p><b>As time allows, invite students to share what they learned with the class. You could comment on the difference and similarities between the habitats they share.</b></p>
<b>CLOSE</b>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “Today we read books that had information about animals and their <b>habitats</b>. You thought about how certain animal find food, water, and shelter in their <b>habitats</b>. We can use the information we learned today compare animals and animal <b>habitats</b>. Reading many different texts helps us to learn and share new information with others. Tonight when you get home, share the information you read about with your family. I bet they will find it interesting!”</p>

# LARRC

---

Language and Reading Research Consortium

---

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Bring the unit to a close by completing a final project that incorporates compare and contrast.</li> <li>Use vocabulary from the unit in written text.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forests</u> by Libby Romero</li> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul>
<b>Materials</b>			
<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Crayons, colored pencils, or markers</li> <li>Construction paper</li> <li>Scissors</li> <li>Stapler</li> <li>Sample of a completed book </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Student Journal Lesson #24 </li> <li>Teacher Journals from Lessons #8, 10, 11, 13, 19, 20</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat?</b> "		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>	
<b>I DO</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b>	



<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 23
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat?</b> "		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>	
<b>I DO</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

LET'S KNOW! GRADE 1	ANIMALS COMPARE AND CONTRAST	CLOSE LESSON 24
<b>SHOW ME WHAT YOU KNOW!</b> You'll write and illustrate your own riddle book, "What's My <b>Habitat</b> ?"		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Bring the unit to a close by completing a final project that incorporates compare and contrast.</li> <li>Use vocabulary from the unit in written text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Habitats of Australia</u> by Sandy Riggs</li> <li><u>Tropical Rain Forests</u> by Libby Romero</li> <li><u>Caves and Crevices</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Crayons, colored pencils, or markers</li> <li>Construction paper</li> <li>Scissors</li> <li>Stapler</li> <li>Sample of a completed book</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Student Journal Lesson #24</li> <li>Teacher Journals from Lessons #8, 10, 11, 13, 19, 20</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to complete the Close project; you could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> <li>Create a sample book to share with students as a model of the Close project; see the I Do routine.</li> <li>Prepare one copy of Student Journal Lesson #24 for each student; this will be a tabbed book. <ul style="list-style-type: none"> <li>To save time, you could precut the tabbed book pages for students. Or, instruct students to cut out the pages on the dotted lines.</li> <li>Provide a piece of construction paper folded in half for each student's book cover.</li> </ul> </li> <li>Be sure to allot time for students to share their finished books with their classmates.</li> </ul> </li> <li>Students will choose an animal they have learned about during the unit. They will write a riddle book about the animal's <b>habitat</b> using information from the lesson texts and previous lessons. It would be helpful to display the previous teacher journals for students to reference.</li> <li>It would be advantageous to have additional adults in the room to help students write and assemble their books, if possible.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Do you like riddles? You have to think about the clues to come up with an answer. I love them! Today is our last lesson in the Animals unit. We have learned so much about different animal <b>habitats</b>, like caves, coral reefs, the Outback, and tropical rain forests. Today you will write a riddle book about an animal's <b>habitat</b>. Pick an animal and <b>habitat</b> that you learned about this unit and thought was really interesting. Think about words that <i>describe</i> the <b>habitat</b>. You will give clues about your <b>habitat</b> and see if your classmates can guess what it is. We want to share what we know about animals and their <b>habitats</b> with others!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Define a riddle and explain today's task. You could say:</b>  "A riddle is like a puzzle. In a puzzle, you have pieces that you put together to make the puzzle, little pieces of a bigger picture. When you write a riddle, you give clues; your reader puts the clues together to figure out the answer. For example, I'll give you some clues. See if you can tell me what I am thinking about..."</p>	

	<ul style="list-style-type: none"> <li>• My animal’s <b>habitat</b> is very dry and hot.</li> <li>• This <b>habitat</b> is <i>not</i> rainy, and it does <i>not</i> have a lot of <b>vegetation</b>, which means that it has very few plants.</li> <li>• The <b>habitat</b> also has many different animals like snakes, lizards, and kangaroos.</li> </ul> <p>Can you guess the <b>habitat</b>? (<b>pause for response</b>) Yes, it’s the Outback! You solved my riddle! I gave clues <i>without</i> giving away the answer. This is how we are writing our riddle books today.”</p> <p><b>Share your sample riddle book as a model of the project. You could say:</b>  “For my riddle book, I picked an animal that we talked about in other lessons. I like the howler monkey, so that’s the animal I chose. Let me show you the clues I put on each page...</p> <ul style="list-style-type: none"> <li>• This is the first page of my book. I filled in the blanks so it says, ‘I am a howler monkey.’</li> <li>• Now, for the second page, I thought about the howler monkey’s <b>habitat</b> and how to describe it. I wanted to give clues about that <b>habitat</b>. Let’s see... A howler monkey lives in a <i>hot</i> place. I wrote, ‘It is very <i>hot</i> where I live.’</li> <li>• On the next page, it says, ‘It is NOT ___ where I live.’ I had to think of a way to describe what the howler monkey’s <b>habitat</b> is <i>not</i> like. I know that it’s very rainy where howler monkeys live; this means that it is <i>not</i> dry. So my next clue is, ‘It is NOT <i>dry</i> where I live.’</li> <li>• For the fourth page, I had to think of one more clue to describe my <b>habitat</b>. I know there are a lot of trees and shade in this <b>habitat</b>. My last clue is ‘It is also <i>shady</i> where I live.’ Then it says, ‘Guess where I live.’ Can you guess?</li> <li>• On the last page of my riddle book, I wrote my <b>habitat</b>: ‘I live in a <i>tropical rain forest</i>.’</li> </ul> <p>Is that the <b>habitat</b> you guessed?</p> <p>“Now that I have my book written, I can illustrate it. I could write the title of my book on the cover. I could call it <u>What’s My <b>Habitat</b>?</u> When I am finished, I can staple the book cover and the pages together. Now I have a riddle book about the tropical rain forest <b>habitat</b> that I wrote myself!”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to write clues for a different habitat. You could say:</b>  “Now, I want you to help me write clues about another <b>habitat</b>. This time, my animal is a bat. On the first page, we could say, ‘I am a <i>bat</i>.’ Let’s think, what’s special about a bat’s <b>habitat</b>? Is it sunny or dark in a bat’s <b>habitat</b>? (<b>pause for response</b>) Yes, it’s dark. That can be our first clue. ‘It is very <i>dark</i> where I live.’ What other clues can we give about this <b>habitat</b>? Is it warm or cool? (<b>pause for response</b>) Yes, that’s right, it is cool. So, for my next clue, I know that this <b>habitat</b> is <i>not</i> warm. We could write, ‘It is NOT <i>warm</i> where I live.’ Let’s think of one more clue. Hmm... I wonder if it’s dry or wet in this <b>habitat</b>. (<b>pause for response</b>) Yes, it is wet! That can be our last clue: ‘It is also <i>wet</i> where I live.’ Can anyone guess this <b>habitat</b>? (<b>pause for response</b>) Good thinking! It’s a cave! So our last page should say, ‘I live in a cave.’”</p> <p><b>You could encourage students to discuss the similarities and differences between the two habitats you’ve discussed—the tropical rain forest and a cave.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #24 and other materials needed for assembling the books. You could say:</b>  “Now it’s your turn to write clues for your own riddle book! Pick an animal and an animal <b>habitat</b> that you would like to write about. Think about how to describe the <b>habitat</b>, and develop some clues. Then write the clues about your <b>habitat</b> on each page of your book. When you’re ready, we can help you staple the pages together. If you have time, start illustrating your book pages...”</p> <p><b>Circulate among students to assist them with writing clues and assembling their tabbed books.</b></p>

	<p><b>When students are finished assembling their books, have them share them in pairs.</b></p> <p><b>You could say:</b> “When you’re done, you can read your book to a partner. See if your partner can guess your <b>habitat</b>. Then your partner can read their book to you. After you guess each other’s <b>habitats</b>, you can compare and contrast them. How are they the same? How are they different?”</p> <p><b>Circulate the room to engage with students, guessing their habitats and commenting on similarities and differences.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “With all you learned in this unit, you were able to write a riddle book about an animal’s <b>habitat</b>. You also compared and contrasted different <b>habitats</b>. I’m so proud of the work you did. You can share your riddle book with your family and friends to see if they can guess your <b>habitat</b>. They will be proud of all the hard work you’ve done. Who wants to share their riddle book now?”</p> <p><b>Invite volunteers to present their tabbed books to the class. Remind them to let their classmates guess the habitat they chose.</b></p>



I am a \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_

By \_\_\_\_\_

It is NOT \_\_\_\_\_  
\_\_\_\_\_ where I live.

It is very \_\_\_\_\_  
\_\_\_\_\_ where I live.



It is also \_\_\_\_\_  
\_\_\_\_\_ where I  
live. Guess where I live. . .

I live in \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



# Teacher's Bookshelf

## Animals – Grade 1

### Required Books:

Habitats of Australia  
by Sandy Riggs  
ISBN-10: 1410850722  
ISBN-13: 978-1410850720

Caves and Crevices  
by Sharon Katz Cooper  
ISBN-10: 1410935027  
ISBN-13: 978-1410935021

Tropical Rainforests  
by Libby Romero  
ISBN-10: 1410846016  
ISBN-13: 978-1410846013

### Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as animal needs, animal comparisons, and various **habitats**, including the tropical rain forest, caves, and the Outback, Tasmania, and Great Barrier Reef. Following is a list of suggested books you can check out from your school or public library to accompany the Animals unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

*Step Inside! A Look Inside Animal Homes*  
by Catherine Ham  
ISBN-10: 0983201420  
ISBN-13: 9780983201427

*Crinkleroot's Guide to Knowing Animal Habitats*  
by Jim Arnosky  
ISBN-10: 0689835388  
ISBN-13: 9780689835384

*Farm Animals*  
by Karen Wallace  
ISBN-10: 0753462850  
ISBN-13: 9780753462850

*African Animals*  
by Ann O. Squire  
ISBN-10: 0516221876  
ISBN-13: 9780516221878

*Animals of the Tropical Rain Forest*  
by Joanne Mattern  
ISBN-10: 0823982084  
ISBN-13: 9780823982080

*Animals of the Savanna*  
by Joanne Mattern  
ISBN-10: 1404254218  
ISBN-13: 9781404254213

*Coral Reef Animals*  
by Francine Galko  
ISBN-10: 1403404348  
ISBN-13: 9781403404343

*Rain Forest Animals*  
by Francine Galko  
ISBN-10: 1403404399  
ISBN-13: 9781403404398

*Wild Wild West:  
Wildlife Habitats of Western North America*  
by Constance Perenyi  
ISBN-10: 0912365900  
ISBN-13: 9780912365909

*Even an Ostrich Needs a Nest:  
Where Birds Begin*  
by Irene Kelly  
ISBN-10: 0823421023  
ISBN-13: 9780823421022

*Baby Animals of Lakes and Ponds*

by Carmen Bredeson  
ISBN-10: 159845224X  
ISBN-13: 9781598452242

*Pond Walk*

by Nancy Elizabeth Wallace  
ISBN-10: 0761458166  
ISBN-13: 9780761458166

*Under the Snow*

by Melissa Stewart  
ISBN-10: 1561454931  
ISBN-13: 978156145938

*A Swim through the Sea*

by Kristin Joy Pratt  
ISBN-10: 1883220041  
ISBN-13: 9781883220044

*An Ocean of Animals*

by Janine Scott  
ISBN-10: 1429671513  
ISBN-13: 9781429671514

*Life in the Pond*

by Craig Hammersmith  
ISBN-10: 1429671491  
ISBN-13: 9781429671491

*The ABC's of Habitats*

by Bobbie Kalman  
ISBN-10: 0778734315  
ISBN-13: 9780778734314

*Animal Habitats*

by DK Publishing  
ISBN-10: 0756658179  
ISBN-13: 9780756658175

*Life in the Boreal Forest*

by Brenda Z. Guiberson  
ISBN-10: 0805077189  
ISBN-13: 9780805077186

*Animals Building Homes*

by Wendy Perkins  
ISBN-10: 0736851615  
ISBN-13: 9780736851619

*Jungle Animals*

by Hannah Wilson  
ISBN-10: 0753462575  
ISBN-13: 9780753462577

*A Grassland Habitat*

by Kelley MacAulay  
ISBN-10: 0778729877  
ISBN-13: 9780778729877

*Rain Forest Life*

by Janine Scott  
ISBN-10: 1429671521  
ISBN-13: 9781429671521

*Life in the Desert*

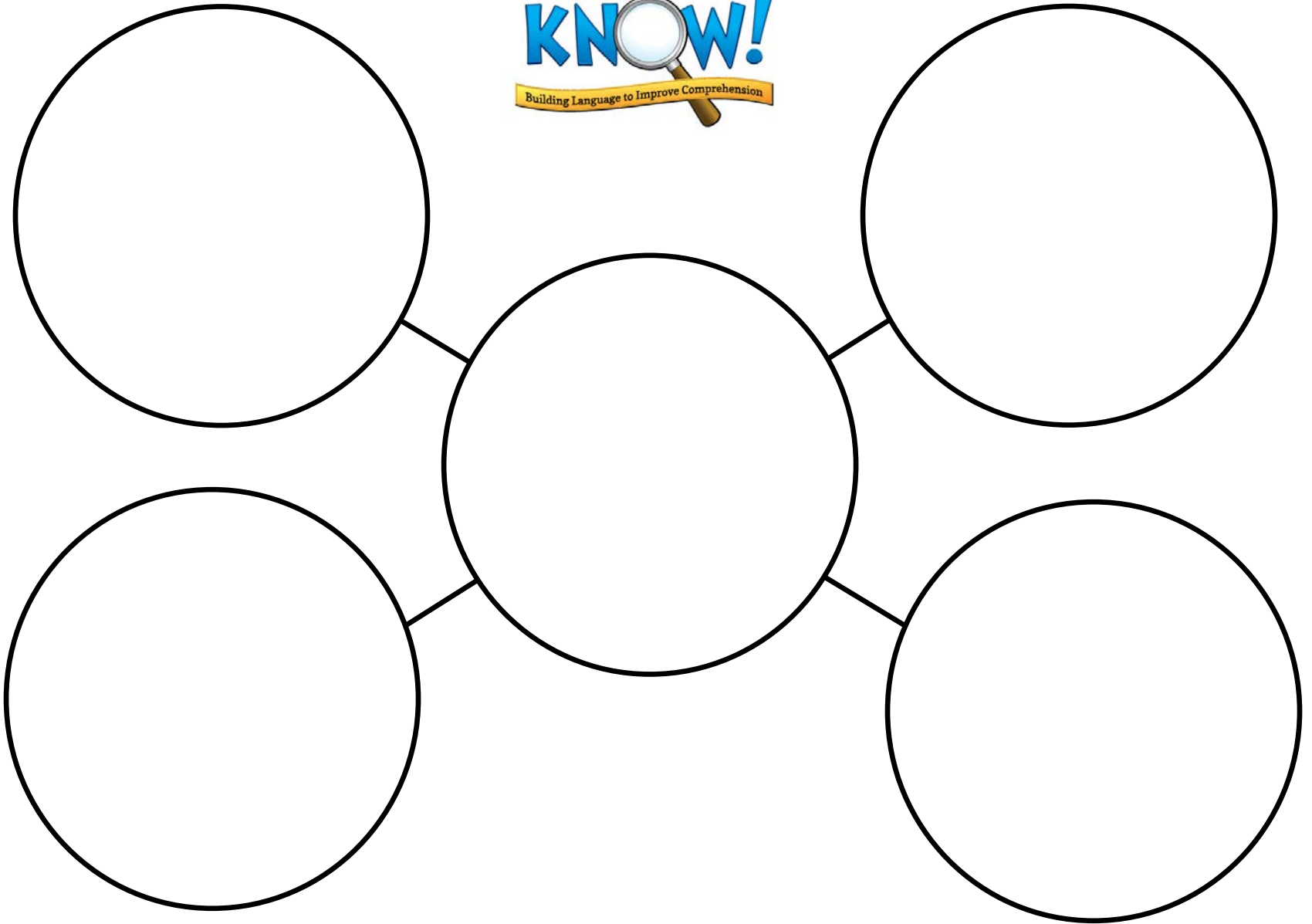
by Alison Auch  
ISBN-10: 1429671505  
ISBN-13: 9781429671507

*A Savanna Habitat*

by Bobbie Kalman  
ISBN-10: 077872980X  
ISBN-13: 9780778729808

*Underground Habitats*

by Molly Aloian  
ISBN-10: 0778729826  
ISBN-13: 9780778729822



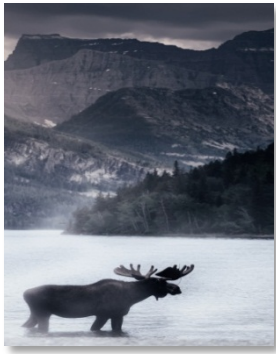


# Unit Vocabulary

## Animals – Grade 1

### Habitat

The area where something normally lives or happens



### Mammal

An animal that is born alive, is warm-blooded, and has hair



### Similarity

The idea of looking, sounding, or feeling the same way



### However

In whatever way;  
But



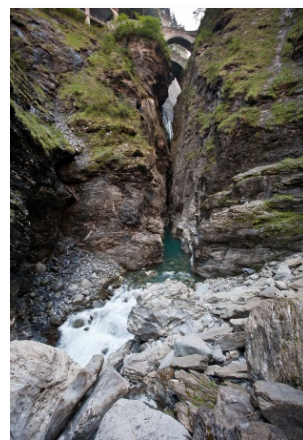
### Region

An area



### Crevice

A narrow crack



### Otherwise

In another or different way; Or else



### Vegetation

The plants growing in an area



# Habitat





# Habitat

The area where something normally lives or happens



# Mammal





# Mammal

An animal that is born  
alive, is warm-blooded,  
and has hair

# Similarity





# Similarity

The idea of looking,  
sounding, or feeling  
the same way



# However





**However**  
In whatever way;  
But

# Region





**Vocabulary Picture Card**  
Animals – Word 5 – Region

**Region**  
An area



# Crevice





## Vocabulary Picture Card

Animals – Word 6 – Crevice

# Crevice

A narrow crack

**LARRC**

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

# Otherwise





# Otherwise

In another or different way;  
Or else



# Vegetation





# Vegetation

The plants growing  
in an area

Our class is studying the habitats of different species of animals. We want to know about the places where animals live and grow.

Mammals have three things in common; they are born alive, are warm-blooded, and have hair on their skin.

There is similarity among all desert animals. They have all developed ways of conserving water.

In my journal, I have to draw an animal that lives in a cave. My teacher said to draw it however I like.



## WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.



Louise is studying the natural habitat of rattlesnakes. They like to live in desert environments.

Most people like to have mammals for pets because they can be cuddly. It's hard to cuddle a reptile.

I have read several books on animals. They share a similarity. They all tell about animal habitats.

Sam went for a hike in the desert; however, he couldn't get his mind off of rattlesnakes. He imagined there was one hiding underneath every rock.



## WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Most insects live on land, but some insects live in watery habitats like streams.

Because we are mammals, we are warm-blooded. That means we have to wear coats in the winter to keep warm.

We are studying different kinds of mammals. You can see the similarity in their fur.

Deserts are hot during the day, but they can be cold at night. However you look at it, animals that live in the desert must adapt to different temperatures.



## WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Marsh habitats are wet areas where water from a creek, stream, or river flows into the marsh. Few trees grow in marshes.

Our zoo is building new habitats for all of the mammals. The giraffes, wildebeests, ibexes, and zebras will all share the plains habitat.

There are thousands of species of snakes. All snakes share a similarity in that they all can swim.

Our family was going to visit my grandmother on Friday; however, we had to stop for a day to fix our car that broke down.



## WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

We are studying maps of the United States. I live in Arizona, in the southwest region. Where do you live?

A crevice is a narrow crack in a rock or a wall. Some birds build their nests in trees, while others hide their eggs in the crevices of a cliff.

The zoo has a large collection of snakes. The temperature of their aquariums must be controlled; otherwise, they could die.

Vegetation is all the plants growing in an area. Desert vegetation with cacti is very different from mountain vegetation with pine trees.



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.



Mosquitoes like to live in wet regions. They must have water to lay their eggs.

Desert animals hide in the crevices of rocks to avoid the heat. Hiding in the narrow cracks helps them to avoid the sun's rays during the day.

Ali really liked to hike in the desert. Her friend Rose thought otherwise. Rose did not like hiking in the heat.

We had a forest fire last summer. All of the vegetation was burned to the ground. We hope new plants will start to grow soon.



## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Bears live in all regions of the world. Black bears live in North America, and polar bears live in the arctic.

The rock climbers used the crevices in the face of the cliff to climb the mountain. They were able to fit their fingers and toes into the narrow openings.

Dr. Wilson, otherwise known as our principal, is a very nice man.

Vegetation in warm places grows faster than vegetation in cold places. Bamboo is one of the fastest growing kinds of vegetation.



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

I fell off my scooter in an accident. I skinned most of the lower region of my body.

A crevice and a crevasse are both cracks, but they are different in size. A crevice is a small narrow crack. A crevasse is a large crack in something like a glacier or mountain.

I will get my chores done right after school; otherwise I can't go to the movie.

My family likes to live where there is a lot of vegetation so we can see many kinds of grass, bushes, and trees.



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.