



ANIMALS

GRADE 3

LARRC

Language and Reading Research Consortium

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

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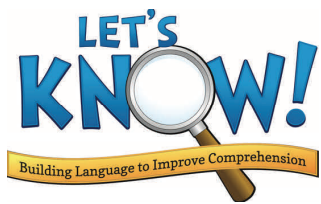
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UNIT VOCABULARY

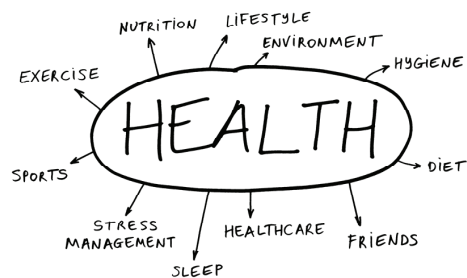
Classify

To organize by categories



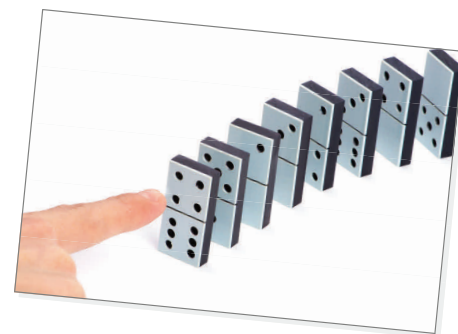
Topic

The subject or main idea of a discussion or paragraph



Effect

Something caused by an action



Contrast

To show how something differs from something else



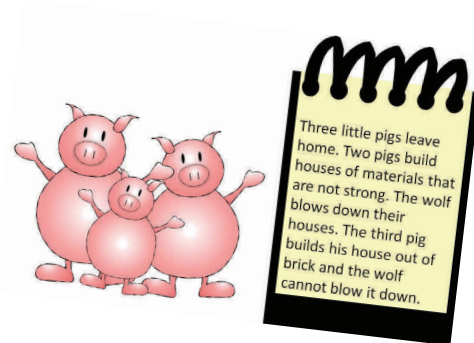
Despite

Something that happens even when it seems like it shouldn't



Summarize

To briefly tell the important information just heard or read



Variation

The way things differ from each other



Adapt

To make something able to fit into a certain situation or place



Grade 3 | **ANIMALS**

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Unit Resources

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



UNIT OVERVIEW

ANIMALS

Children will explore how animals are classified into categories, such as vertebrates or invertebrates and warm-blooded or cold-blooded, and into various animal groups.

COMPARE AND CONTRAST

Students will identify similarities and differences between animals based on their unique traits and how they are classified.

CLOSE PROJECT

Children will write and illustrate books that compare and contrast some of the interesting animals they studied during the unit.

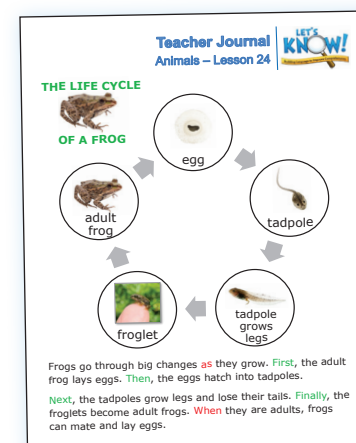
UNIT TEXTS

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

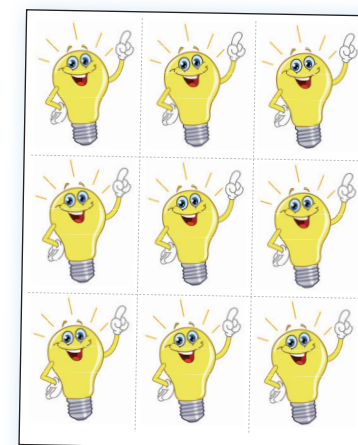
- Animals: Adaptations by Kate Boehm Jerome
- Animals: Classification by Kate Boehm Jerome
- Warm-blooded or Cold-blooded? by Bobbie Kalman

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

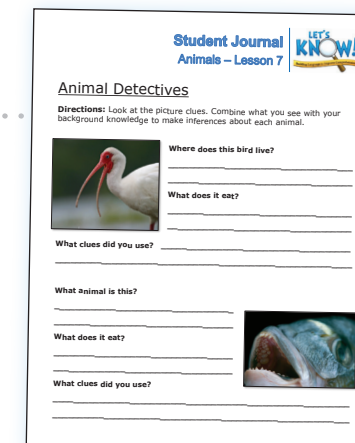
UNIT MATERIALS



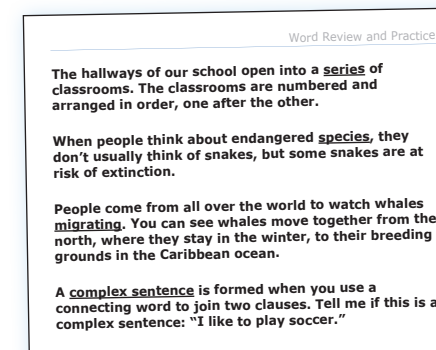
Teacher Journal*



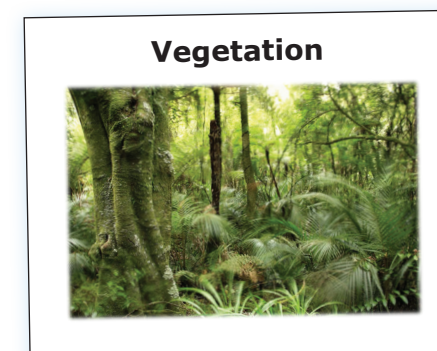
Comprehension Monitoring Icons



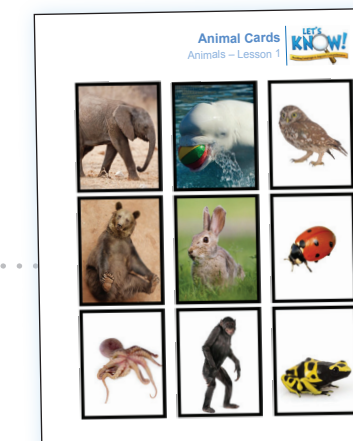
Student Journal



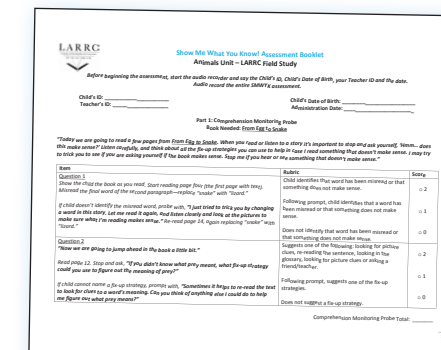
WRAP sets



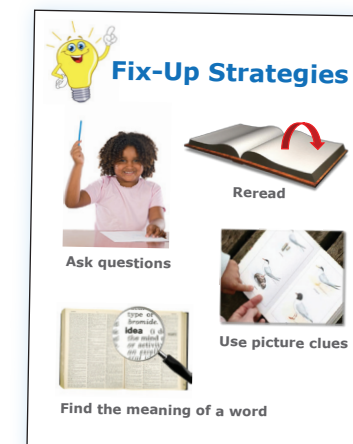
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

| | | |
|---------------|-----------|----------------|
| 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 |
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| Week 4 | Lesson 13 | Text Mapping |
| | Lesson 14 | Integration |
| | Lesson 15 | Words to Know |
| | Lesson 16 | Read to Know |

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|---------------|-----------|--------------|
| Week 5 | Lesson 17 | Read to Me |
| | Lesson 18 | Text Mapping |
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| | Lesson 20 | Read to Know |

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|---------------|-----------|-------------------|
| Week 6 | Lesson 21 | Read to Know |
| | | SMWYK Assessments |

| | | |
|---------------|-----------|--------------------|
| 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:

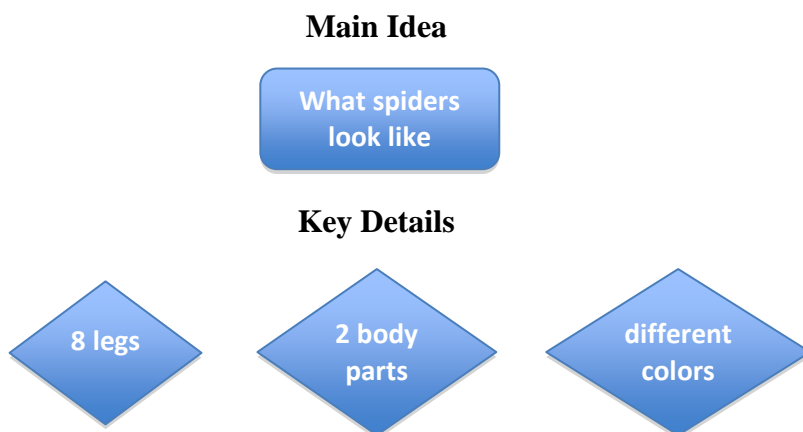
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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 ALOUDS 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.

(Narrative/Expository)

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 |
|---------------------|--|---|--|---|
| Lesson Type | Hook | Read to Me | Words to Know | SMWYK Practice |
| Objectives | <ul style="list-style-type: none"> Introduce students to the Animals unit and classification of animals. Identify and use navigation words appearing in compare/contrast text structures. | <ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Engage in a range of talk structures on Grade 3 topics and texts. | <ul style="list-style-type: none"> Define the target vocabulary words classify, contrast, topic, and summarize. | <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome |

Materials

| | | | | |
|-------------------------------------|--|---|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes | <ul style="list-style-type: none"> Document camera Sticky notes | <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes | <ul style="list-style-type: none"> None recommended |
| Unit Materials Provided | <ul style="list-style-type: none"> Animal cards for Lesson #1 | <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster | <ul style="list-style-type: none"> Vocabulary Picture Cards: classify, contrast, topic, summarize Teacher Journal Lesson #3 Student Journal Lesson #3 | <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Assessment Booklets (2) |



Digital/Tech



Prep Materials



Preview the Text



Game



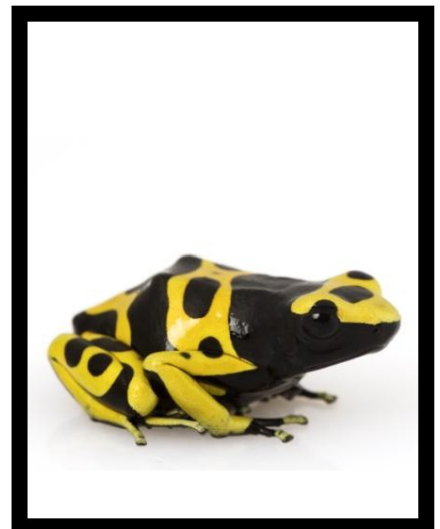
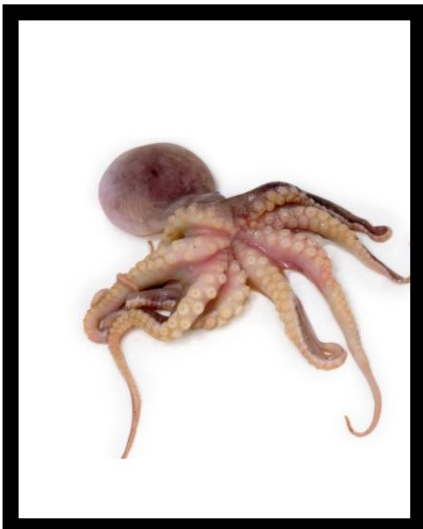
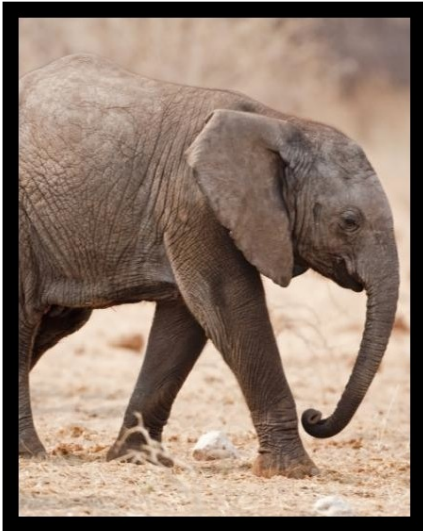
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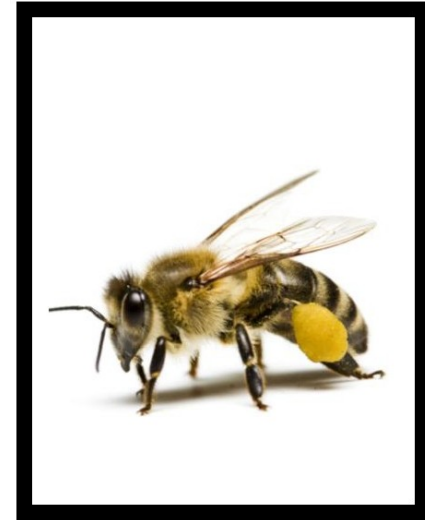
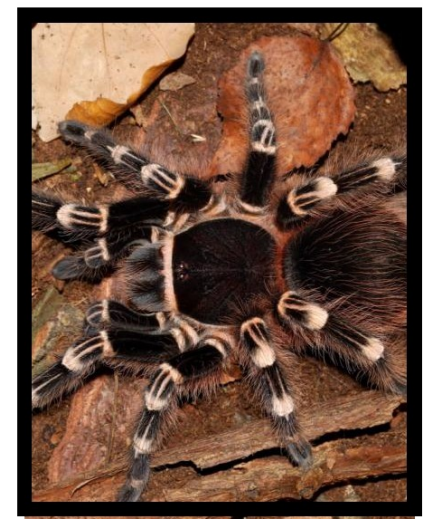
| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | HOOK LESSON 1 |
|---|---|------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Introduce students to the Animals unit and classification of animals. • Identify and use navigation words appearing in compare/contrast text structures. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • <u>Animals: Adaptations</u> by Kate Boehm Jerome <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Sticky notes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • Animal cards for Lesson #1 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ You could cut out the animal cards for Lesson #1 to save time. ○ Mark page 4 in <u>Animals: Adaptations</u> with a sticky note for easy reference. • Begin the lesson with students in a large group; students will move to desks/tables for the second part of lesson. • Pacing of this lesson should be quick; allow only ten minutes for the sorting game during the I Do/We Do routine before students move to their seats. • <i>Save the animal cards for use in Lesson 13.</i> | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "I'm so excited about this new unit! We are going to learn how to compare and contrast animals, and to classify them into groups! <i>Compare</i> means to see how some things are similar, and contrast means to show how something differs from something else. To get us warmed up for classifying, I want you to think about all of the people in this room. Think about some of the characteristics, or traits, they have. A <i>trait</i> is a feature or quality that makes one thing different from another. We often use traits to classify, or group, objects. For example, my traits include [blue eyes and brown hair]."</p> | |
| <p>I Do/ WE DO</p> | <p>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.</p> <p>Play a sorting game with the students, demonstrating how to classify students in the classroom by comparing and contrasting traits.</p> <p>First choose a child who has the same [hair color] as you; have the child stand next to you while you compare and contrast traits with the student. Briefly explain that while you share a trait for [hair color], you contrast in your trait for eye color. You could say: "[Student X], will you please stand by me? We have a similar trait for hair color, but we have a contrasting trait for eye color..."</p> <p>Next, ask students to stand, find a partner in the room with a shared trait, and be ready to explain it to the group. Model for students words that describe comparisons (e.g., <i>same, similar, alike</i>) and encourage them to use them.</p> | |

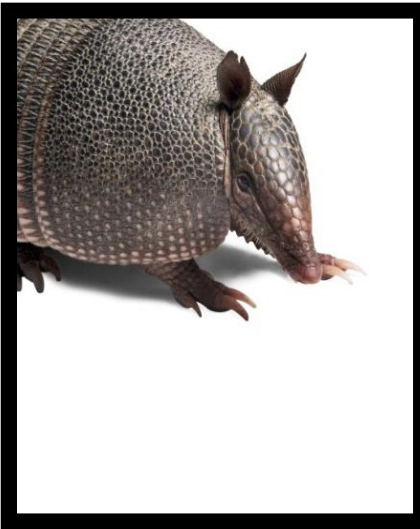
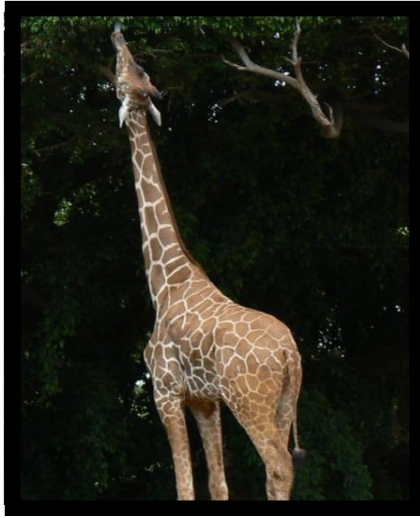
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|--------|--|
| | <p>After all pairs have shared, ask the second partner to describe a contrasting trait between themselves and their partner (e.g., gender, eye color, height). Model for students how to use contrast words (e.g., <i>but, however, except, different</i>).</p> <p>Then, have students form larger groups based on a similar trait; for example, designate corners of the room for students based on shared traits, such as <i>brown eyes, blonde hair, freckles, tall</i>, and so on. Point out to students that you are classifying by forming groups of people that have similar traits.</p> <p>Then proceed with the next level of classification. You could say: “Is there a way that everyone here could be in the same group? (lead students to the idea that they are all children, students, or human beings) Now let’s look at how animals can be grouped, or classified...”</p> <p>Ask students to take their seats. Project or show p. 4 of <u>Animals: Adaptations</u> and read it aloud, discussing the concept of classification used by scientists to group animals. You could say: “When scientists compare and contrast animals by their traits, it makes it easy to group them into a classification system. We will be learning to compare and contrast animals from different groups in this unit, and each of you will be making your own book! So start thinking about your favorite animals, and what you already know about them.”</p> |
| YOU DO | <p>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.</p> <p>Distribute an animal card for Lesson #1 to each student. Pair students and ask them to describe similarities and differences between their animals. Encourage them to consider categories such as the following: fur/hair/feathers; hard coverings or shells/soft coverings or skin; walk/swim/fly; live in warm/cold places; have ears/antennae, and so on.</p> <p>You could say: “Let’s be scientists—I will pass out a card to each of you with an animal on it. Turn to your partner and talk about how your animals are the same and how they are different. Compare and contrast your animals. I’ll be listening for words like <i>same, different, alike, similar, unrelated, and unlike</i>. Then ask yourselves, ‘Would scientists put these animals in the same group?’ Why or why not?” Circulate among students, monitoring their use of compare/contrast words. Support them as they consider their animals’ traits and classify them into various categories.</p> |
| CLOSE | <p>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.</p> <p>You could say: “I am so excited about how much we are going to learn about animals in this unit! When you <i>compared</i> and contrasted the animals on your cards and decided if they could be in the same group, you were classifying them. You thought about their different traits to help you decide where they belonged. I’d like you to turn to a partner and explain what it means to classify... As we go on in the unit, you will see that there are many different ways to classify animals. In the next lesson, you will see that all animals can be classified into just two categories!”</p> |

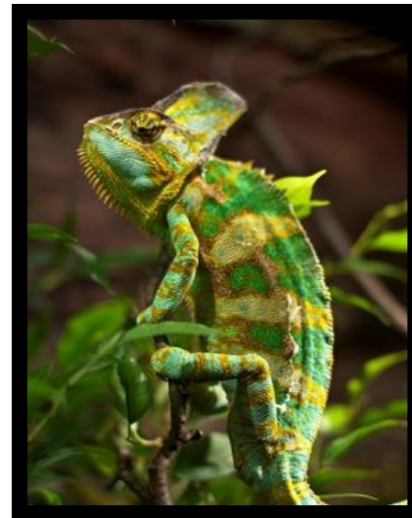
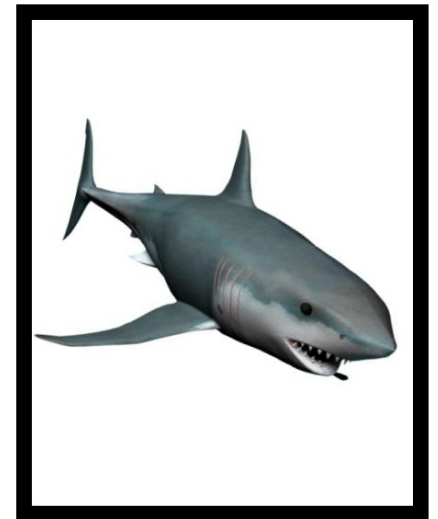
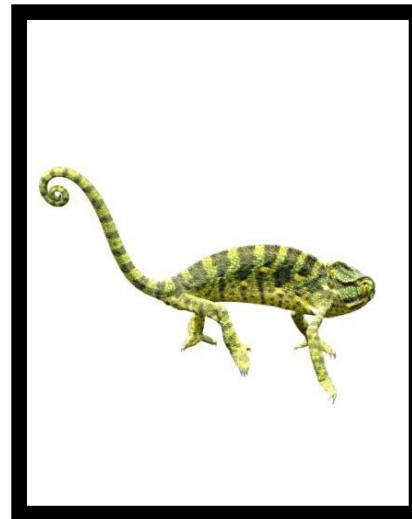
Animal Cards

Animals – Lesson 1









| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO ME LESSON 2 |
|--|---|------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Engage in a range of talk structures on Grade 3 topics and texts. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preread Chapter 1 of <u>Animals: Adaptations</u> and use sticky notes to mark pages where you will model comprehension monitoring or where children are likely to have difficulty comprehending. Examples provided in the lesson include pp. 4, 5, and 6–7. Be prepared to discuss the fix-up strategies you could use for each example. The focus of this unit is classifying animals, not acquisition of the related content vocabulary. This lesson text is very dense; concentrate on helping students acquire a general understanding of how animals are classified rather than on the scientific vocabulary. It would be helpful to display the book using a document camera so students can easily see the text and graphics. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional. You could also have students raise hands or put their thumbs up/down to signal when they don't understand the text. The goal of rich discussion is to provide all students the opportunity to take multiple conversational turns when discussing a high level topic. Facilitate a rich discussion that is dominated by students; encourage them to follow up and elaborate on their ideas. | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "Have you ever listened to someone reading a book and you couldn't understand the information? That is very frustrating. When we read, it is important to understand the information the author is writing about, so today we will practice using our fix-up strategies for when things don't make sense. We'll also be discussing interesting questions from the text. Discussing questions while reading helps us understand the information in our text."</p> | |
| I DO | <p>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.</p> <p>Model for students what it looks like and sounds like to monitor comprehension. Use the Comprehension Monitoring Icons, or model the use of other signals of your choosing.</p> <p>You could say: "Good readers constantly ask themselves if what they read or hear is making sense, and they use fix-up strategies to help them understand it better. To help us identify when comprehension breaks down, we can use our Make Sense/Doesn't Make Sense signs. Remember, on one side, we see that the light bulb is smiling and has his thumb up. This icon means that everything makes sense. On the other side, there is a face that looks confused. This side means that what we are reading doesn't make sense."</p> | |

“As I read Chapter 1 of Animals: Adaptations today, your job is to think about the information that’s being read. If you are confused or don’t understand, hold up your Doesn’t Make Sense sign, and we will think about a fix-up strategy to help us understand better.

“I am going to show you a couple of different places where I had to stop because what I read didn’t make sense to me. There are different ways that a text might not make sense. I might not have enough background knowledge about the **topic** to understand what’s being said. There could be a word I don’t know in the text. Or maybe how the sentences are written is complex, so I don’t follow what the author is trying to say. Another thing that might happen is that I misread a word or skip over punctuation. Lots of things can be confusing when we’re reading, but the important thing is to always stop and try to make sense of what you read. As I read, when I find text that doesn’t make sense, I stop and fix it using a fix-up strategy; remember, they are listed on our Fix-Up Strategies Poster.”

Refer to the poster, and briefly explain each fix-up strategy.

Read p. 4 aloud. You could say:

“After reading the first page of our book, I pause and think, ‘Did I understand every word, phrase, and sentence?’ I am going to hold up the Doesn’t Make Sense side of my sign, because I was unsure of the meaning of the word *characteristics*. I am going to use the fix-up strategy *Reread*. When I reread the first sentence carefully, I see that a *characteristic* is another word for a *trait*. The author tells me in the second sentence what *trait* means: ‘things that tell one kind of animal from another.’ The next two sentences gave examples of characteristics: a bird has feathers and two legs; an alligator has scales and four legs. Now I can flip my sign over to the Makes Sense side because I understand what the text means.”

Read p. 5 aloud, stopping to model another fix-up strategy. You could say:

“After reading page 5, I am a little confused about the animal **classification** system and all its levels. This is a lot of new, unfamiliar information for me. I am going to use the fix-up strategy *Reread* again, making sure I reread *all* the text on the page. I know that the extra text boxes and charts on the page are there to help me understand. Hmm... This chart about the red kangaroo helps me to see the levels of the **classification** system, but I am going to keep reading to see if the author provides more information...”

WE DO

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.

Continue reading Chapter 1, encouraging students to signal when they don’t understand the text; help them identify and apply appropriate fix-up strategies.

You could say:

“I’m going to keep reading aloud. I will stop at certain points so we can talk about our comprehension of the text. Your job is to listen and hold up your sign to show me when the text doesn’t make sense. Then, we will talk about which fix-up strategy we can use to help ourselves understand better.”

Read pp. 6–7 aloud. Stop after each page or section, and ask students to hold up their signs to indicate if something didn’t make sense. You could stop at the following points:

- p. 6: Practice the fix-up strategy *Find the meaning of a word* to confirm the meaning of *invertebrates*. Point out how the author includes definitions in the text to help readers understand important words.
- p. 7: Practice the fix-up strategies *Find the meaning of a word* and *Use Picture Clues* to confirm the meaning of *ectothermic* and *endoskeleton*. Point out the definitions and illustrations.

Continue reading pp. 8–9, encouraging students to monitor their comprehension.

| | |
|----------------------|---|
| <p>YOU DO</p> | <p>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.</p> <p>Divide students into small groups of 3–4 for rich discussion. You could say: “Our text made me think of some interesting questions. In your group, talk about these questions. Make sure everyone has at least one opportunity to comment on each question...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Identify which animals are invertebrates and vertebrates; then discuss this question: If 95% of animals on earth are invertebrates, why does it seem as if there are more vertebrates than invertebrates? • Why do scientists need to use a classification system? Why do animals need to be classified into groups? • How would humans be classified? <p>Circulate among students to monitor their discussions, provide comments and feedback, and encourage them to use higher-level language. Encourage each member of a group to join the discussion, taking 1–2 turns per question.</p> <p>Once groups have discussed, invite them to share their ideas with the whole group.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we read an expository book on animal classification. As we were reading, we were thinking about whether or not things made sense. We know that good readers ask themselves questions as they are reading and that it is important to understand the text. What are some fix-up strategies we can use when our reading doesn’t make sense?”</p> <p>Invite a few responses from students, referring to the Fix-Up Strategies Poster, as needed.</p> |

Directions: Cut out and laminate the Comprehension Monitoring Icons.

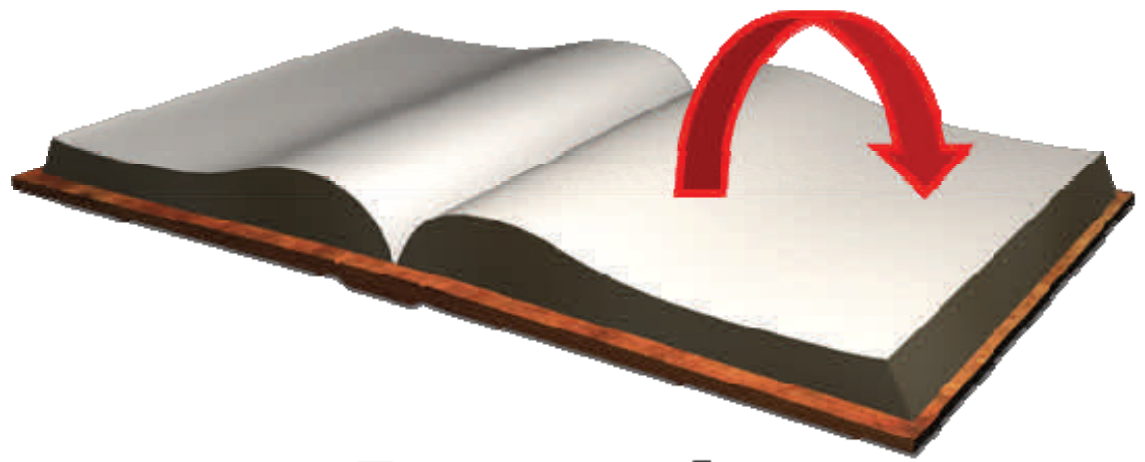


Directions: Cut out and laminate the Comprehension Monitoring Icons.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW LESSON 3 |
|---|---|---------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Define the target vocabulary words classify, contrast, topic, and summarize. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #3 Student Journal Lesson #3 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview Chapter 1 of <u>Animals: Adaptations</u> and use sticky notes to mark examples of the Words to Know (pp. 4 and 9 for classify; p. 3 for contrast; p. 4 for topic; p. 4 for summarize). You could display the teacher journal for reference throughout the unit. If the lesson is running long, you can opt to not write sentences during the You Do segment. WORDS TO KNOW <ul style="list-style-type: none"> classify: To organize by categories contrast: To show how something differs from something else summarize: To briefly tell the important information just heard or read topic: The subject or main idea of a discussion or paragraph | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "When I'm learning a new word, it helps if I've heard the word before. I am going to tell you four new Words to Know; give me a thumbs-up if you've ever heard the word before. The words are classify... contrast... summarize... and topic... The purpose of our lesson today is to learn what these Words to Know mean and how to use them in a sentence. Learning new words helps you better understand what you read."</p> | |
| <p>I DO/ WE DO</p> | <p>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.</p> <p>Display Teacher Journal Lesson #3, and distribute the student journal. Use the Vocabulary Picture cards to introduce the Words to Know. You could say: "Our first Word to Know is classify. Say and spell classify with me: classify, C-L-A-S-S-I-F-Y.</p> <ul style="list-style-type: none"> Classify means 'to organize by categories.' Here is a picture that shows classify. (show Vocabulary Picture Card) We can classify our trash and recyclables into different categories: paper, plastic, metal, glass, and food. In Chapter 1 of our book <u>Animals: Adaptions</u>, (show book) traits were used to classify animals. In a previous lesson, we classified all mammals into one of two categories, <i>invertebrates</i> or <i>vertebrates</i>. | |

- **Classify** means ‘to organize by categories.’ Turn to your partner and take turns giving an example of what you could **classify**. (**allow brief sharing time**) Now take turns saying the meaning of **classify**...

Now make up your own sentence using the word **classify**...

(contrast)

“The second Word to Know we will study today is **contrast**. Say and spell the word **contrast** with me: **contrast, C-O-N-T-R-A-S-T**.”

- **Contrast** means ‘to show how something differs from something else.’ This picture (**show picture card**) shows the **contrast** between a tree at night and during the daytime.
- On page 3 of our book, Animals: Adaptations, we saw the **contrast** between a porcupine fish that is inflated and a porcupine fish that isn’t. (**show page**)
- **Contrast** means ‘to show how something differs from something else.’ Take turns telling your partner an example of a **contrast**. (**allow brief sharing time**) Now tell each other what **contrast** means...
- Now make up a sentence using the word **contrast**...

(summarize)

“The third Word to Know is **summarize**. Let’s say and spell the word **summarize** together: **summarize, S-U-M-M-A-R-I-Z-E**.”

- **Summarize** means ‘to briefly tell the important information just heard or read.’ The Vocabulary Picture Card shows a **summary** of ‘The Three Little Pigs.’ (**show card**)
- On page 4 of our book, the *Key Idea* box **summarizes** the important idea of the page. When you get home after school and your parents ask you how your day was, you can **summarize** what happened during the day.
- **Summarize** means ‘to briefly tell the important information just heard or read.’ Take turns defining the word **summarize** and giving an example of a **summary**. (**allow brief sharing time**)
- Now make up a sentence using the word **summarize**...

(topic)

“Our final word for today is **topic**. Say and spell the word **topic** with me: **topic, T-O-P-I-C**.”

- **Topic** means ‘the subject or main idea of a discussion or paragraph.’ The picture card shows a graphic organizer with the **topic** of good health, including good nutrition and exercise. (**show picture card**)
- The **topic** of Chapter 1 in Animals: Adaptations is how animals are **classified**. The **topic** of the movie The Avengers is how superheroes save the world. What is the **topic** of a book or movie you like?
- A **topic** is the subject or main idea of a discussion or paragraph. Take turns defining the word **topic** and giving an example of a **topic**. (**allow brief sharing time**)

Now make up a sentence using the word **topic**...”

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.

You could say:

“Now we are going to play a game with our Words to Know to practice what the words mean. I’m going to say part of a sentence. I want you to first think of the missing word and tell your partner. Then I’ll share the answers so you can check whether you were right.

- The main idea of the discussion is the _____. (**topic**)
- When you briefly tell someone about the movie you just saw, you _____. (**summarize**)
- When you sort your DVDs into cartoons, comedies, and adventures, you are _____ your DVDs. (**classifying**)
- When I tell how a zebra and horse are the same, I am comparing them. When I tell how they are different, I am _____ them. (**contrasting**)

| | |
|--------------|---|
| | <p>“Now, take a few minutes to write one sentence for each word on your student journal. Sample sentences are shown on your journal page if you need help. When you are done, read your sentences to your partner.”</p> <p>As time allows, have some students share their sentences with the whole group.</p> |
| CLOSE | <p>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.</p> <p>You could say:</p> <p>“When you hear a new word, you have to remember what it sounds like and also what it means. As I say each of our new words, whisper what it means...”</p> <ul style="list-style-type: none">• classify• contrast• summarize• topic <p>I challenge you to use these words as many times as you can over the next few days. Let’s see who can use the words the most! The more words you know, the more you will understand what you read.”</p> |

Teacher Journal

Animals – Lesson 3



Classify: To organize by categories

Sentence: You can **classify** animals into categories of mammals and reptiles.

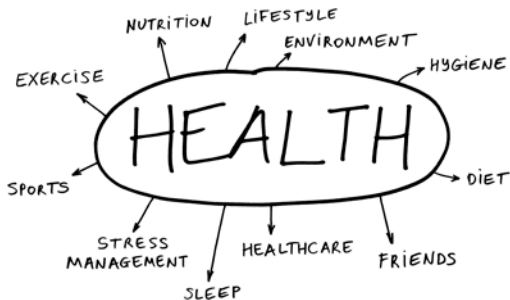
Contrast: To show how something differs from something else

Sentence: A porcupine fish **contrasts** with a clown fish because one has spines and one doesn't.



Topic: The subject or main idea of a discussion or paragraph

Sentence: The **topic** of the paragraph is how animals can be classified into different groups.



Summarize: To briefly tell the important information just read or heard

Sentence: The teacher asked us to **summarize** the book.



mmm
Three little pigs leave home. Two pigs build houses of...

Student Journal

Animals – Lesson 3



Classify: To organize by categories

Sample Sentence: You can **classify** animals into categories of mammals and reptiles.

My Sentence: _____

Contrast: To show how something differs from something else

Sample Sentence: A porcupine fish **contrasts** with a clown fish because one has spines and one doesn't.



My Sentence: _____



Topic: The subject or main idea of a discussion or paragraph

Sample Sentence: The **topic** of the paragraph is how animals can be classified into different groups.

My Sentence: _____

Summarize: To briefly tell the important information just read or heard

Sample Sentence: The teacher asked us to **summarize** the book.

My Sentence: _____



Three little pigs leave home. Two pigs...

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | SMWYK PRACTICE LESSON 4 |
|--|--|----------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Assessment Booklets (2) | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. | | |
| LESSON ROUTINE | | |
| SET | <p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p> | |
| I Do/ WE DO/ YOU DO | <p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p> | |
| CLOSE | <p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p> | |

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Lesson 4: These materials are not available for download.











WEEKLY LESSON PLANNER

ANIMALS

| Week 2 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|---------------------|---|--|--|---|
| Lesson Type | Text Mapping | Words to Know | Integration | Read to Know |
| Objectives | <ul style="list-style-type: none"> Extract information from one text and translate the information into a graphic organizer. | <ul style="list-style-type: none"> Define the target vocabulary words classify, contrast, topic, and summarize by providing precise definitions. Use words correctly in written stories and texts. | <ul style="list-style-type: none"> Use information from within a text and from background knowledge to make accurate inferences. | <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome  | <ul style="list-style-type: none"> N/A |

Materials

| | | | | |
|-------------------------------------|---|--|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  | <ul style="list-style-type: none"> Document camera or interactive whiteboard  Sticky notes | <ul style="list-style-type: none"> Teacher's Bookshelf books  |
| Unit Materials Provided | <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #5 Student Journal Lesson #5 | <ul style="list-style-type: none"> Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #6 (print or digital)   Word sort cards for Lesson #6  Word web (optional) | <ul style="list-style-type: none"> Student Journal Lesson #7 | <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #8 Student Journal Lesson #8  |



Digital/Tech



Prep Materials



Preview the Text



Game

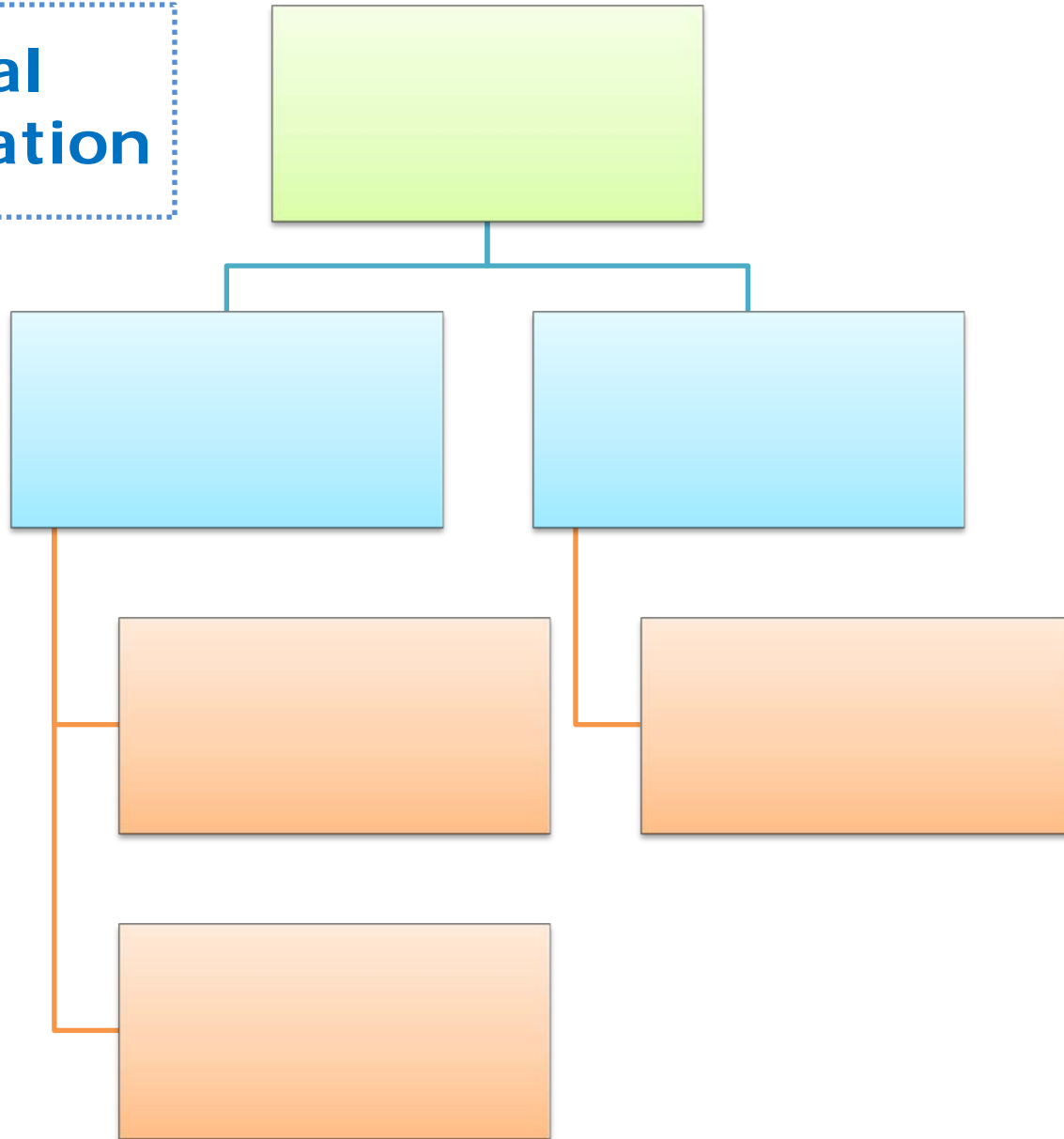


Save Materials

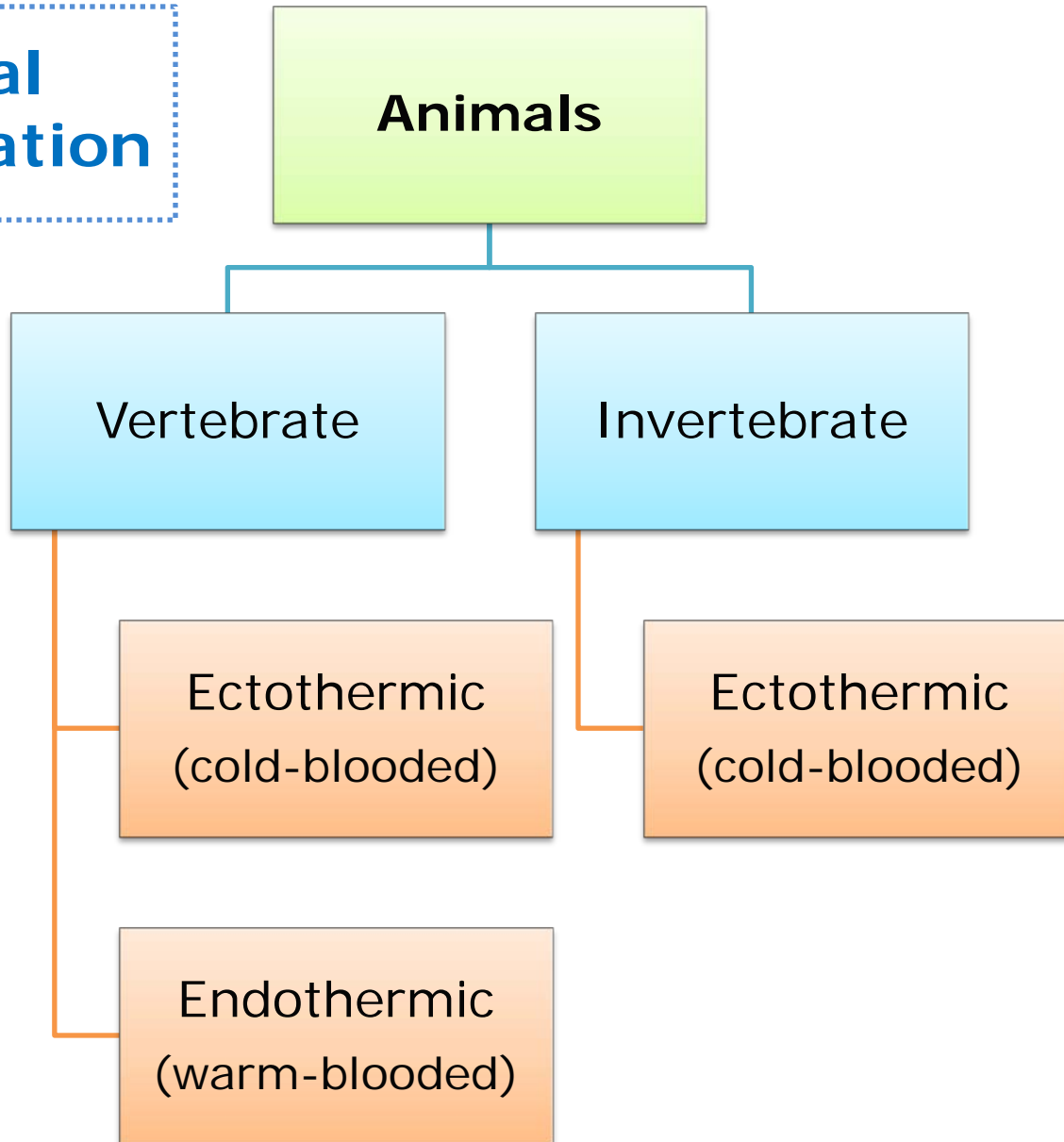
| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | TEXT MAPPING LESSON 5 |
|--|--|--------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Extract information from one text and translate the information into a graphic organizer. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #5 Student Journal Lesson #5 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During the I Do routine, display the first graphic organizer from Teacher Journal Lesson # 5, p. 1; fill in the blank organizer or uncover the boxes on the completed page as you teach the lesson. More elements will be added to the classification chart in subsequent lessons. If possible, use a document projector to display pages from the text during the You Do routine; students need to be able to see the text and graphics well to transfer information to their graphic organizers. | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #1: CLASSIFY, CONTRAST, SUMMARIZE, TOPIC</p> </div> <p>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.</p> <p>You could say: "Can you think of something that changes form, but not substance? For example, when I bake cupcakes I make batter, and the batter is liquid, but when I bake the mix in the oven, it changes to a solid. The ingredients in the cupcake don't change, just the form of the cupcake. You can do the same thing with information. Today we are going to transform information from our text on animal classification. When you can change information from one format to another it really helps you understand the information."</p> | |
| <p>I DO</p> | <p>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.</p> <p>Display the classification chart from Teacher Journal Lesson #5. Demonstrate how to transfer information from the text format to the graphic organizer format.</p> <p>You could say: "In our book, <u>Animals: Adaptations</u>, we learned about how scientists classify animals into groups. I am going to begin a graphic organizer that we will continue working on through the unit. As we read and learn more, we will fill in more of our chart. We are going to take information from the written text in the book, and change it into another format—a graphic organizer."</p> <p>Fill in the top box of the graphic organizer with the word <i>Animals</i>, and the next two boxes in the second tier with the words <i>Vertebrates</i> and <i>Invertebrates</i>. Show pp. 4–8 from the book, reread the <i>Key Ideas</i> box at the bottom of p. 8, and fill in the third and fourth tiers of the chart with <i>Ectothermic</i> and <i>Endothermic</i> (see the layout on the completed chart on p. 2).</p> | |

| | |
|--------|---|
| | <p>You could say: “I have now taken information from our book and transferred it to our graphic organizer. So far, we have two levels of classification that we have learned about—<i>vertebrates</i> and <i>invertebrates</i>. We used information from the book to break these categories further into <i>ectothermic</i> and <i>endothermic</i>, or cold- and warm-blooded animals. We will continue using this chart as we learn new information from this and other books during the unit.”</p> |
| WE DO | <p>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.</p> <p>Show <u>Animals: Adaptations</u>, p. 9 and read the directions under <i>CLASSIFY</i> aloud. Explain that you are going to fill out the chart together, using information from the book. Then project the blank chart from teacher journal, p. 3.</p> <p>You could say: “The chart on page 9 shows a way of transforming information that we’ll practice today. We’ll classify animals using the information from our book. Let’s start with a snail on page 6. I’ll write <i>Snail</i> in column 1 under the <i>Animal</i> heading. Now my next question is whether the snail is a vertebrate or invertebrate. What do you think? (pause for response) Invertebrate, correct. It doesn’t have a backbone. (add <i>Invertebrate</i> to chart) What’s the group? Our text on page 6 says snails are mollusks, so I’ll write <i>Mollusks</i> in the <i>Group</i> column. Now what group traits can we write down? (pause for response) Great suggestions! Let’s go with, ‘muscle-like foot for movement’ and ‘soft body.’</p> <p>“Let’s do one more... How about the frog on page 7? So, on my chart I will write <i>Frog</i> in the first column, and should I write <i>Vertebrate</i> or <i>Invertebrate</i> in the second column? (pause for response) Yes, <i>Vertebrate</i>. Frogs are vertebrates. What should I write in the third column for its group? (pause for response; record <i>Amphibian</i> on the chart) What about the frog’s group traits? (pause for response; record traits) Is there any more information to add about frogs to our last column?”</p> |
| YOU DO | <p>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.</p> <p>Distribute Student Journal Lesson #5 to each student. Then divide students into small groups of three. Display pages from the text as students transfer information to the chart on the student journal.</p> <p>You could say: “Now it’s time to work in small groups to classify animals; choose three more animals from the book. I will show the pages of the book, one at a time. Work together to choose one animal from each page and transfer the information to the chart in your student journal.” Circulate among groups as students work, providing feedback and support.</p> <p>If time allows, have some groups share their charts with the rest of the class.</p> |
| CLOSE | <p>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.</p> <p>You could say: “In this lesson, what did we do with information from our book? Tell your group members... We used the information to make two different graphic organizers that helped us classify animals from our book. We changed the form of the information, but not the substance! Graphic organizers help us visually display information we read or learn about. They help us understand the information in another way. When you’re reading information, it might help you to make a chart or use a graphic organizer. We will continue to use graphic organizers as a tool to help us understand what we are reading about animal classification.”</p> |

**Animal
Classification**



**Animal
Classification**



| Animal | Vertebrate or Invertebrate | Group | Group Traits |
|---------------|-----------------------------------|--------------|---------------------|
| | | | |

| Animal | Vertebrate or Invertebrate | Group | Group Traits |
|--------|----------------------------|-----------|--|
| Snail | Invertebrate | Mollusks | Muscle-like foot for movement; soft body |
| Frog | Vertebrate | Amphibian | Needs water for part of life cycle |

Classifying Animals

| Animal | Vertebrate or Invertebrate | Group | Group Traits |
|--------|----------------------------|-------|--------------|
| | | | |

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW LESSON 6 |
|---|---|---------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define the target vocabulary words classify, contrast, topic, and summarize by providing precise definitions. Use words correctly in written stories and texts. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #6 (print or digital) Word sort cards for Lesson #6 Word web (optional) | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out and bag or paper clip the word sort cards for easy distribution. If creating your own word webs (as opposed to using the digital teacher journal), you may wish to cut out the pictures and words from the print version of the teacher journal to add to your webs. Use the word webs from the digital teacher journal to help students understand related words. You could also create your own using the blank word web or chart paper and the 'print' teacher journal. Use the suggested related words or other appropriate related words that students generate as you discuss each word. WORDS TO KNOW <ul style="list-style-type: none"> classify: To organize by categories contrast: To show how something differs from something else summarize: To briefly tell the important information just heard or read topic: The subject or main idea of a discussion or paragraph RELATED WORDS <ul style="list-style-type: none"> classify: <i>categorize, group, sort, organize</i> contrast: <i>compare, difference, similarity, unique</i> summarize: <i>summary, recap, main points, outline</i> topic: <i>main idea, subject, theme</i> | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "Think of the word <i>castle</i>. What words come to mind? I think of <i>king, queen, prince, princess, dragon, moat, drawbridge, knight, horses, flags, stones, and kingdom</i>. All of these words are related to <i>castle</i>. One cool thing about words is that they connect to each other in many interesting ways. Today we're going to talk about words that are related to our Words to Know. <i>Related</i> means 'something that's connected or belongs together.' When we know many related words, we can better understand what we read."</p> | |

| | |
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| <p>I Do</p> | <p>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.</p> <p>Display the teacher journal or your blank word web. Model creating a web for the Word to Know classify. You could say: “Remember that classify means ‘to organize by categories.’ This Vocabulary Picture Card (show picture card) shows how we can classify our trash into different categories like paper, plastic, metal, glass, and food.</p> <p>“Now, I need to think of other words that are <i>related</i>, or connected, to classify. When I think of classify, I think of <i>organizing</i> something, maybe by size. I’ll write <i>organize</i> in one of the bubbles. (add word) Now classify can also mean to put things into <i>groups</i>, so I’ll write that word in another bubble. (add word) I think I’ll also write <i>categorize</i> because it means about the same. (add word) I almost forgot <i>sort</i> because that’s what we do when we classify. (add word) Now I have these related words for classify: <i>categorize, group, order, and sort.</i>”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Talk with students about the meanings of the remaining Words to Know and work together to generate related words.</p> <p>Begin a web for contrast. You could say: “Remember that contrast means ‘to show how something differs from something else.’ Our picture card shows the contrast between a tree during the day and night. (show Vocabulary Picture Card) What are some other words that are closely related to contrast? Turn to your partner and share some words that came to mind when you thought of the word contrast. (allow brief sharing time) Now tell me some words that you and your partner discussed and we’ll add these words to our word web.” Pause to elicit responses and add related words to web.</p> <p>If students have difficulty thinking of related words for contrast, you could say: “When I think of contrast, several words come to mind.</p> <ul style="list-style-type: none"> • <i>Difference</i> is one word that comes to mind. I notice the <i>differences</i> in things when I am contrasting them. • <i>Compare</i> is related to contrast. When we <i>compare</i>, we find the <i>similarities</i>; when we contrast we find the <i>differences</i>. We can add the word <i>compare</i> and <i>similarities</i>. • When we contrast, we notice <i>unique</i> qualities so let’s add <i>unique</i>. <p>Now we have these related words for contrast: <i>compare, difference, similarity and unique.</i>”</p> <p>Continue creating webs for the remaining two words, summarize and topic.</p> <p>You could say: “Summarize means ‘to briefly tell the important information just heard or read.’ Our card shows the summary of ‘The Three Little Pigs.’ (show picture card) What words can you think of that are related to summary? (pause for response; if students need support, guide them to words like outline, recap, main points and summary)</p> <p>“Topic means ‘the subject or main idea of a discussion or paragraph.’ Our picture card shows the topic of good health, which includes good nutrition and exercise. (show picture card) What words can you think of that are related to topic?” (pause for response; if students need support, guide them to words like main idea, subject, and theme)</p> |

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| <p>YOU DO</p> | <p>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.</p> <p>Divide students into pairs, and distribute a set of word sort cards to each pair. You could say: “Now you are going to do a vocabulary word sort with your partner. You should have a set of cards. The cards have words, pictures, definitions, sentences, and related words that go with one of our four Words to Know.</p> <ul style="list-style-type: none"> • You and your partner will work together. First, find the cards with the Words to Know and lay them out. Then look at the other cards and decide which Word to Know they go with. Line them up in columns under the word cards you already laid out. • You will have [10] minutes to work. Then I will call on groups to share some of their thinking.” <p>Circulate around the room, providing support as necessary.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we discussed our Words to Know—classify, contrast, summarize, and topic. We talked about other words that are related to each of these words. I am going to say a related word or sentence and you tell your partner the word it goes with...</p> <ul style="list-style-type: none"> • Which word goes with <i>organize</i>? (classify) • Which word goes with <i>compare</i>? (contrast) • Which word goes with <i>recap</i>? (summarize) • Which word is related to <i>main idea</i>? (topic) <p>It is always important to keep learning new words, so try to catch each other using our new words.”</p> |



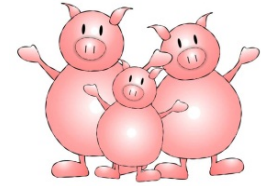
classify



contrast



topic



mmm
Three little pigs leave home. Two pigs build houses of materials that are not strong. The wolf blows down their houses. The third pig builds his house out of brick and the wolf cannot blow it down.

summarize

categorize

compare

main idea

main points

organize

difference

subject

summary

group

unique

theme

outline

sort

similarity

recap

group

sort



classify

categorize

organize

difference

variation



contrast

unique

compare

main idea

subject

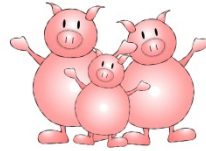


topic

theme

main points

recap



Three little pigs leave home. Two pigs build houses of materials that are not strong. The wolf blows down their houses. The third pig builds his house out of brick and the wolf cannot blow it down.

summarize

outline

summary

classify

contrast

summarize

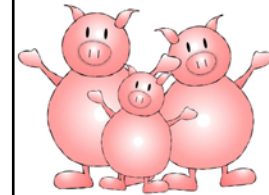
topic

**To organize
by categories**

**To show how
something
differs from
something
else**

**To briefly tell
the important
information
just heard
or read**

**The subject or
main idea of
a discussion
or paragraph**



mmm

Three little pigs leave home. Two pigs build houses of materials that are not strong. The wolf blows down their houses. The third pig builds his house out of brick and the wolf cannot blow it down.

The princess met the prince and fell in love. They married and lived happily ever after.



Scientists _____ plants and animals by traits to make studying and communicating about them easier.

Jan _____ed the two characters in the story to show how they were different.

Before writing a paragraph, it is important to decide on your _____.

The _____ of this chapter is snakes.

Our assignment is to _____ what we have learned about spiders.

categorize
sort
group

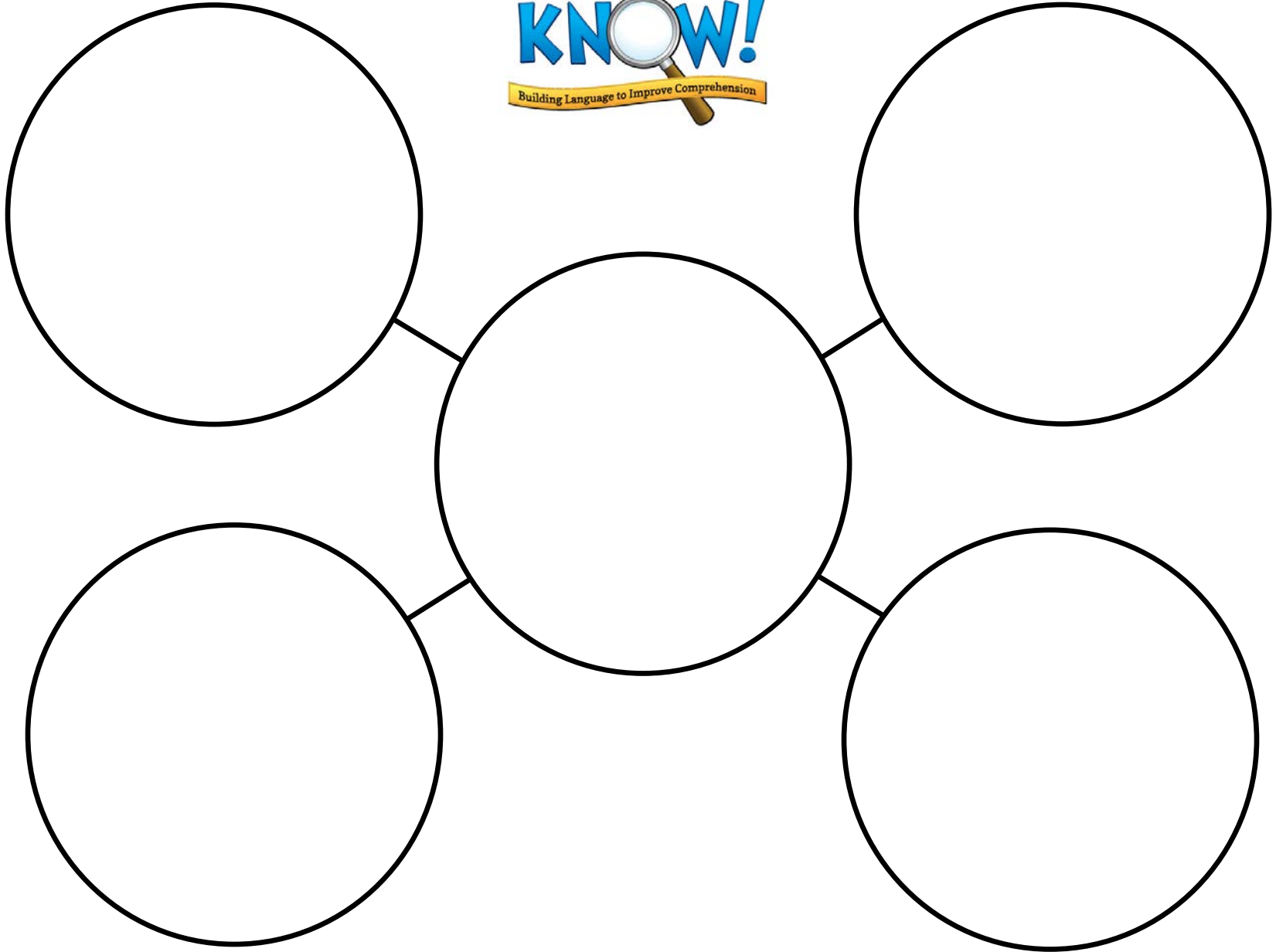
compare
difference
unique

To discuss how bats and birds are different, I had to compare and _____ them.

main idea
theme
subject

recap
main points
outline

Librarians _____ books in the library by subject.



| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 7 |
|--|---|-------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from within a text and from background knowledge to make accurate inferences. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #7 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> Before the lesson... Preview <u>Animals: Adaptations</u>. Use sticky notes to mark pages on which you will model the Inferencing technique or ask students to make inferences. You could mark pp. 6, 10, and 11, which are used in the lesson routine. | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "If I had a spot of red sauce on my chin, what would you think I ate for lunch? Would you think pizza or spaghetti? Did you actually see me eat? No, what you used is <i>inferencing</i>. You did two things: first, you looked at what was on my chin, a clue; second, you used your background knowledge, what you know about different foods, and <i>inferred</i> that I had eaten spaghetti or pizza. Today our purpose is to learn how to make <i>inferences</i>. We will combine our background knowledge—what we know about animals—along with clues or new information from our book, to make inferences. Inferences are important because they help us understand what we read. Let's see how many inferences we can make today!"</p> | |
| I DO | <p>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.</p> <p>Read p. 6 in the text and model how to make an inference. You could say: "It says here, 'In fact, over 95% of all animals are invertebrates.' I'm going to use my background information here... I know that 100% means <i>all</i> of the animals, so if 95% of animals are invertebrates, then only 5% are vertebrates. The inference I can make is that almost all of the animals in the world have no backbones. Animals that we usually think of like lions, dogs, cats, birds, and fish—the animals with backbones—make up a very small number of the total number of animals, only 5%. Wow! I didn't realize that. I took the fact from the book—a clue—and put it together with my background information to figure out that most of the animals in the world don't have backbones.</p> <p>"With the information from the book and what I already know, I can make another inference. I see a grasshopper in the picture with the other invertebrates, and I know that there are a lot of different kinds of insects, so I can <i>infer</i> that insects have no backbones, that they are invertebrates. I used what was in the text, combined it with what I know about insects, and made an inference that insects are invertebrates. Insects have no backbone."</p> | |

| | |
|----------------------|--|
| <p>WE DO</p> | <p>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.</p> <p>Continue to read the text and help students practice making inferences.</p> <p>You could say: (p. 10) “This page says that this snake’s green skin color helps the snake hide in trees and bushes. What word do you know for an animal’s coloring that helps it hide and catch food? (pause for response) How about the word <i>camouflage</i>? So even though the book didn’t use the word <i>camouflage</i>, we used our background knowledge about the word and combined it with the information from the book about the pit viper to infer that <i>camouflage</i> is one way that pit vipers have adapted to survive in their environment.</p> <p>“Now let’s make another inference... If a pit viper’s skin color helps the snake hide, what does that mean about the trees and bushes where it lives? Can they be dry and brown? (pause for response) Can the snake live in a desert? (pause for response) No, we can infer that the pit viper lives where there are many green trees and bushes. That way it can hide, or be camouflaged, from its predators.</p> <p>(p. 11) “Look at this picture of a flamingo. (read the caption for the photo) The text doesn’t tell us what kind of food the flamingo eats, but we can make an inference. What would you infer? (pause for responses) Look at the clues in the picture... Our background knowledge tells us that a bird getting food from the water would probably eat small fish, snails, plants, and insects that are in the water. When we check, we find that’s exactly what flamingos eat. We used the picture and what we already know to make a great inference!”</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Distribute Student Journal Lesson #7. Provide opportunities for students to practice making inferences using the visual information from the journal. You could say: “Detectives who solve mysteries have to make inferences, too. They take the clues from the crime scene and combine it with their background information to find the answer to the mystery. Today you’ll be animal detectives using your student journal. Working with a partner, you will look at the pictures, make inferences about the animals you see, and then list the clues you used to make inferences.”</p> <p>Circulate among students as they work, providing support and feedback. Help them identify the clues they could use to make inferences. You could also ask them to explain how they are using what they already know—their background knowledge.</p> <p>As time allows, have students share their inferences and clues with the whole group.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we practiced <i>inferencing</i>. Turn to your partner and tell them the two things you need to make an inference. (allow brief sharing time) Did you say clues in the text and your background knowledge? We know that good readers make inferences while reading and listening. Inferencing helps us better understand what we read. Because you did so well with inferencing today, I’m going to <i>infer</i> that you are becoming even better readers!”</p> |

Animal Detectives

Directions: Look at the picture clues. Combine what you see with your background knowledge to make inferences about each animal.



Where does this bird live?

What does it eat?

What clues did you use?

What animal is this?

What does it eat?

What clues did you use?



Student Journal

Animals – Lesson 7



Where does this animal live?

What does it eat?

What clues did you use? _____

Where does this animal live?

What does it eat?

What clues did you use?





***Excellent inferencing,
detectives!***

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO KNOW LESSON 8 |
|---|--|--------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Teacher's Bookshelf books <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set # 2 Vocabulary Picture Cards: classify, contrast summarize, topic Teacher Journal Lesson #8 Student Journal Lesson #8 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out so students can browse and select books. The Read to Know lessons are designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and responding to the text for the entire lesson. Allow students to select the texts they wish to read. The available texts should in some way be related to the unit theme, but should vary in genre, complexity, and so on. Students will use Student Journal Lesson #8 to compare and contrast animals that they read about during their independent reading. It will also serve as a resource/rough draft for the Close project in Lesson 24. During the I Do routine, display Teacher Journal Lesson #8 as a model of the student journal activity. <i>Have students save Student Journal Lesson #8 in their student folders for use in Lesson 14 and the Close lesson.</i> | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #2: CLASSIFY, CONTRAST, SUMMARIZE, TOPIC</p> </div> <p>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.</p> <p>You could say: "I have a cat and a dog as pets. When I compare them, they share some traits, but they also have traits that are different. Today you will have time to read books about animals. As you read, you will choose two animals to compare and contrast. The purpose for this lesson is to help you learn about and record information about some of the animals that you will write about for your final project. When you learn to read with a purpose, it helps you understand and remember what you read."</p> | |
| <p>I Do</p> | <p>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.</p> <p>Review the Read to Know lesson procedure and guidelines for selecting an appropriate book.</p> <p>You could say: "Today you get to choose your own book to read for an extended time. There are several piles of books around the room. All of the books are expository and related to our unit theme; they provide information about animals. When I choose a book to read, I want to make sure that it is a 'just right' book. It should look interesting to me, and I should be able to read a majority of the words. Think about this when you pick a book today."</p> | |

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| | <p>Establish a purpose for children’s reading, and share a model of the student journal activity. You could say: “Remember that we want to learn about animals so we can compare and contrast them for our final project. I want to read about frogs for my project, so I found a book that has frogs in it. I also am interested in snakes, so I found a book with that information as well. As I was reading, I jotted down some information about the animals I chose using the chart on my journal page. (display the teacher journal as a model) This is an example of what your student journal could look like. On the chart, I filled in certain information. I decided whether my animals were vertebrates or invertebrates, which groups my animals belonged with, and then I wrote down some traits about each animal.</p> <p>“After I read, I looked at my chart and found that frogs and snakes are different, but they share some traits, too. One thing I found was that they both come from eggs. They both are smooth, one with skin and the other with scales. I wrote the things that are the same in the middle row that says <i>Similarities</i>. Your two animals may have a lot in common, or they may not have very much in common.”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Allow students to choose a book(s) to read and engage with the text for about 15 minutes. You could say: “Now it’s time for you to choose a book to read. Look through the books, select a book you would like to read, and then find a quiet place in the room. Remember, these are nonfiction books, so you don’t have to start at the beginning of the book. You can look for the chapters that are about your animals.</p> <p>“Remember to think and make notes about two animals from your books. If you already know which animals you want to write about, record them on your journal page and choose books that you think will have those animals in them. You will have about [15] minutes to read. As you read, make notes about your animals’ group, traits, and some cool facts.”</p> <p>Circulate the room as students are selecting books and reading. Provide support and feedback as they make notes on their journals.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Have students finish comparing and contrasting the two animals on their student journals. Then have them share with a partner, explaining how their animals are alike and different.</p> <p>You could say: “Reading time is up. Finish up your notes and think about how your animals are the same and how they’re different. Write the similarities in the middle row of your chart... When you have finished your chart, tell a partner about the animals you compared, including some similarities and differences.”</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we continued reading books on the topic of animals and took notes on two animals of our choosing. Why is it important to record information in a chart about the animals we’re studying? (pause for response) Taking notes and putting information in graphic organizers helps us understand and remember what we’ve read. Charts like this also help us compare and contrast the animals we study. Who would like to tell us a sentence about their animals?”</p> <p>Encourage students to use their free reading or center time to continue reading about the animals they chose and jotting down notes on their student journals.</p> |

Teacher Journal – Animals – Lesson 8 *Let's Know!*

| Animal | Vertebrate or Invertebrate | Group | Traits | Cool Facts |
|--|---|---|--|--|
| <p style="text-align: center;">Frog</p>  | <p style="text-align: center;">vertebrate</p> | <p style="text-align: center;">Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal</p> | <p style="text-align: center;">Life cycle—egg, tadpole, growing legs, froglet, adult frog</p> <p style="text-align: center;">Lives part of life in water, part on land</p> | <p style="text-align: center;">Have smooth wet skin</p> <p style="text-align: center;">A group of frogs is called an <i>army</i>.</p> <p style="text-align: center;">Frogs don't drink water</p> |
| <p style="text-align: center;">Similarities</p> | <p style="text-align: center;">Both are vertebrates</p> | | <p style="text-align: center;">Starts as egg</p> | <p style="text-align: center;">Smooth skin or scales</p> |
| <p style="text-align: center;">Milk Snake</p>  | <p style="text-align: center;">vertebrate</p> | <p style="text-align: center;">Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal</p> | <p style="text-align: center;">Life cycle—egg, small snake, adult snake</p> <p style="text-align: center;">Eats birds, frogs, fish, lizards</p> | <p style="text-align: center;">Have smooth and shiny scales</p> <p style="text-align: center;">Look like coral snakes</p> |

| Animal | Vertebrate or Invertebrate | Group (circle) | Traits | Cool Facts |
|----------------------------|----------------------------------|--|--------|------------|
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |
| <p>Similarities</p> | | | | |
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |



WEEKLY LESSON PLANNER

ANIMALS

| Week 3 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
|---------------------|---|--|--|--|
| Lesson Type | Read to Me | Text Mapping | Integration | Words to Know |
| Objectives | <ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Engage in a range of talk structures on Grade 3 topics and texts. | <ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures. Identify and use navigation words appearing in compare/contrast texts that signal text structure. | <ul style="list-style-type: none"> Summarize the main ideas and supporting details of expository text. | <ul style="list-style-type: none"> Define target vocabulary words and their core defining features. Use target vocabulary words correctly in written text. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Animals: Classification</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Animals: Classification</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome |

Materials

| | | | | |
|-------------------------------------|---|--|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera Sticky notes | <ul style="list-style-type: none"> Document camera or interactive whiteboard | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes |
| Unit Materials Provided | <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster | <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #10 Student Journal Lesson #10 | <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #11 Student Journal Lesson #11 | <ul style="list-style-type: none"> Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #12 Student Journal Lesson #12 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO ME LESSON 9 |
|---|---|------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Engage in a range of talk structures on Grade 3 topics and texts. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Animals: Classification</u> by Kate Boehm Jerome TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview Chapters 2 and 3 of the text <u>Animals: Classification</u>. <ul style="list-style-type: none"> Use sticky notes to mark passages where you will model comprehension monitoring or where children are likely to have difficulty with comprehension. You could mark the examples used in the lesson routines (pp. 1, 7, 10, 12, 16, 17, 18). You could also note potential questions for rich discussion. Suggestions are provided in the lesson, but you could use others. You may not be able to read both chapters in full; focus on providing several examples of comprehension monitoring and allow sufficient time for a rich discussion of the material. It would be helpful to display the book using a document camera so students can easily see the text and graphics. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional. You could also have students raise hands or put their thumbs up/down to signal when they don't understand the text. The goal of the Rich Discussion technique is for every student to take multiple conversational turns discussing topics from the text. Give students the opportunity to follow up on their responses and their peers' ideas, encourage them to use higher-level thinking, and avoid leading them to particular answers. | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "I love the variety of animals—if you like small fuzzy animals, you can look at chicks or mice. If you like large ferocious animals, study about orcas or alligators. Today we are going to read part of a new text called <u>Animals: Classification</u> to learn more about how animals are grouped. As we read, we'll be monitoring our comprehension. Remember, good readers stop reading when things aren't making sense. We'll use our Makes Sense/Doesn't Make Sense signs and our Fix-Up Strategies Poster to help us remember what to do when something doesn't make sense. We'll also talk about interesting questions at the end of the reading. Discussing questions about what we're reading helps us understand the information in our text."</p> | |
| I DO | <p>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.</p> <p>Model for students what comprehension monitoring looks and sounds like. Review how to use the Comprehension Monitoring Icons (or other signals) to indicate understanding.</p> | |

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| | <p>Go over the table of contents of <u>Animals: Classification</u>. You could say: “In expository texts like this one, we can look at the table of contents and choose exactly what we want to read. We’ve already talked about the classification system in our previous book, so we’re going to skip to Chapter 2, ‘Invertebrates.’ (turn to p. 10) Let’s learn more about this topic. I’ll read the first page and make sure I understand everything I read. If I’m confused, I’ll hold up my Doesn’t Make Sense sign (display icon) and then look at the Fix-Up Strategies Poster to help me remember what to do when the text doesn’t make sense.</p> <p>(read the first paragraph of p. 10 aloud) “I am holding up the Makes Sense sign (display icon) because I understood every word, phrase, and sentence. I knew the word <i>invertebrate</i> because I made a connection to our other book <u>Animals: Adaptations</u> and remembered that an invertebrate is an animal that doesn’t have a backbone.</p> <p>(read the second paragraph aloud) “Now I am holding up the Doesn’t Make Sense sign (flip icon) because I don’t know what a <i>phylum</i> is or where it falls in the classification system. I can use the fix-up strategy <i>Find the Meaning of a Word</i> to help me. (refer to poster) Below the text is a word definition box that tells me that <i>phylum</i> means ‘the classification level under the kingdom level.’ We didn’t read Chapter 1, but I could use another fix-up strategy, <i>Use Picture Clues</i> from the chart on page 7 (show chart) and see clearly where the phylum level is in the classification system. Now this makes sense.” (flip icon)</p> |
| <p>WE DO</p> | <p>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.</p> <p>Continue reading Chapters 2 and 3. Have students use the Comprehension Monitoring Icons (or other chosen signals) to monitor their comprehension. Stop when students indicate that the text didn’t make sense and guide them to use a fix-up strategy to repair their comprehension.</p> <p>You could say: “Now as I read aloud, continue to monitor your comprehension. Your job is to listen and hold up your sign when the text doesn’t make sense. Then we will talk about which fix-up strategy we can use to help you understand better.”</p> <p>If students do not readily monitor their comprehension, stop at places you have marked in the text to provide models and prompts. You could use the following examples:</p> <ul style="list-style-type: none"> • (Chapter 2, after reading p. 12) “I’m not completely sure what an <i>exoskeleton</i> is, but I can use the strategy <i>Use Picture Clues</i> to help me. I can see from the photograph that the skeleton is a hard outer shell that the grasshopper has shed. I can also find the meaning of the word in the box below the text. So, what do you think an <i>exoskeleton</i> is? (pause for response) Yes, it must be like a skeleton that is on the outside of the body, instead of on the inside, like ours! • (Chapter 3, p. 17) “Hmm... The text says, ‘cold-blooded,’ and I’m not sure what it means. What should I do? (pause for response) One thing I could do is reread the text. (point to strategy on Fix-Up Strategies Poster) It says, ‘the temperature of cold-blooded vertebrates changes with the outside temperature.’ What do you think it means? (pause for response) I know that snakes are cold-blooded because they have to warm up on rocks when it’s cold outside. That makes sense now.” |
| <p>YOU DO</p> | <p>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.</p> <p>Engage the class in an extended discussion of topics from the text, using questions that encourage higher-level language.</p> |

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| | <p>Possible questions to facilitate rich discussion include the following:</p> <ul style="list-style-type: none">• How are sponges and mollusks alike? How are they different?• What might happen if a grasshopper grew as big as your dog? Could it happen? Why or why not?• How are insects and arachnids good for people and the planet? How are they harmful? |
| CLOSE | <p>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.</p> <p>You could say: “Today as we read, we thought about whether or not things made sense. We know that good readers ask themselves questions as they are reading and that it is important to understand the text. What are some things that we can do when our reading doesn’t make sense? What strategies did you use?”</p> <p>Allow students to briefly share their ideas, referring them to the Fix Up Strategies Poster, if needed.</p> |

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | TEXT MAPPING LESSON 10 |
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| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures. Identify and use navigation words appearing in compare/contrast texts that signal text structure. | | |
| <p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> Using Navigation Words Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #10 Student Journal Lesson #10 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> You may want to make a copy of the Text Structures and Navigation Words chart from Teacher Journal Lesson #10, p. 1 to display in the classroom as a reference. | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #3: CLASSIFY, CONTRAST, SUMMARIZE, TOPIC</p> </div> <p>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.</p> <p>You could say: "Think about signs you see when you are driving. They send a message to drivers about how to navigate or drive safely. Sometimes authors use <i>navigation words</i> in their writing to send a message to the reader about how the text is organized. Today your job is to be a detective with two jobs: first, to find the navigation words the author used, and second, to use the navigation words to identify how the information is organized. Navigation words can give us clues, like signs when you're driving, telling about how the information you need is organized."</p> | |
| <p>I DO</p> | <p>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.</p> <p>Display the chart on Teacher Journal Lesson #10 and model how to identify navigation words for compare and contrast text structures. You could say: "Here is a chart that lists some of the ways authors can organize information in expository texts. It also lists the navigation words that authors use when they are writing. For example, if we see the words <i>same as, similar, different, different from</i>, it is likely that the author is using a compare and contrast text structure. This means they are taking two or more things, such as mammals and reptiles, and telling us the things that are similar and the things that are different about them."</p> <p>Briefly go over the sequence/cycle and cause-and-effect text structures and their corresponding navigation words as well.</p> <p>Turn to teacher journal, p. 2. Read the 'Butterflies and Moths' paragraph and underline the navigation words. You could say: "Let's look at a sample paragraph and see if we can find the navigation words. As I read the paragraph to you, I will underline them on the page..."</p> | |

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| | <p>(read the paragraph, underlining compare and contrast words) “Wow, I heard several navigation words. The navigation words I read tell me that the structure of this paragraph is compare and contrast. Let’s see if that’s right. (go back to the paragraph and confirm the navigation words and text structure; you can also turn to p. 3, which already has the words underlined) When I recognize navigation words, it tells me how the author organized the information and that helps me understand what I hear or read.”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Distribute the student journal. Work with students to identify navigation words and text structures in the short paragraphs provided (these paragraphs are also on pp. 4–5 of the teacher journal).</p> <p>You could say: “Now let’s look for navigation words together. Take a minute to review the navigation words on this chart (display teacher journal, p. 1) for clues to the type of text structure the paragraph is. This time, as I read the paragraph, I want you to give me a thumbs-up when I read a navigation word. Then we’ll underline the navigation words in the paragraph.”</p> <p>Slowly read Paragraph #1 aloud. Have students indicate the navigation words and underline them on their journals. Then ask students to identify and record the text structure based on the navigation words. When students are finished, go over the navigation words and text structure as a class; you could reveal the completed Paragraph #1 on teacher journal, p. 6.</p> <p>Repeat the above with Paragraph #2.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Divide students into pairs to complete the student journal. You could continue to display Teacher Journal Lesson #10, p. 1 as a reference. You could say: “Now it’s your turn to find navigation words with a partner. For each paragraph remaining, underline the navigation words and then decide which text structure the author used. You can use the chart to help you.”</p> <p>Circulate around the room to provide feedback and support, as needed.</p> <p>Once students are finished working, have them report their results and check their answers using the completed paragraphs on teacher journal, p. 7.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we discovered the importance of finding navigation words. Tell a partner one navigation word you learned and which text structure it goes with. (allow brief sharing time) Now tell your partner why it is important to identify navigation words and text structure as we read. (allow brief sharing time) The next time you read information from an expository text, see if you can find the navigation words to help you figure out which text structure the author is using. You’ll be a text detective!”</p> |

Text Structures and Navigation Words

| Sequence/Cycle | Compare and Contrast | Description | Cause and Effect |
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| Explanation of the Text Structure | | | |
| <p>Describes items or events in order or tells the steps to do or make something.</p> | <p>Shows how two or more things are alike and/or different.</p> | <p>A topic, idea, person, place, or thing is described by listing its features or characteristics.</p> | <p>Cause is <i>why</i> something happened. Effect is <i>what</i> happened.</p> |
| Possible Graphic Organizers | | | |
| | | | |
| Navigation Words | | | |
| <p>First Beginning Second Next Then Before After Finally Following</p> | <p>Same as Similar Alike Also Both Even though However Different But</p> | <p>For instance Such as... To begin with An example is For example To illustrate</p> | <p>So Because Since Therefore If...then This led to The reason why As a result</p> |



Butterflies and Moths

Butterflies and moths are both insects. Like all insects, they are invertebrates, which means they have no backbone. Instead, they have a hard skin, called an *exoskeleton*, that protects their soft insides. They also have six legs, three body parts, two antennae, and two compound eyes.

However, butterflies and moths are also different from each other in many ways. Butterflies are brightly colored, but most moths are dull in color. You will see butterflies during the day, but moths are active at night.



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However, butterflies and moths are also different from each other in many ways. Butterflies are brightly colored, but most moths are dull in color. You will see butterflies during the day, but moths are active at night.

What's the text structure?

Paragraph #1:

Living in the country is very different than living in a city. First of all, a city dweller needs to be careful of traffic and other people. In the country however, there are fewer cars and people. In the city, many people can walk to the movies, stores, and other activities. In the country, people must drive to get to the movies and stores, but can do different activities near home. Despite their differences, both the country and the city are interesting places to live.

The text structure of this paragraph is _____ .

Paragraph #2:

Peregrine falcons are birds of prey that live in most parts of the world. In the past, peregrine populations declined because of pesticides, hunting, and egg collection. This caused the birds to become endangered. Pesticides caused the shells of the eggs to become soft. Now these pesticides are banned so that more baby birds can hatch. Peregrines were also hatched in captive breeding programs and then the birds were released into the wild. As a result, in 1999 the peregrine falcon was removed from the endangered list.

The text structure of this paragraph is _____ .

Paragraph #3:

Judy was getting a new kitten. First, her dad helped her get everything ready. Next, they bought a little bed and put in a soft blanket. After that, they made sure they had kitten food and water. When everything was ready, Judy and her dad drove to the pet store to pick out a kitten. Finally, Judy chose a brown and white kitten and named her Ruby!

The text structure of this paragraph is _____ .

Paragraph #4:

Do you know the difference between reptiles and amphibians? Reptiles and amphibians both have backbones and breathe air. Their body temperatures change with the air or water around them. However, reptiles have dry, scaly skin but amphibians have moist skin with no scales. Even though both are born from eggs, most reptile babies look like their parents, but amphibian babies look very different from their parents.

The text structure of this paragraph is _____ .

What's the text structure?

Paragraph #1:

Living in the country is very different than living in a city. First of all, a city dweller needs to be careful of traffic and other people. In the country however, there are fewer cars and people. In the city, many people can walk to the movies, stores, and other activities. In the country, people must drive to get to the movies and stores, but can do different activities near home. Despite their differences, both the country and the city are interesting places to live.

The text structure of this paragraph is compare and contrast.

Paragraph #2:

Peregrine falcons are birds of prey that live in most parts of the world. In the past, peregrine populations declined because of pesticides, hunting, and egg collection. This caused the birds to become endangered. Pesticides caused the shells of the eggs to become soft. Now these pesticides are banned so that more baby birds can hatch. Peregrines were also hatched in captive breeding programs and then the birds were released into the wild. As a result, in 1999 the peregrine falcon was removed from the endangered list.

The text structure of this paragraph is cause and effect.

Paragraph #3:

Judy was getting a new kitten. First, her dad helped her get everything ready. Next, they bought a little bed and put in a soft blanket. After that, they made sure they had kitten food and water. When everything was ready, Judy and her dad drove to the pet store to pick out a kitten. Finally, Judy chose a brown and white kitten and named her Ruby!

The text structure of this paragraph is sequence .

Paragraph #4:

Do you know the difference between reptiles and amphibians? Reptiles and amphibians both have backbones and breathe air. Their body temperatures change with the air or water around them. However, reptiles have dry, scaly skin but amphibians have moist skin with no scales. Even though both are born from eggs, most reptile babies look like their parents, but amphibian babies look very different from their parents.

The text structure of this paragraph is compare and contrast .

What's the text structure?

Paragraph #1:

Living in the country is very different than living in a city. First of all, a city dweller needs to be careful of traffic and other people. In the country however, there are fewer cars and people. In the city, many people can walk to the movies, stores, and other activities. In the country, people must drive to get to the movies and stores, but can do different activities near home. Despite their differences, both the country and the city are interesting places to live.

The text structure of this paragraph is _____.

Paragraph #2:

Peregrine falcons are birds of prey that live in most parts of the world. In the past, peregrine populations declined because of pesticides, hunting, and egg collection. This caused the birds to become endangered. Pesticides caused the shells of the eggs to become soft. Now these pesticides are banned so that more baby birds can hatch. Peregrines were also hatched in captive breeding programs and then the birds were released into the wild. As a result, in 1999 the peregrine falcon was removed from the endangered list.

The text structure of this paragraph is _____.

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Judy was getting a new kitten. First, her dad helped her get everything ready. Next, they bought a little bed and put in a soft blanket. After that, they made sure they had kitten food and water. When everything was ready, Judy and her dad drove to the pet store to pick out a kitten. Finally, Judy chose a brown and white kitten and named her Ruby!

The text structure of this paragraph is _____.

Paragraph #4:

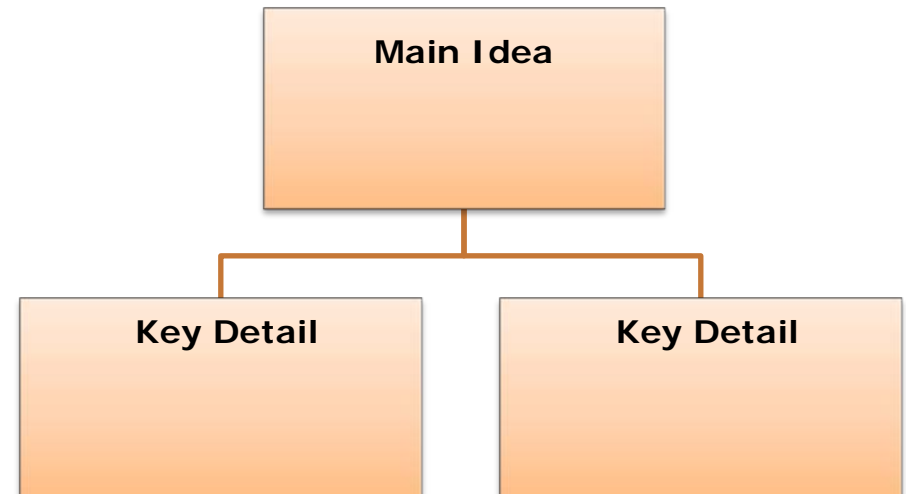
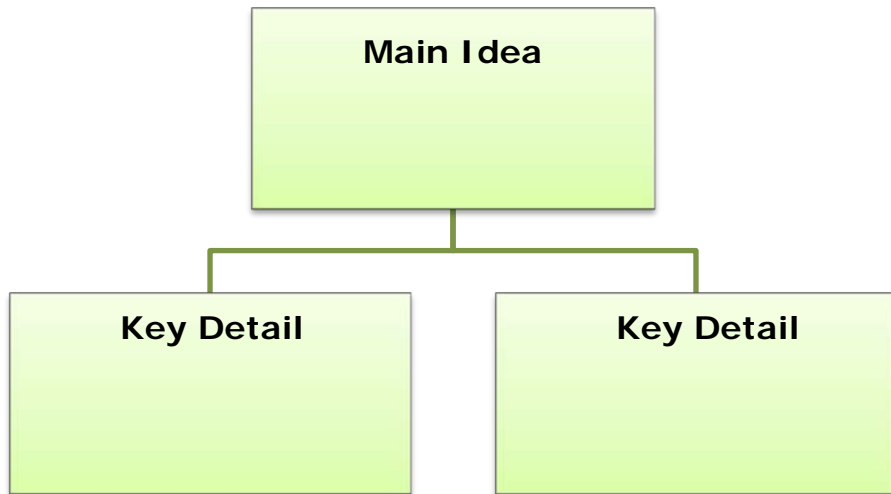
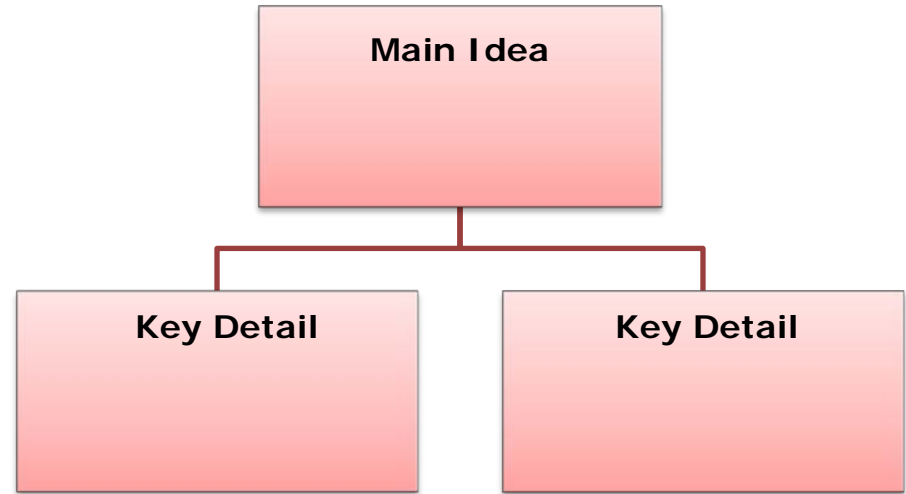
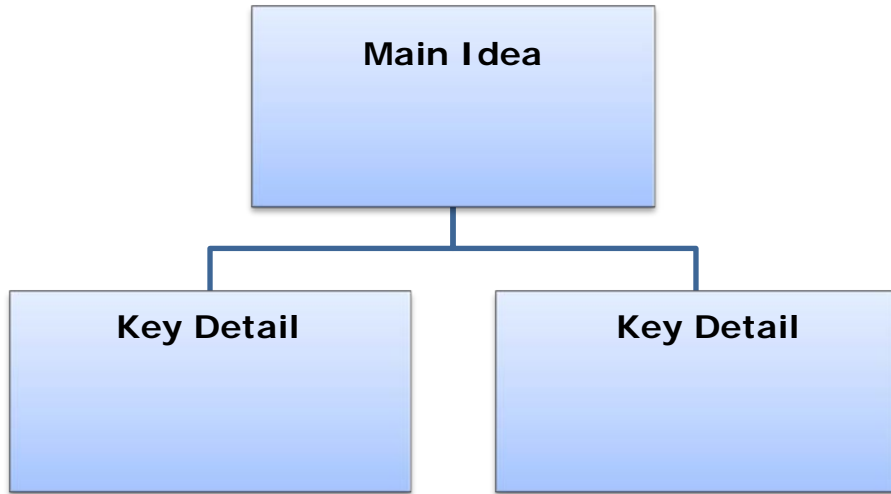
Do you know the difference between reptiles and amphibians? Reptiles and amphibians both have backbones and breathe air. Their body temperatures change with the air or water around them. However, reptiles have dry, scaly skin but amphibians have moist skin with no scales. Even though both are born from eggs, most reptile babies look like their parents, but amphibian babies look very different from their parents.

The text structure of this paragraph is _____.

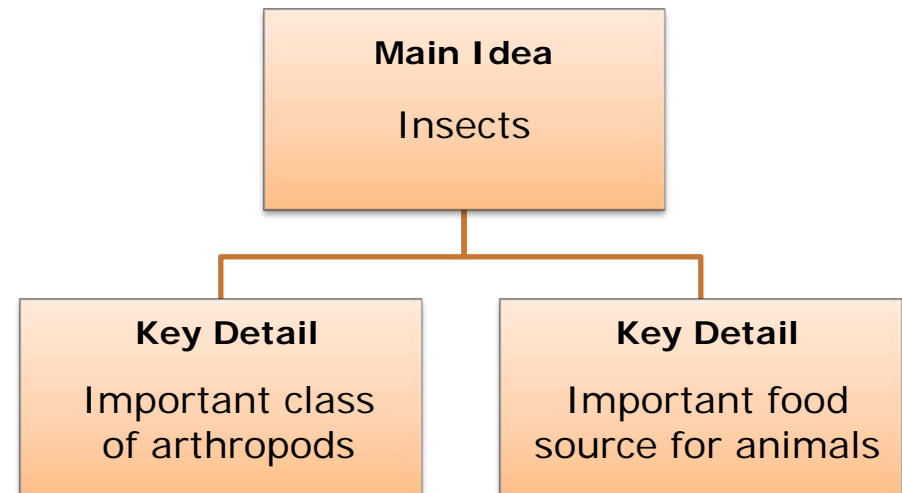
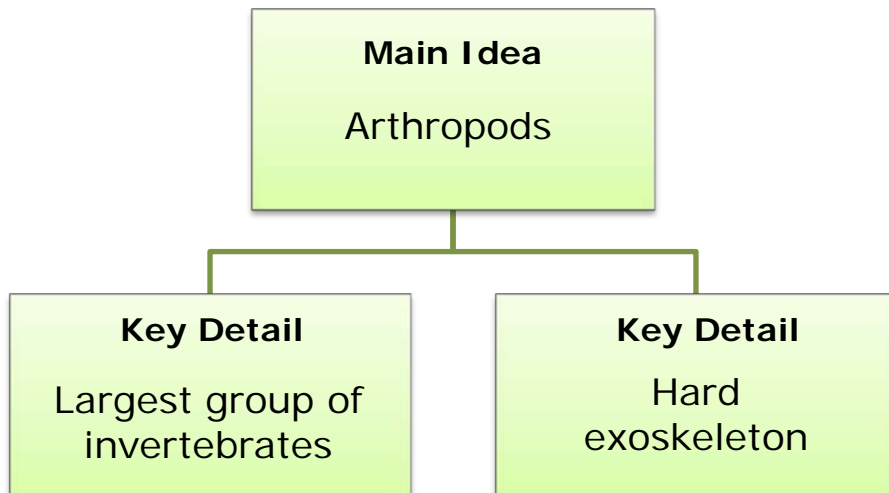
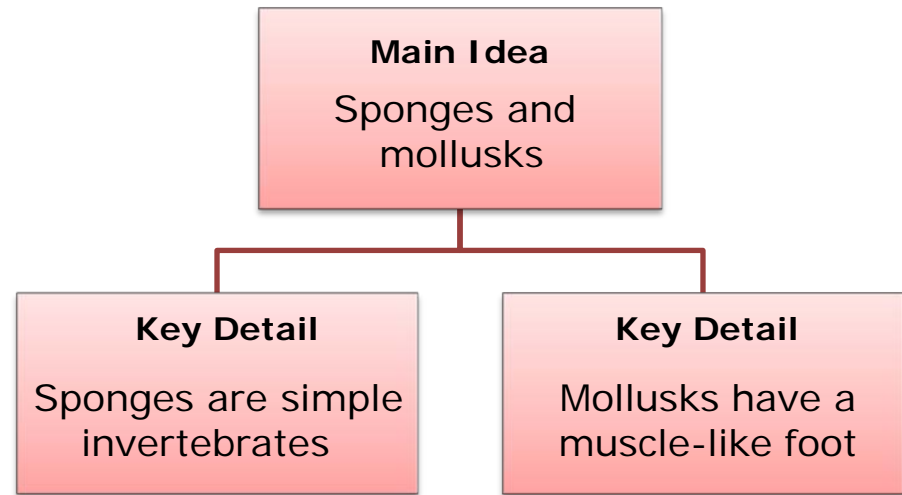
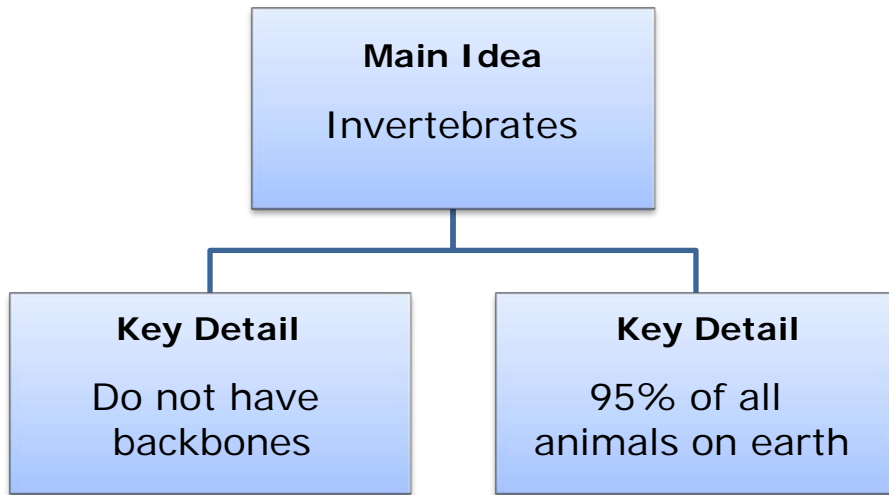
| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 11 |
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| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Summarize the main ideas and supporting details of expository text. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animals: Classification</u> by Kate Boehm Jerome <p>TALK STRUCTURES FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: classify, contrast, summarize, topic Teacher Journal Lesson #11 Student Journal Lesson #11 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The teacher journal provides a blank set (p. 1) and a completed set (p. 2) of graphic organizers to record the main ideas and details from selected pages of the lesson text. You may choose to fill in the blank boxes or uncover the completed boxes on the graphic organizer pages. | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #4: CLASSIFY, CONTRAST, TOPIC, SUMMARIZE</p> </div> <p>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.</p> <p>You could say: "Let's think about the topic of 'pizza.' There would be a main idea—pizza—and supporting details like crust, sauce, pepperoni and cheese. These supporting details describe the pizza in more detail. Today we will find the main idea and supporting details in our text about animal classification. The <i>main idea</i> is the most important idea or piece of information in a paragraph, chapter, or section of text. <i>Supporting details</i> tell us more information about the main idea. They add interest. When you know how to find the main idea and details, you can better understand what you read."</p> | |
| <p>I DO</p> | <p>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.</p> <p>Display the teacher journal to model how to find main ideas and key details. You could say: "Today we are going to find the main ideas and supporting details of Chapter 2 of <u>Animals: Classification</u>. I am going to reread part of the text. As I read I am going to ask myself, 'What is the main idea?' The title of the chapter might help me, but I still need to read the text to make sure. When I think I know what the main idea is, I am going to write the words on this graphic organizer. (point to journal) The title of the chapter is 'Invertebrates.' The main idea is probably about what invertebrates are, but I need to read to make sure..."</p> <p>(read p. 10) "Okay. I know the main idea is invertebrates, so I'll write that on the graphic organizer. (add to or reveal on chart) Now I need to figure out the key details about invertebrates. The first paragraph tells me what invertebrates are. That's a key detail, so I'll write that they have no backbones. (add to chart) The second paragraph tells me that invertebrates make up 95% of all animals. I think that is very important, so I'll write it in the second <i>Key Details</i> box. (add to chart)</p> | |

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| | <p>“When I look at my completed chart, I can see that this page was about invertebrates, animals without backbones, and that invertebrates make up a very large part of the animal kingdom. I found the main idea and key details of the first page.”</p> <p>Read p. 11 and repeat the above procedure to fill in the second chart on the teacher journal; find the main idea and two key details about sponges and mollusks.</p> |
| <p>WE DO</p> | <p>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.</p> <p>Work with students to complete the teacher journal. You could say: “Now it’s your turn to help me. After I read the next page, you and a partner think about the main idea. Then talk to each other and come up with one main idea. Give me a thumbs-up showing me when you know the main idea. Let’s give it a try...”</p> <p>Read p. 12, and allow students time to think. When students are ready, call on a pair to share their thinking. Provide praise and feedback, guiding students to the correct main idea (arthropods) if needed. Fill in the main idea on the third chart on the teacher journal.</p> <p>Have students help you add the supporting details for p. 12. You could say: “Now we need the supporting details. Talk with your partner and come up with two supporting details; give a thumbs-up when you are ready.”</p> <p>Give students time to work with their partners, and then have them share answers. Add supporting details to the chart.</p> <p>Read p. 13 and follow the same procedure to find the main idea (insects) and key details.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Distribute the student journal. Have pairs work together to find the main idea and details of pp. 14 and 16. You could say: “Now you and your partner are going to find the main idea and details for the next page and write it on your student journals. I’ll read the page; then you and your partner will talk about the main idea and key details. Write your main idea and details in the graphic organizer on your student journal.”</p> <p>Read each page and then give students time to work on their journals; circulate among students to assist them and provide feedback. As time allows, invite volunteers to share their answers and discuss them as a class.</p> <p>If students are not yet independent with finding the main idea, you could complete the student journal as a whole class.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today you worked on finding the main idea and supporting details. It is very helpful in school to be able to find the main idea and details in what you read. I am going to read a main idea and then a detail. Give me a thumbs-up if the detail is important, or key, and a thumbs-down if it isn’t...”</p> <ul style="list-style-type: none"> • Main idea: Vertebrates have backbones. <ul style="list-style-type: none"> ○ Detail: Animals with backbones can grow larger. (important) ○ Detail: A giraffe has a long neck. (not important) • Main idea: Insects are important arthropods. <ul style="list-style-type: none"> ○ Detail: A grasshopper can eat food. (not important) ○ Detail: Insects are an important source of food for many animals.” (important) |

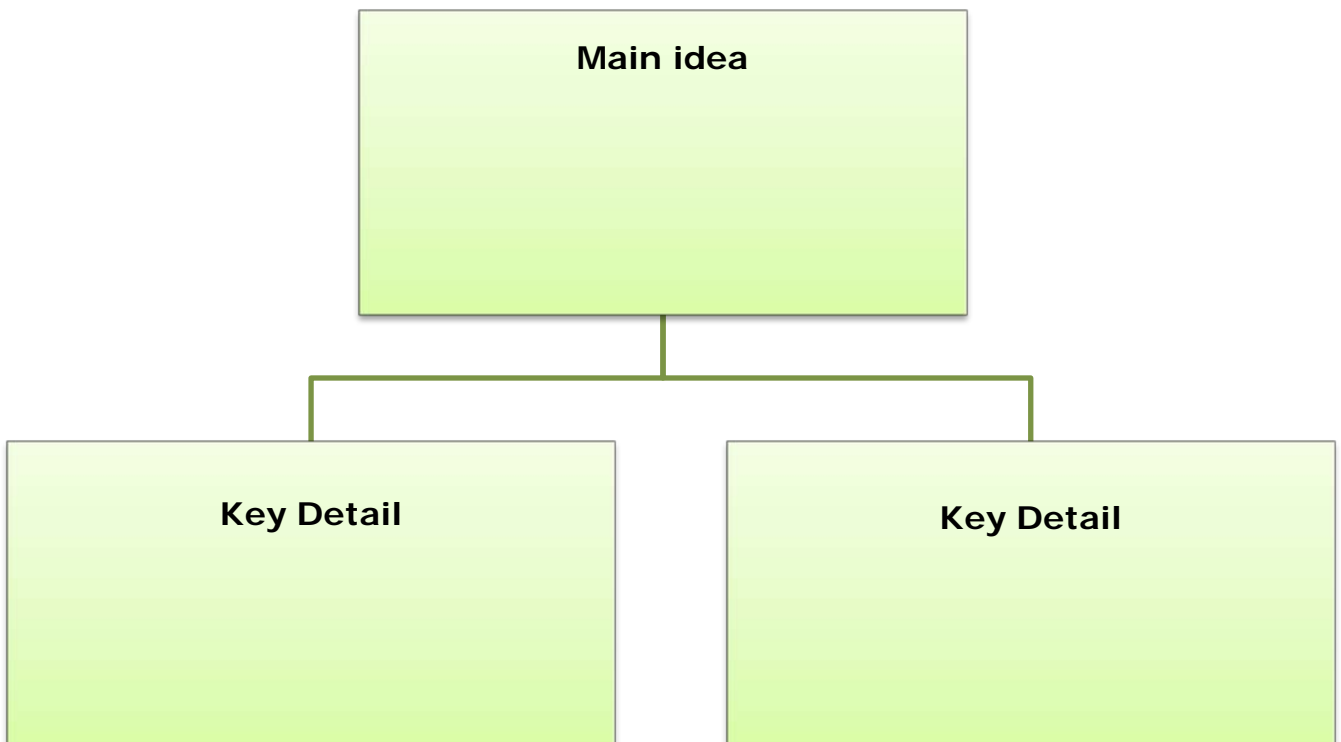
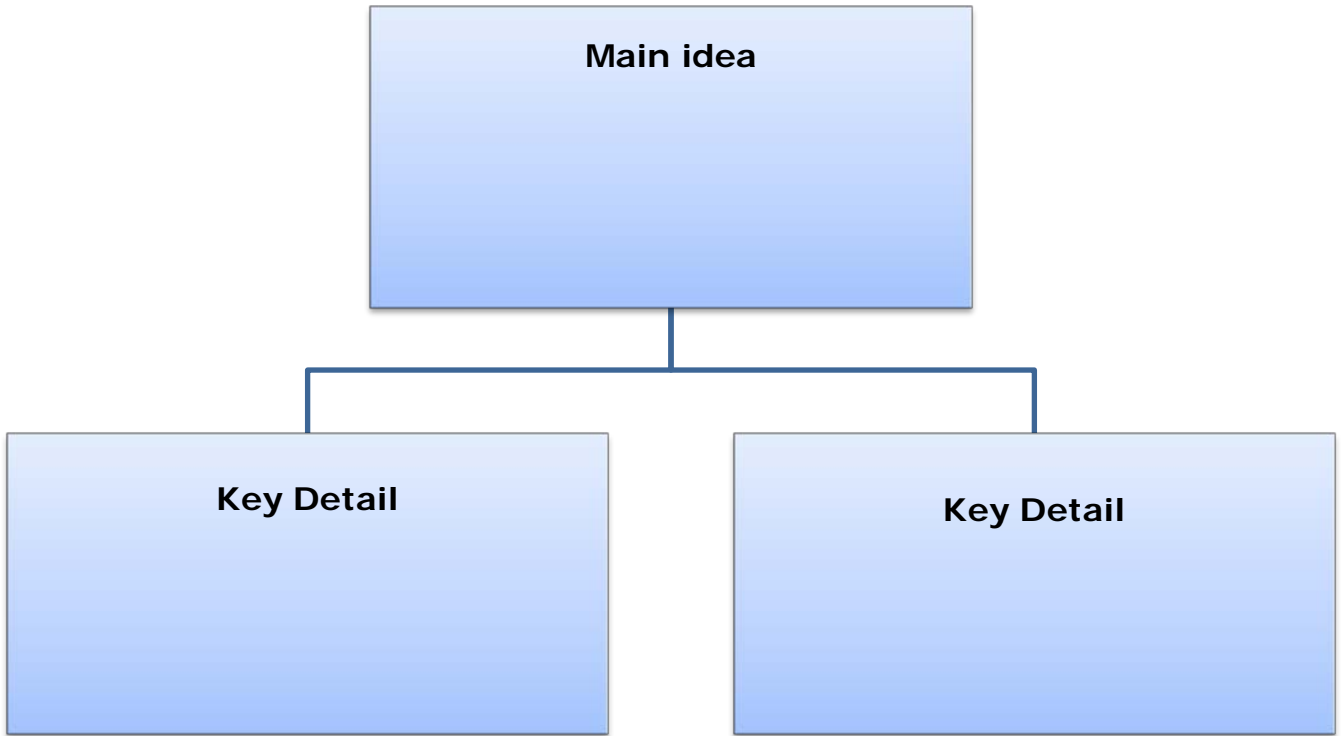
Main Idea and Key Details



Main Idea and Key Details



Main Idea and Key Details



| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW LESSON 12 |
|--|--|----------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define target vocabulary words and their core defining features. Use target vocabulary words correctly in written text. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome <p>TALK STRUCTURES FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #12 Student Journal Lesson #12 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Mark p. 10 in <u>Animal: Adaptations</u>; this page includes context for the Words to Know variation and adaptation. You could display Teacher Journal Lesson #12 throughout the remainder of the unit as a reminder of the Words to Know students are learning. WORDS TO KNOW <ul style="list-style-type: none"> despite: Something that happens even when it seems like it shouldn't variation: The way things differ from each other effect: Something caused by an action adapt: To make something able to fit into a certain situation or place | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "Can you think of the last new word you learned? The last new word I learned was <i>disingenuous</i>. It means 'not sincere.' Today we're going to discuss four new Words to Know—despite, variation, effect, and adapt. We'll talk about what they mean and how to use them in a sentence. By the end of the lesson, you'll be able to say what these words mean and use these words in sentences. Knowing more words helps us understand what we read and hear. We like to learn new words, right?"</p> | |
| <p>I Do/ WE DO</p> | <p>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.</p> <p>Use the teacher journal and/or Vocabulary Picture Cards to introduce the new Words to Know. You could say: "The first Word to Know for today is despite. Let's say and spell the word despite together: despite, D-E-S-P-I-T-E.</p> <ul style="list-style-type: none"> Despite means 'something that happens even when it seems like it shouldn't.' The picture card shows the meaning of despite. (show Vocabulary Picture Card) Despite her broken arm, this girl still practices the piano. She can still play the piano despite that her arm is in a cast. | |

- Have you ever seen a dog that only has three legs? **Despite** the dog having three legs, he still finds ways to run just like any other dog. He **adapts** and does what other dogs do. **Despite** their small size, some animals are not afraid of larger animals because they can hide.
- **Despite** means ‘something that happens even when it seems like it shouldn’t.’ Take turns with your partner telling what **despite** means. **(allow brief sharing time)**
- Now tell your partner a sentence using the word **despite**... **(allow sharing time)**

(variation)

“The second Word to Know is **variation**. Say and spell the word **variation** with me: **variation, V-A-R-I-A-T-I-O-N.**

- **Variation** means ‘the way things differ from each other.’ If you look at the flowers on the card **(show variation picture card)** you can see the **variation** of the flowers. The flowers **vary** in colors from one to the next.
- On page ten of our book Animals: Adaptions, **(show p. 10)** you see a green snake. There is a color **variation** from very green on the top to yellow on the bottom. Dogs of the same species will have **variations** or differences from each other.
- **Variation** means ‘the way things differ from each other.’ Take turns telling your partner what **variation** means...
- Now think of a **variation** and share the example with your partner...

(effect)

“The third word to know is **effect**. Let’s say and spell the word **effect: effect, E-F-F-E-C-T.**

- **Effect** means ‘something caused by an action.’ **(show effect picture card)** The picture shows the **effect** of knocking over one domino—the other dominos in the line also fall.
- An **effect** is caused by an action. The **effects** of an oil spill on the environment are serious.
- **Effect** means ‘something caused by an action.’ Turn to your partner and share the meaning of **effect**...
- Now think of an **effect** and tell your partner about it...

(adapt)

“The last Word to Know for today is **adapt**. Say and spell the word **adapt** with me: **adapt, A-D-A-P-T.**

- **Adapt** means ‘to make something able to fit into a certain situation or place.’ **(show adapt picture card)** Camels have learned how to survive in the desert by **adapting**. Camels’ humps store fat, allowing the camel to go without water or food for a long period of time.
- **(show p. 10 of lesson text)** This pit viper snake has **adapted** to its environment. The snake’s color helps it hide in trees and bushes from predators. Every year in school you have to **adapt** to the way your new teacher does things.
- **Adapt** means ‘to make something able to fit into a certain situation or place.’ Tell your partner the meaning of **adapt**...
- Now think of an **adaptation** and share it with your partner...”

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.

Distribute Student Journal Lesson #12. You could say:

“I’ll read sentence and you tell me the Word to Know that goes in the blank. Then write one sentence for that word on your student journal page. When you are done, read your sentences to your partner.

- Extra studying can have a good ____ on your grades. **(effect)**
- I can complete all of my schoolwork ____ my broken arm. **(despite)**
- Losing their winter coat is one way animals ____ to their environment. **(adapt)**
- Some Labrador dogs have black coats and some have golden coats; this shows ____ in coat color.” **(variation)**

Invite volunteers to share some of their sentences with the whole group.

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

“The more words we know, the better we can understand what we read and the better we can communicate with others. Today we learned four new Words to Know. As I say the definition, tell your partner the Word to Know...”

- Something caused by an action (**effect**)
- To make something able to fit into a certain situation or place (**adapt**)
- Something that happens even when it seems like it shouldn’t (**despite**)
- The way things differ from each other (**variation**)

Here’s your challenge: Use **despite, variation, effect, and adapt** as many times as you can.”



Despite: something that happens even when it seems like it shouldn't

Sentence: I can complete all my schoolwork **despite** my broken arm.

Variation: the way things differ from each other

Sentence: Some Labrador dogs have black coats and some have golden coats; this shows **variation** in coat color.



Effect: something caused by an action

Sentence: Extra studying can have a good **effect** on your grades.



Adapt: to make something able to fit into a certain situation or place

Sentence: Some animals **adapt** to their environment by shedding their winter coats.



Despite: Something that happens even when it seems like it shouldn't

Sample Sentence: I can complete all my schoolwork **despite** my broken arm.

My Sentence: _____

Variation: The way things differ from each other

Sample Sentence: Some Labrador dogs have black coats and some have golden coats; this shows **variation** in coat color.

My Sentence: _____



Effect: Something caused by an action

Sample Sentence: Extra studying can have a good **effect** on your grades.

My Sentence: _____

Adapt: To make something able to fit into a certain situation or place

Sample Sentence: Some animals **adapt** to their environment by shedding their winter coats.

My Sentence: _____













WEEKLY LESSON PLANNER

ANIMALS

| Week 4 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 |
|---------------------|--|---|---|---|
| Lesson Type | Text Mapping | Integration | Words to Know | Read to Know |
| Objectives | <ul style="list-style-type: none"> Identify and write complex sentences that include two or more clauses. | <ul style="list-style-type: none"> Summarize the main ideas and key supporting details of expository text. Integrate information from different expository texts for a specific purpose (to compare and contrast). | <ul style="list-style-type: none"> Identify and describe semantic relationships among vocabulary words (despite, variation, effect, adapt) occurring frequently in texts. | <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. |
| Lesson Texts | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Animals: Classification by Kate Boehm Jerome | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |

Materials

| | | | | |
|-------------------------------------|---|--|--|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera or interactive whiteboard  Markers or crayons Lined paper (1 per pair) | <ul style="list-style-type: none"> Chart paper or interactive whiteboard  | <ul style="list-style-type: none"> Chart paper or interactive whiteboard  | <ul style="list-style-type: none"> Teacher's Bookshelf books  |
| Unit Materials Provided | <ul style="list-style-type: none"> Teacher Journal Lesson #13 Animal cards from Lesson #1 | <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #14 Book pages for Lesson #14  | <ul style="list-style-type: none"> Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #15 (print or digital)   Student Journal Lesson #15 | <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #16 Student Journal Lesson #16  |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | TEXT MAPPING LESSON 13 |
|--|---|---------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and write complex sentences that include two or more clauses. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Recasting LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Markers or crayons Lined paper (1 per pair) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Animal cards from Lesson #1 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> This lesson covers complex sentences. Unlike a compound sentence, which has two independent clauses, a complex sentence has an independent clause and at least one dependent clause (e.g., <i>Dinner was ready when we got home</i>). <ul style="list-style-type: none"> An <i>independent clause</i> (simple sentence) has a subject and verb and expresses a complete thought (e.g., <i>Dinner was ready</i>). A <i>dependent clause</i> has a subject and a verb but does not express a complete thought (e.g., <i>when we got home</i>). As in the example above, the dependent clause includes a connecting word—a subordinating conjunction (e.g., <i>because, since, after, although, when</i>) or a relative pronoun (e.g., <i>that, who, which</i>). Teacher Journal Lesson #13 includes suggestions of complex sentences, but you could develop others to use in the lesson. If students are not yet independent with the concept of complex sentences, you could lead the You Do segment as a whole group or work with a small group that needs additional support. | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "I am going to read to you two sets sentences. Here's the first..." <ul style="list-style-type: none"> "The frog can jump. The snake is in the grass." Now I am going to read a second set of sentences. <ul style="list-style-type: none"> "The frog can jump while she is carrying her baby on her back. Even though it can't be seen, the snake is in the grass." Which set of sentences sounded more interesting? Didn't you think the second set of sentences was more interesting? Today, our purpose is to write interesting <i>complex sentences</i>. This means the sentences have at least two clauses joined together by a connecting word. When we can write complex sentences, we can understand complex sentences. That helps us understand what we read and hear."</p> | |
| I DO | <p>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.</p> <p>Display Teacher Journal Lesson #13 and model how to write complex sentences. You may write on teacher journal, p. 1 or reveal the sentences on p. 2, which is completed for you.</p> <p>You could say: "I am going to write some sentences about the animal cards we used before, in the first lesson of our Animals unit. Here we have a complete sentence, 'A jackrabbit has big ears.' That is not very interesting. The second sentence adds more information: 'It can hear a predator approaching.'"</p> | |

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|----------------------|--|
| | <p>“To make these two sentences into an interesting complex sentence, I’m going to add a connecting word called a <i>conjunction</i>. I’m going to use the connecting word <i>because</i>. Now when I put the two sentences together with the connecting word <i>because</i>, I have this sentence: ‘Because a jackrabbit has big ears, it can hear a predator approaching.’ (write the sentence on the journal or reveal it on teacher journal, p. 2) I could also start with the second sentence and put the connecting word between the two sentences to make this complex sentence: ‘A jackrabbit can hear a predator approaching because it has big ears.’ (write or reveal the sentence)</p> <p>“I made two different complex sentences. They mean the same thing, and I think they sound very interesting. The next thing I’ll do is to underline the first sentence in one color and the second sentence in a different color. The last thing I’ll do is circle the connecting word.” (make edits to p. 1 or point them out on p. 2)</p> <p>Repeat the above procedure with the dart frog example from the teacher journal; use the subordinating conjunction <i>although</i>.</p> |
| <p>WE DO</p> | <p>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.</p> <p>Project teacher journal, p. 3. You could say: “Let’s make some more complex sentences together. Here’s an armadillo. The first sentence says, ‘The armadillo’s body is covered by plates.’ The second sentence says, ‘The plates protect it from being eaten.’ The connecting word we will use is <i>that</i>. How would we put those two sentences together? (pause to let students share ideas) This time we’ll have to omit the words ‘the plates’ in the second sentence. Our complex sentence could be (write sentence) ‘The armadillo’s body is covered by plates that... protect it from being eaten.’ Fabulous. What a great complex sentence! I’ll underline the two sentences and circle the connector.” (make edits to sentence)</p> <p>Continue with the clownfish example, allowing pairs of students to suggest a complex sentence. You could say: “Now you will work with your neighbor to help me. Look at the two sentences about the clownfish and see if you can make a complex sentence using the connector <i>when</i>.” Allow think time. When students are ready, elicit responses. Recast answers as needed to help students form complex sentences. Choose a sentence to add to the teacher journal.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Distribute an animal card and a piece of lined paper to each pair of students. Then display the connecting words on teacher journal, p. 4. Briefly go over them, explaining that these are some connecting words that are used often in complex sentences.</p> <p>You could say: “Now it’s your turn to practice writing complex sentences with a partner using your animal card. Here is a list of connecting words that you could use in your sentences. First look at your animal card together and write a sentence about the animal. Then write more information about the animal. Choose a connecting word from the list and put the sentences together into a complex sentence. Underline the two sentences in different colors and circle the connecting word. Then be ready to share your sentence with the class. Raise your hand if you need help. I will be coming around to see how you are doing.” Circulate the room, providing support as necessary. Students may need help with choosing an appropriate conjunction or forming their ideas into a complex sentence. Encourage students to write more than one complex sentence if they have time.</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:

"I think we have some budding authors! Authors make their sentences more interesting by writing complex sentences just like you did. You took a simple sentence and made it more interesting by adding another sentence with a connecting word—you created a complex sentence! Let's have some volunteers share the complex sentence they wrote. When you read your sentence, tell us the two sentences that you wrote and then the connecting word."

Call on pairs of students to share their sentences, recasting as needed.



- 1) A jackrabbit has big ears.
- 2) It can hear a predator approaching.

Because

because



- 1) A dart frog is very poisonous.
- 2) A dart frog looks very pretty.

Although

although



- 1) A jackrabbit has big ears.
- 2) It can hear a predator approaching.

Because a jackrabbit has big ears,
it can hear a predator approaching.

A jackrabbit can hear a predator approaching

because it has big ears.



- 1) A dart frog is very poisonous.
- 2) A dart frog looks very pretty.

Although a dart frog looks very pretty,
it is very poisonous.

A dart frog looks very pretty, **although** it is very
poisonous.



- 1) The armadillo's body is covered by plates.
- 2) The plates protect it from being eaten.

that



- 1) The clownfish hides in sea anemone.
- 2) Predators won't chase the clownfish.

when

Connecting Words

A: after, although, as, as if, as long as, as much as, as soon as, as though

B: because, before, by the time

E: even if, even though

I: if, in order that, in case

O: once, only if

S: since, so that

T: that, though, till

U: unless, until

W: when, whenever, where, wherever, while, which, who

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 14 |
|--|---|--------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Summarize the main ideas and key supporting details of expository text. Integrate information from different expository texts for a specific purpose (to compare and contrast). | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animals: Classification</u> by Kate Boehm Jerome <p>TALK STRUCTURES FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #14 Book pages for Lesson #14 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During this lesson, students will prepare for the Close project in Lesson 24 by filling out the first set of pages for their animals books. This lesson has the potential to run long; be sure to give students ample time to complete their book pages. If possible, have additional adults in the room to help students as they work. You might also allow students to finish their work during center or free time. <i>Have students save their completed book pages in their student folders for use in the Close lesson.</i> | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #5: DESPITE, VARIATION, EFFECT, ADAPT</p> </div> <p>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.</p> <p>You could say: "I have a sister. When I compare myself to my sister, we have some things that are the same—we have the same parents and the same hair color, but we have different colored eyes and different ages. The differences are the contrasts. We have learned a lot about animals, and today our purpose is to find the main idea and key details so we can compare and contrast two animals. Remember that the main idea of a book or paragraph is the most important information you read. Key details describe or explain the main idea further. When we understand the main idea and details, we understand what we read. This means we can begin writing our animals books for the Close project!"</p> | |
| <p>I DO</p> | <p>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.</p> <p>Display the teacher journal (keep the <i>Similarities and Polar Bear</i> rows covered) and read p. 18 of <u>Animals: Classification</u>.</p> <p>Then model finding the main idea and important details about the Canada goose by pointing out the information in the chart. You could say: "Today we are going to compare two animals from our text, a Canada goose and a polar bear. Let's begin with the Canada goose. I wrote Canada goose in the first column. Now, let's find the main ideas and details about our animal. First, we're talking about vertebrates, so I'll ask, 'Does this animal have a backbone?' Yes, it does, so we have the word <i>vertebrate</i> in the next column. Next, I'll choose the group of animals—a Canada goose is a... <i>bird</i>."</p> | |

| | |
|----------------------|---|
| | <p>“The book tells us on page 18 that the Canada goose has feathers and wings, but no teeth. Those are the traits of the Canada goose, so those go in the <i>Traits</i> column. I also wrote down some other things that I know about the Canada goose and looked up some cool facts to put in the last column.”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Work with students to locate main ideas and details about the polar bear from the text and background knowledge. Read the information about the polar bear on p. 18 again, if needed.</p> <p>You could say: “Let’s find out information about the polar bear so we can compare them. We have <i>polar bear</i> as our second animal on the page. Now, discuss with your partner whether the polar bear is a vertebrate or invertebrate. What should be in the second column? (pause for responses and reveal the answer) Next, discuss with your partner to which animal group the polar bear belongs. (pause for responses and reveal the answer) Now, what traits does a polar bear have?” (pause for responses and reveal the answer)</p> <p>Once you finish discussing the information about the polar bear from the teacher journal, discuss the similarities between the two animals.</p> <p>Turn to teacher journal, p. 2 to provide a model of how the book pages will be completed. If you prefer, you may also use a blank version of the book pages for Lesson #14 and model filling in the sentence frames. You could say: “Now I want to show you how we can use the information we have from comparing and contrasting animals to write some pages for our end-of-unit book. This is what your book pages from the first chapter of your book will look like. Look how we can take the information about the Canada goose and the polar bear and transfer it onto the book pages...”</p> <p>Go over the information included on the book pages, discussing how and why you drew certain details from the chart on p. 1.</p> <p>Turn to p. 3 of the teacher journal (or the next book pages). Have students assist you in discussing/completing the sentence frames about how the animals are similar and different.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Distribute the book pages for Lesson #14 to students. They can choose to write about the Canada goose and the polar bear or another pair of animals to complete their book pages. They may wish to return to an animal(s) they studied in Lesson 8 or another lesson from the unit.</p> <p>You could say: “Now you can write the first chapter of your own animals book. Fold your book page in half, along the line. You can use the chart from our lesson today, the comparison chart from Lesson 8 that you kept in your student folder, or two other animals you have studied to complete your page. When you are finished, you may illustrate the pages. If you are not sure how to finish the page, look at my example page or raise your hand for help. Make sure to save this chapter in your student folder.”</p> <p>Allow students plenty of time to complete their pages. Circulate around the room, supporting and assisting students who need help completing the sentence frames.</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:

“Today you worked on finding the main ideas and key details about two animals. Then you compared and **contrasted** them, and used the information to write a chapter of your book! I am going to read a main idea and some details about an animal. Give me a thumbs-up if the detail is important in determining which class the animal is in and a thumbs-down if the detail is not important...”

- Main idea: The polar bear is in the mammal class.
 - Detail: A polar bear is white. **(not important)**
 - Detail: A polar bear has live babies. **(important)**
- Main idea: The Canada goose is in the bird class.
 - Detail: The Canada goose is multi-colored. **(not important)**
 - Detail: The Canada goose has wings.” **(important)**

| Animal | Vertebrate or Invertebrate | Group | Traits | Cool Facts |
|---|-----------------------------|---|---|---|
| <p>Canada Goose</p>  | <p>vertebrate</p> | <p>Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal</p> | <p>Has feathers, wings, and no teeth</p> <p>Hatches from an egg</p> <p>Babies are <i>goslings</i></p> | <p>Flies to warm places for the winter</p> <p>Mainly eats plants</p> <p>Pairs mate for life</p> |
| <p>Similarities</p> | <p>Both are vertebrates</p> | | <p>Warm-blooded</p> | <p>Can live in the Arctic</p> |
| <p>Polar Bear</p>  | <p>vertebrate</p> | <p>Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal</p> | <p>Has hair or fur</p> <p>Produces milk for babies</p> <p>Babies are born alive and are the size of a rat</p> | <p>Stays in the Arctic region</p> <p>World's largest bear</p> <p>Eats meat, usually seals</p> |



I am a Canada goose. I am
a vertebrate and warm-blooded.

I belong in the bird

animal group. A cool fact about me is

I fly south when the weather gets
cold and stay with my mate for life.

I also lay eggs. My babies are
called goslings when they hatch.



I am a polar bear. I am
a vertebrate and warm-blooded.

I belong in the mammal

animal group. A cool fact about me is

I am the world's largest bear and I
live in the arctic region. I also have

babies that are as small as a rat
when they are born.

The Canada goose and
polar bear are **similar**
because they both are vertebrates,
are warm-blooded, and can live in the
arctic region.

They are **different** because the
goose is a bird and the polar bear
is a mammal. The goose lays eggs, but
the polar bear has live babies.

Chapter _____

The Canada Goose
and the
Polar Bear

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

Chapter _____

The _____

and the

The _____ and
_____ are **similar**

because they both _____

_____.

They are **different** because _____

_____.

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW LESSON 15 |
|---|---|----------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify and describe semantic relationships among vocabulary words (despite, variation, effect, adapt) occurring frequently in texts. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #15 (print or digital) Student Journal Lesson #15 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... If creating your own word webs (as opposed to using the digital teacher journal), you may wish to cut out the pictures and words from the print version of the journal to add to your webs. Use the word webs from the digital teacher journal or create your own using the blank word web or chart paper and the 'print' teacher journal. Use the suggested related words or other appropriate related words that students generate as you discuss each word. Display the word webs for students to reference during the You Do activity. WORDS TO KNOW <ul style="list-style-type: none"> despite: Something that happens even when it seems like it shouldn't variation: The way things differ from each other effect: Something caused by an action adapt: To make something able to fit into a certain situation or place RELATED WORDS <ul style="list-style-type: none"> despite: <i>although, even though, in spite of, regardless of</i> variation: <i>difference, distinction, change, similarity</i> effect: <i>result, consequence, reaction, cause</i> adapt: <i>alter, change, conform, modify</i> | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "I learned another new word yesterday that I didn't know before. It was very cool! New words help us understand what we read and explain our thoughts to others. Today, we're going to discuss our four Words to Know—despite, variation, effect, and adapt. We'll talk about other words that are related to or connected to our Words to Know. Then we'll have even more words to use. Let's get started!"</p> | |
| <p>I DO</p> | <p>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.</p> <p>Review the definitions and provide examples of the Words to Know in different contexts. Then generate related words.</p> | |

| | |
|----------------------|---|
| | <p>Display the teacher journal or your blank word web. Model generating related words for despite and add them to the web. You could say: “Let’s start today with our Word to Know despite.</p> <ul style="list-style-type: none"> • Let’s review the definition before we talk about related words. Despite means ‘something that happens even when it seems like it shouldn’t.’ For example, this girl is playing the piano despite that her hand is injured and might hurt. (show despite picture card) • Now I need to think of other words that are <i>related to despite</i>. When I think of despite, I think that despite a situation, something still happens. <i>Although</i> is a word we could use in place of despite; <i>although</i> goes in a bubble on our word web. (add to web) There are other phrases that I can think of for despite. One phrase is <i>even though</i>—I’ll write <i>even though</i> in a bubble. (add to web) How about the phrase <i>in spite of</i>; that could be used too. I almost forgot one more phrase, <i>regardless of</i>. I’ll put both phrases in bubbles. (add to web) <p>Now I have these related words and phrases for despite: <i>although, even though, in spite of, and regardless of.</i>”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Work with students to create related words webs for the remaining Words to Know.</p> <p>You could say: “Remember that variation means ‘the way things differ from each other,’ like the variation of the colors in these flowers. (show picture card) Think of some other words that are related to variation. Turn to your partner and share some words that you thought of for the word variation. (allow sharing time) Now which related words for variation shall we can add to our word web?” Pause to elicit responses and add related words to web.</p> <p>If students have difficulty thinking of related words for variation, you could say: “When I think of variation, several related words come to mind.</p> <ul style="list-style-type: none"> • <i>Difference</i> comes to mind; I notice <i>differences</i> in things when I see variations. • Another word is <i>distinction</i>, or the ways things are different. We could write that word in another bubble. • Next, I think of <i>change</i> when I think of variation. • Antonyms are also related. When I think of the opposite of variation, I think of <i>similarity</i>. <p>Let’s add all these words to our word map. Now I have these related words for variation: <i>difference, distinction, change and similarity.</i>”</p> <p>Continue creating webs for the remaining two words, effect and adapt.</p> <p>You could say: “Effect means ‘something caused by an action,’ like the effect of knocking over one domino. (show effect picture card) What words can you think of that are related to effect? (pause for response; if students need support, guide them to words like result, consequence, reaction and cause)</p> <p>“Adapt means ‘to make something able to fit into a certain situation or place.’ Camels have adapted to a desert climate. (show adapt picture card) What words can you think of that are related to adapt?” (pause for response; if students need support, guide them to words like alter, conform, change and modify)</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Divide students into pairs and distribute the student journal. Instruct students to read the definitions, discuss the words, and write related words for each word.</p> |

| | |
|-------|---|
| | <p>You could say: “Now you are going to work with a partner to practice using our Words to Know. First, discuss the word and review the definition together. Then, discuss words that are related to the words and write at least two related words in your journal. After that, create a sentence together using the word. You can say it aloud or write it on your journal. At the end, you can share some of your sentences.” Circulate the room to provide support and feedback as needed.</p> |
| CLOSE | <p>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.</p> <p>You could say: “Today you learned even more about four words—despite, variation, effect, and adapt –by thinking about what other words are related to these words. Let’s hear some of your sentences. (allow volunteers to share) Here’s your challenge: Use at least one of these new words today. I’ll be listening!”</p> |



despite



variation



effect



adapt

although

difference

result

alter

even though

distinction

consequence

change

in spite of

change

reaction

conform

regardless of

similarity

cause

modify

in spite of

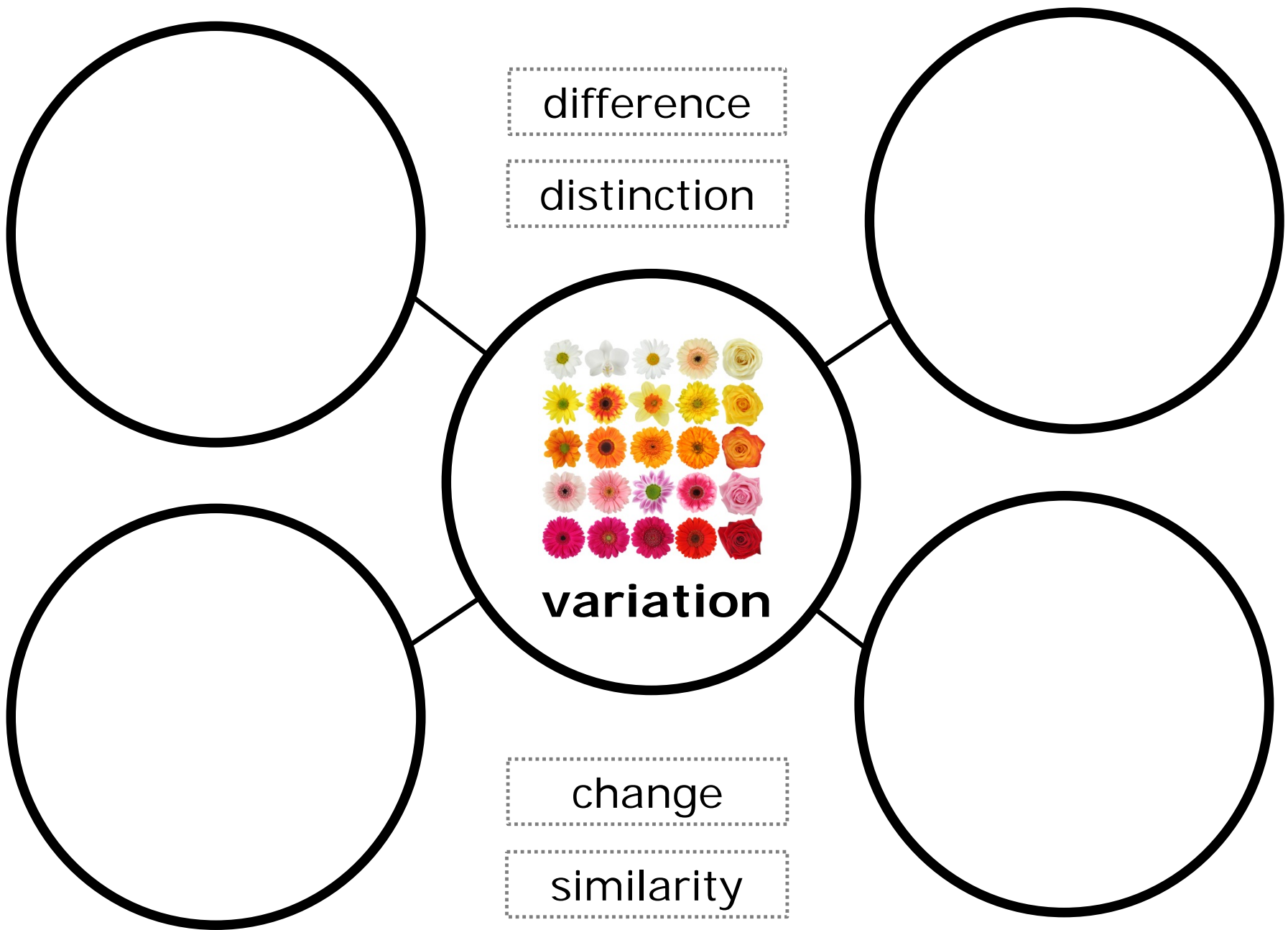
regardless of

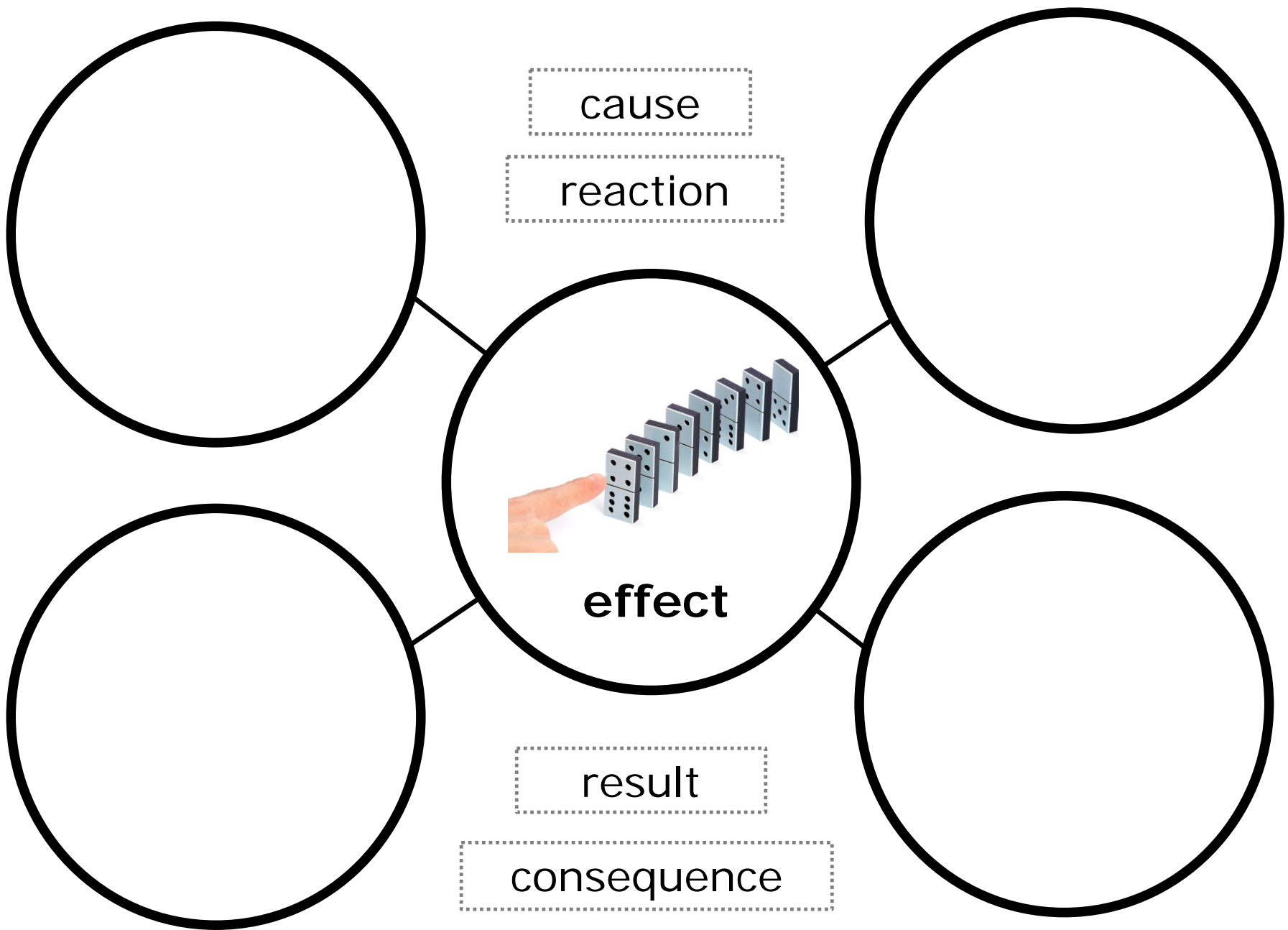


despite

even though

although





conform

modify



adapt

alter

change



Despite: Something that happens even when it seems like it shouldn't

Related Words: _____

Variation: The way things differ from each other

Related Words: _____



Effect: Something caused by an action

Related Words: _____

Adapt: To make something able to fit into a certain situation or place

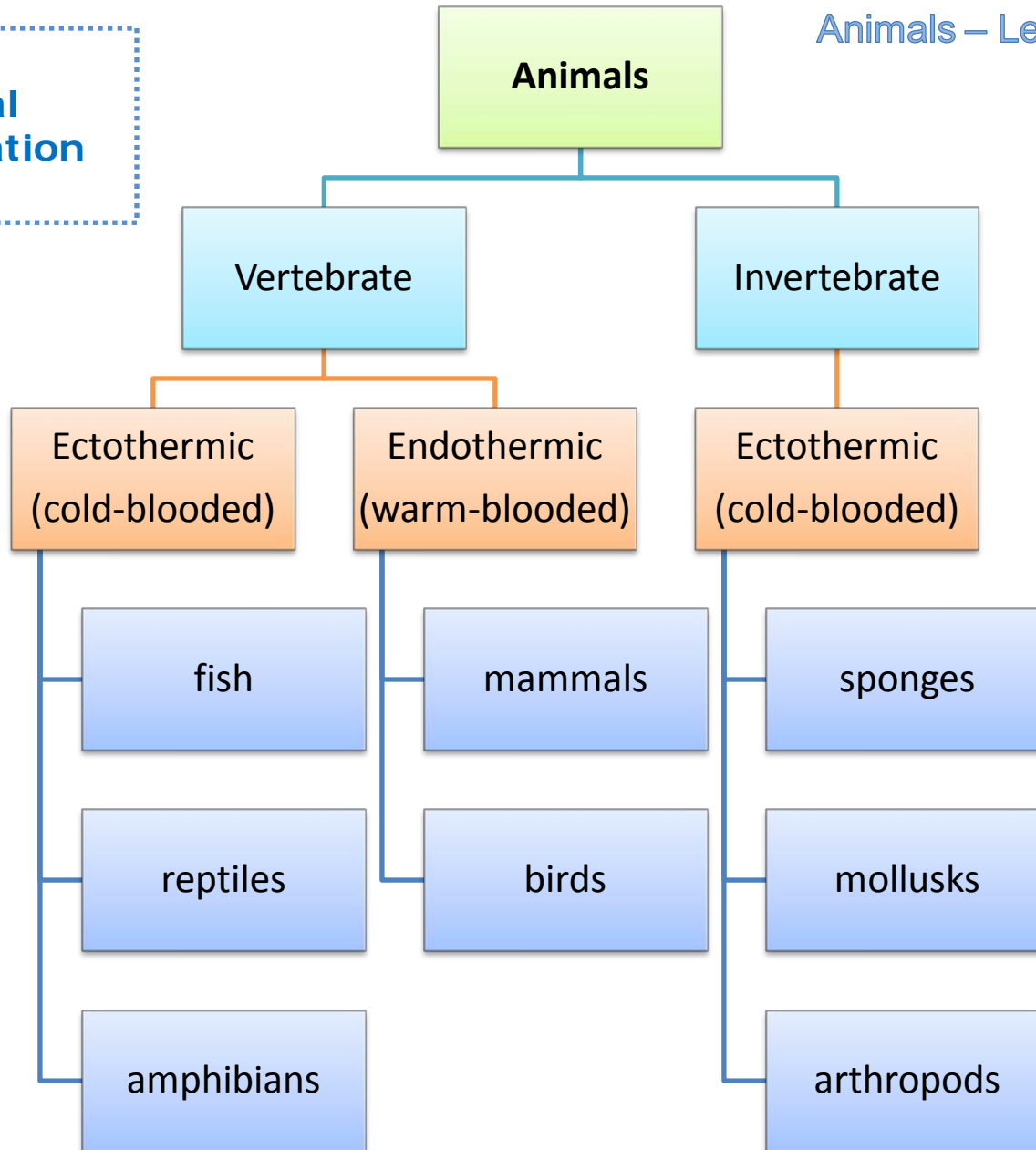
Related Words: _____

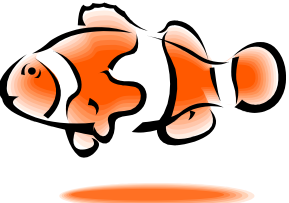
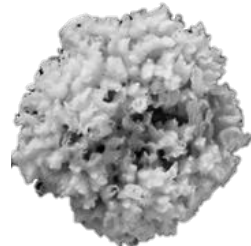


| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO KNOW LESSON 16 |
|--|---|---------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Teacher's Bookshelf books <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #16 Student Journal Lesson #16 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Allow students to select the texts they wish to read. The available texts should in some way be related to the unit theme, but should vary in genre, complexity, and so on. Students will use Student Journal Lesson #16 to compare and contrast animals that they read about during their independent reading. It will also serve as a resource/rough draft for the Close project in Lesson 24. During the I Do routine, display Teacher Journal Lesson #8 as a model of the student journal activity. <i>Have students save Student Journal Lesson #16 in their student folders for use in Lesson 19 and for the Close project.</i> | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #6: DESPITE, VARIATION, EFFECT, ADAPT</p> </div> <p>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.</p> <p>You could say: "There are so many interesting animals; it's hard to choose which animals to study! Today you will have another chance to read books about animals. I would like you to choose two more animals to think about as you read. You will need to read carefully so that you can find the most important information about the animals. Remember, you'll want to have a total of six animals to write about in your end-of-unit book project. When you learn to read with a purpose it helps you understand and remember what you read."</p> | |
| <p>I DO</p> | <p>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.</p> <p>Briefly review the Read to Know lesson procedure and guidelines for selecting an appropriate book. Establish a purpose for students' reading. You could say: "Today you will read your own book for an extended time. There are several books around the room. All of them are expository and related to our Animals unit. Remember to choose a book that is right for you. It should look interesting, and you should be able to read a majority of the words. Also, you will need to choose a book or books that have information about the two animals you want to study today. Try to choose animals that come from different groups, such as a mammal and a reptile."</p> | |

| | |
|----------------------|---|
| | <p>Show the chart from Teacher Journal Lesson # 16. Then display the second page as a model of the student journal activity. You could say:</p> <p>(p. 1) “This chart will help you identify what class your animals are in. (show p. 2) This should look familiar to you now. Remember, you will fill in the information about each of your animals on your student journal as you read. The book I chose had information about a clownfish and a sponge. Look at the information I included about each animal. See how I compared them in the middle row?”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Allow students to choose a book(s) to read and engage with the text for about 15 minutes.</p> <p>You could say: “Read by yourself for about [15] minutes. As you read, think about your animal’s group, traits, and some cool facts. You can look at the classification chart I displayed if you need help. Take some notes on your journal page. When time is up, you can finish your notes and talk to your partner about how your animals are the same and different.”</p> <p>Circulate the room as students are selecting books and reading. Provide support and feedback as they make notes on their journals.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Have students finish comparing and contrasting the two animals on their student journals. Then have them share with a partner, explaining how their animals are alike and different.</p> <p>You could say: “Okay, independent reading time is over. Finish making your notes and think about how your animals are the same and how they’re different. Write the similarities in the center row of your chart...”</p> <p>“When you have finished your chart, tell a partner about the animals you compared today. How are they the same? How are they different?”</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we continued reading books on the topic of animals and took notes on two more animals of our choosing. Now you have a total of four animals that you are becoming experts on. What’s the advantage of using a chart to record information about animals we’re learning about? (pause for response) Taking notes helps us to understand and remember what we’ve read. During your free time, you may want to continue reading about more animals and taking notes so you have plenty of information to write your animals books for the Close project.”</p> |

Animal
Classification



| Animal | Vertebrate or Invertebrate | Group | Traits | Cool Facts |
|--|----------------------------|---|--|--|
| <p>Clownfish</p>  | vertebrate | <p>Fish</p> <p>Amphibian</p> <p>Reptile</p> <p>Sponge</p> <p>Mollusk</p> <p>Arthropod</p> <p>Bird</p> <p>Mammal</p> | <p>Lives in the ocean</p> <p>Eats small plants and animals</p> <p>Has scales</p> | <p>Lives with sea anemone to protect it from predators</p> <p>Popular in fish aquariums</p> |
| <p>Similarities</p> | | | Lives in the ocean | Popular with humans |
| <p>Sponge</p>  | invertebrate | <p>Fish</p> <p>Amphibian</p> <p>Reptile</p> <p>Sponge</p> <p>Mollusk</p> <p>Arthropod</p> <p>Bird</p> <p>Mammal</p> | <p>Lives in the ocean</p> <p>Doesn't move</p> <p>Eats bacteria in the water</p> | <p>Water brings in food</p> <p>Water flows in from the bottom And out the top</p> <p>Can be used by humans</p> |

| Animal | Vertebrate or Invertebrate | Group (circle) | Traits | Cool Facts |
|----------------------------|----------------------------------|--|--------|------------|
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |
| <p>Similarities</p> | | | | |
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |



WEEKLY LESSON PLANNER

ANIMALS

| Week 5 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|---------------------|--|--|---|---|
| Lesson Type | Read to Me | Text Mapping | Integration | Read to Know |
| Objectives | <ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions. Engage in a range of talk structures on Grade 3 topics and texts. | <ul style="list-style-type: none"> Extract information from one type of text to another. Identify and use navigation words appearing in texts that signal the structure of the text. | <ul style="list-style-type: none"> Integrate information from different expository texts to compare and contrast. | <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount appropriate facts after independently reading a book. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Warm-blooded or Cold-blooded?</u> by Bobbie Kalman | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome <u>Animals: Classification</u> by Kate Boehm Jerome <u>Warm-blooded or Cold-blooded?</u> by Bobbie Kalman | <ul style="list-style-type: none"> N/A |

Materials

| | | | | |
|-------------------------------------|--|---|---|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera Sticky notes CD/MP3 player with kid-friendly music | <ul style="list-style-type: none"> Document camera or interactive whiteboard Writing utensils | <ul style="list-style-type: none"> Chart paper or interactive whiteboard Document camera | <ul style="list-style-type: none"> Teacher's Bookshelf books |
| Unit Materials Provided | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: despite, variation, effect, adapt Teacher Journal Lesson #18 Student Journal Lesson #18 | <ul style="list-style-type: none"> Teacher Journal Lesson #19 Student Journal from Lesson #16 Book pages for Lesson #19 | <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: despite, variation, effect, adapt Student Journal Lesson #20 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO ME LESSON 17 |
|--|---|-------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions. • Engage in a range of talk structures on Grade 3 topics and texts. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Warm-blooded or Cold-blooded?</u> by Bobbie Kalman TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Stand Up, Hand Up, Pair Up | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes • CD/MP3 player with kid-friendly music UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Preview the text and mark the chapters you'd like to read; you don't need to read the entire book. You might consider reading some of the pages that are references in the lesson examples. ○ Using sticky notes, mark passages where you will model predicting or ask prediction questions. Examples in the lesson routines include the book cover and pp. 4–5, 6–7, 8–9, 10–11, and 12–13. You could also note potential questions for rich discussion. Suggestions are provided in the lesson, but you could use others. ○ Set up a CD or MP3 player and music to play for the Stand Up-Hand Up-Pair Up discussion. • Be sure to leave ample time for an extended discussion of the text after the book reading. Use questions that will encourage students to use inferential thinking skills and higher-level language. Ask students to elaborate on their ideas or follow up on their partners' responses. | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "When I was little, I thought that <i>cold-blooded</i> meant that the blood in some animals was always cold. Now I know that it means that these animals rely on the outside temperature to keep their bodies hot or cold. Today we are going to read the last book of our Animals unit, <u>Warm-blooded or Cold-blooded?</u> by Bobbie Kalman. I'll bet your brain is already thinking about what might be in the book, trying to <i>predict</i> what information will be included. Remember, good readers predict by adding what they already know to new information about the topic that they find in the book. Right now you should be thinking about animals you already know that may be warm- or cold-blooded."</p> | |
| I DO | <p>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.</p> <p>You could say: "When I want to predict what a book might be about, I read the title first. Then I look at the table of contents and some of the photographs or graphics in the book. I think about what I'm seeing and about what I already know about the topic. I use my prior knowledge or schema to make a prediction—an educated guess—about the information I will be reading. (show the front cover, read the table of contents, and flip through the book, making comments)</p> | |

| | |
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| | <p>“After looking at the title, the table of contents, and the photographs, I am going to think about what I already know. First off, I remember that animals can be classified by whether they are warm- or cold-blooded. I also remember that scientists use different words for it—<i>ectothermic</i> and <i>endothermic</i>. I see the boy on the cover, and I think he is warm-blooded. I am thinking of a lizard I saw on our front porch, sunning himself to get warm. So I’m going to predict that the lizard on the boy’s head is cold-blooded. I’m not totally sure about the frog on his shoulder, though. I think I’m going to predict that the frog is cold-blooded, too. As we read more, I can find out if my predictions are correct or if I have to revise them.”</p> |
| <p>WE DO</p> | <p>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.</p> <p>Work with students to practice predicting as you read the text. You could say: “Now you are going to make predictions with me. Remember, we may have to revise them if we find out more information about the animals as we read. As I read the first two pages of the book, think about what you already know about warm- and cold-blooded animals; then predict which animals belong to each group as I point to the pictures. Tell your partner and then we’ll check your answers to see if you need to revise your predictions...”</p> <p>Read pp. 4–5 aloud. Then point to the animals and have students talk with their partners.</p> <p>Have students share answers, and then check them using the green box on p. 5. You could say: “I think we all had to revise some of our predictions. Let’s read some more in the book so we’ll have more information to help us make better predictions.”</p> <p>Continue to read selected chapters and practice predicting with students. Suggested chapters and prediction questions include the following:</p> <ul style="list-style-type: none"> • ‘Warm-blooded Animals,’ pp. 6–7 What other animals do you predict are warm-blooded? Why? • ‘Cold-blooded Animals,’ pp. 8–9 What other animals do you predict are cold-blooded? Why? • ‘Eating to Keep Warm,’ pp. 10–11 What other ways do you predict warm-blooded animals keep their bodies warm? Why do you think that? • ‘Getting Some Sun,’ pp. 12–13 Make a prediction about other ways that cold-blooded animals might stay warm. |
| <p>YOU DO</p> | <p>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.</p> <p>Use the talk structure Stand Up-Hand Up-Pair Up for rich discussion. Follow the procedure outlined below.</p> <ul style="list-style-type: none"> • Ask students to stand (Stand Up). Play kid-friendly music, and have students mill about the room. Stop the music, and have students put their hands up (Hand Up). Then have students pair up with someone close to them and give them a high-five (Pair Up). • Pose a rich discussion question to students. Allow students about a minute to talk, ensuring that both students in a pair have ample time to share. • Finally, elect students to share ideas with the class (if time allows). Then repeat the process for the next question. <p>Roam around from pair to pair to hear student responses, offer feedback, and make comments.</p> |

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| | <p>Possible questions to facilitate rich discussion include the following:</p> <ul style="list-style-type: none">• Our text says that whales are warm-blooded, but fish are cold-blooded. How do you think this affects how the animals survive, since they both live in the ocean?• Shivering is one way that warm-blooded animals keep warm. What else do you do to keep warm when it is cold? What about other warm-blooded animals?• Would you rather be a warm- or cold-blooded animal? Why? |
| CLOSE | <p>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.</p> <p>You could say: “Today we practiced making predictions with expository, or informative, text. Tell your partner how you make a prediction. (allow brief talk time) Remember that when you predict and revise or confirm your predictions, this keeps you thinking about what the author is teaching. Predicting helps you understand and enjoy what you are reading. Make predictions the next time you read. You’ll enjoy reading even more!”</p> |

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | TEXT MAPPING LESSON 18 |
|--|---|---------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Extract information from one type of text to another. • Identify and use navigation words appearing in texts that signal the structure of the text. | | |
| <p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> • Using Navigation Words • Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Small Groups | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Writing utensils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #7 • Vocabulary Picture Cards: despite, variation, effect, adapt • Teacher Journal Lesson #18 • Student Journal Lesson #18 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • You might strategically form the small groups so that students with writing challenges have the support of more advanced writers in the group. | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <p>START THE LESSON WITH WRAP SET #7: DESPITE, VARIATION, EFFECT, ADAPT</p> </div> <p>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.</p> <p>You could say: "When you put a puzzle together, you have pieces that may not look alike, but that fit together so you can see the picture. Today we're going to put some pieces together, skills that you've learned in the past lessons. You have learned a lot of information about text structure, graphic organizers, and complex sentences over the past several weeks. Today is your opportunity to put all of that knowledge together by reading a passage, extracting the information from it, and giving a mini-report about what you learned. When you can put the pieces together, you know you understand what you're reading or hearing."</p> | |
| <p>I Do</p> | <p>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.</p> <p>Display p. 1 of Teacher Journal Lesson #8 to review the navigation words that signal various text structures. Then distribute the student journal.</p> <p>You could say: "First, let's review a little about the kinds of text structures we may find in expository text. If the author talks about a sequence or cycle, we could hear words like <i>first, next, and finally</i>. Compare and contrast texts have navigation words like <i>same, also, both, different, and however</i>. Descriptions have words that describe, like <i>such as</i> and <i>to illustrate</i>. The last text structure is cause and effect, where we would expect navigation words like <i>because, so that, and as a result</i>."</p> <p>"I am going to read the passage from your journal to you. As I read, think about the navigation words that you hear. They will give you a clue about the type of text structure this text might be. I'm going to underline a few navigation words as I read..."</p> <p>Read the first paragraph of the 'Birds of Prey' passage (also on p. 2 of the teacher journal) aloud. Underline the words <i>similar</i> and <i>different</i> in the text.</p> | |

| | |
|----------------------|--|
| <p>WE DO</p> | <p>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.</p> <p>Divide students into small groups of 4–5 students. You could say: “Hmm... I think I’m getting a clue about the text structure of this passage. Let’s read the next paragraph of the text. Think about the navigation words that you hear. In your group, underline the navigation words you find as I read. I will give you a minute to talk, and then each group can report to the class.”</p> <p>Read the second paragraph of ‘Birds of Prey,’ and have students work together to find the navigation words.</p> <p>Once students have underlined and discussed the words, call on groups to identify the navigation words. Underline the navigation words for the class on teacher journal, p. 2.</p> <p>If students’ responses were accurate, read the last two paragraphs and let them work in their groups to find the navigation words. If they were not, you could work together as a class to identify the navigation words in the remainder of the passage.</p> <p>Finally, have students use the navigation words they underlined to determine the text structure. You could say: “On the count of three, everyone tell me what text structure this passage is. 1... 2... 3! (pause for response) Yes, compare and contrast! Now, it’s time to transform the information from the text into a graphic organizer. The second page of your student journal has a blank compare/contrast graphic organizer that you will complete with your group. Let’s look at the first two paragraphs together and then you can finish the graphic organizer in your group.</p> <p>“What are we comparing and contrasting? (pause for response) Eagles and vultures! Write that in the top boxes of the graphic organizer. (read the first paragraph and the first sentence of the second paragraph) Now, what is one thing that is similar?” (pause for response)</p> <p>Write students’ responses or uncover the entries in the graphic organizer from p. 3 of the teacher journal. Recast students’ responses as needed.</p> <p>When students are ready for independent practice, move to the You Do segment.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Have students work in small groups to complete the graphic organizer from the student journal. You could say: “Now, it’s your turn. Finish the graphic organizer with your group. Then think about how you would explain to someone else how eagles and vultures are the same and different. Remember to use navigation words, and see if you can make a complex sentence. For example, I could say, ‘Even though both eagles and vultures are birds of prey, eagles kill live prey and vultures eat dead animals.’ That would let someone else know more about eagles and vultures using two of our navigation words, <i>even though</i> and <i>both</i>.”</p> <p>“Each person in your group should think of a different sentence telling how eagles and vultures are alike and different. Try to use at least one navigation word in your sentence. If you want, you can turn your journal over and write your sentence on the back so you can remember it. After you’re finished, I’ll ask for some of you to report your fantastic sentences.”</p> <p>Circulate among groups to provide support as needed.</p> <p>As time allows, gather students and have them share the sentences they generated.</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:

“This lesson was an important one because you put together several new skills that you have learned in this unit. What’s one thing we did today? **(pause for responses)** Great ideas! Today we used navigation words to make sentences, transferred information from a text to a graphic organizer, and compared and **contrasted** animals. That’s a lot of puzzle pieces to put together! Now you can put these pieces together when you read other kinds of text. That’s what good readers and writers do, just like you!”

Text Structures and Navigation Words

| Sequence/Cycle | Compare and Contrast | Description | Cause and Effect |
|--|--|--|--|
| Explanation of the Text Structure | | | |
| Describes items or events in order or tells the steps to do or make something. | Shows how two or more things are alike and/or different. | A topic, idea, person, place, or thing is described by listing its features or characteristics. | Cause is <i>why</i> something happened. Effect is <i>what</i> happened. |
| Possible Graphic Organizers | | | |
| | | | |
| Navigation Words | | | |
| <p>First Beginning Second Next Then Before After Finally Following</p> | <p>Same as Similar Alike Also Both Even though However Different But</p> | <p>For instance Such as... To begin with An example is For example To illustrate</p> | <p>So Because Since Therefore If...then This led to The reason why As a result</p> |



Birds of Prey

There are many types of birds of prey—birds that hunt and eat other animals. You may think that they are all the same. They are similar in many ways, but keep reading to find out exactly how different they can be.

Both eagles and vultures are birds of prey. They live in many different places and climates. They both have large wingspans and can soar on top of warm air masses for long periods of time without flapping their wings.

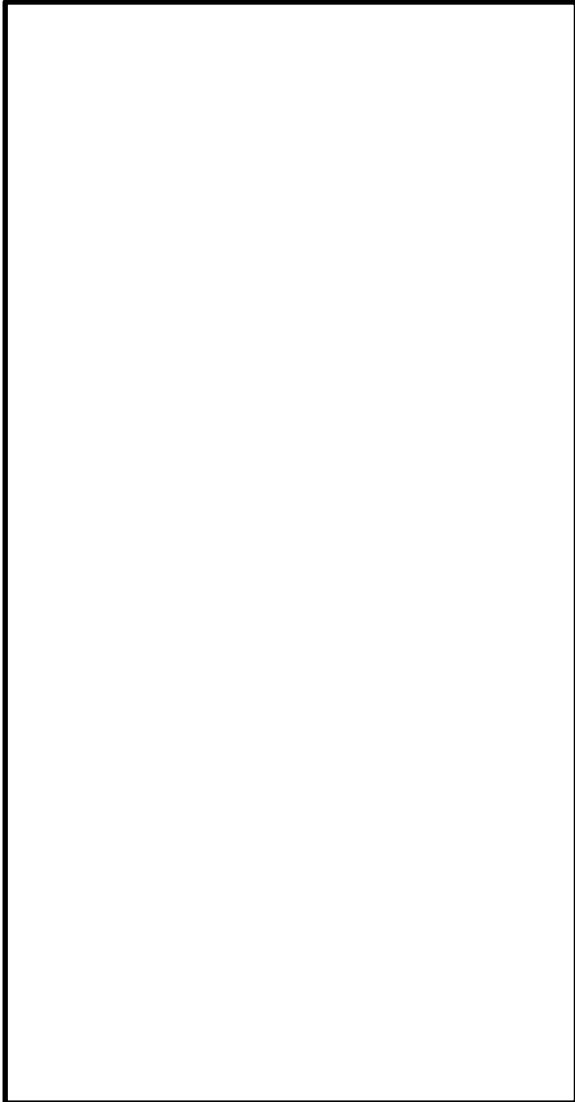
Eagles and vultures also have other traits in common. They both have strong talons and sharp, curved beaks for tearing their food. Eagles are similar to vultures in that they will eat almost any animal—rabbits, squirrels, other birds, rodents, and even baby deer!

Despite their similarities, there are some major differences between eagles and vultures. Eagles usually hunt for their food, but vultures find dead animals to eat. For this reason, they are known as *scavengers*. Also, most people think of the eagle as beautiful and majestic, but the vulture is seen as ugly and scary.



Type of text structure: _____

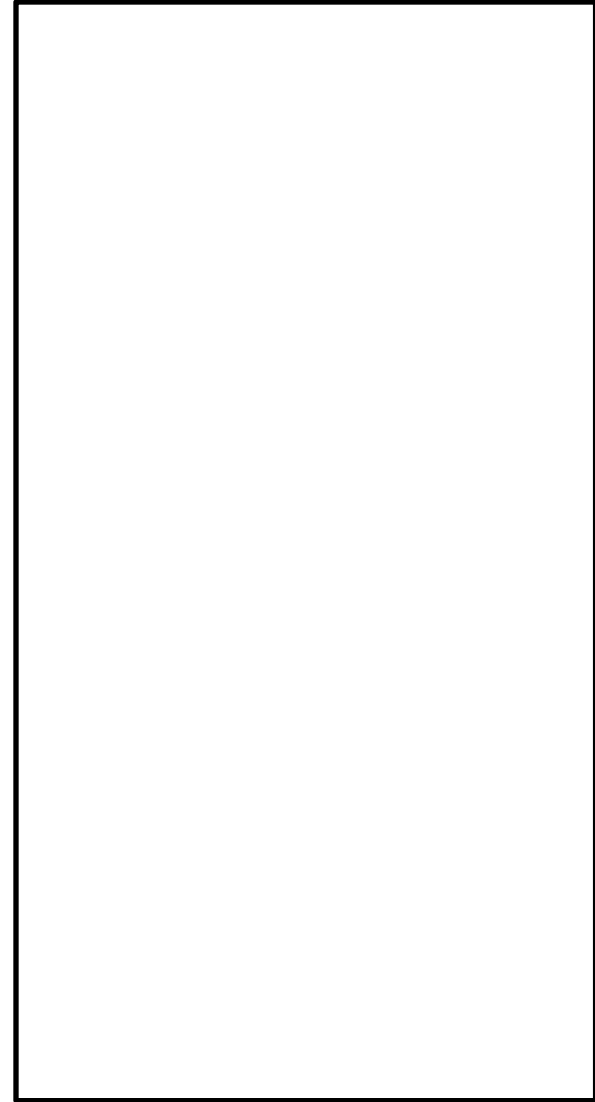
Eagles



Vultures



Birds of prey
Live in many places
and climates
Have large wingspans
Can soar





Birds of Prey

There are many types of birds of prey—birds that hunt and eat other animals. You may think that they are all the same. They do have many similarities, but keep reading to find out exactly how different they can be.

Both eagles and vultures are birds of prey. They live in many different places and climates. They both have large wingspans and can soar on top of warm air masses for long periods of time without flapping their wings.

Eagles and vultures also have other traits in common. They both have strong talons and sharp, curved beaks for tearing their food. Eagles are similar to vultures in that they will eat almost any animal—rabbits, squirrels, other birds, rodents, and even baby deer!

Despite their similarities, there are some major differences between eagles and vultures. Eagles usually hunt for their food, but vultures find dead animals to eat. For this reason, they are known as *scavengers*. Also, most people think of the eagle as beautiful and majestic, but the vulture is seen as ugly and scary.



Type of text structure: _____

Blank rectangular box for writing.



Blank rectangular box for writing.



Large blank rectangular box for writing.

Large blank rectangular box for writing.

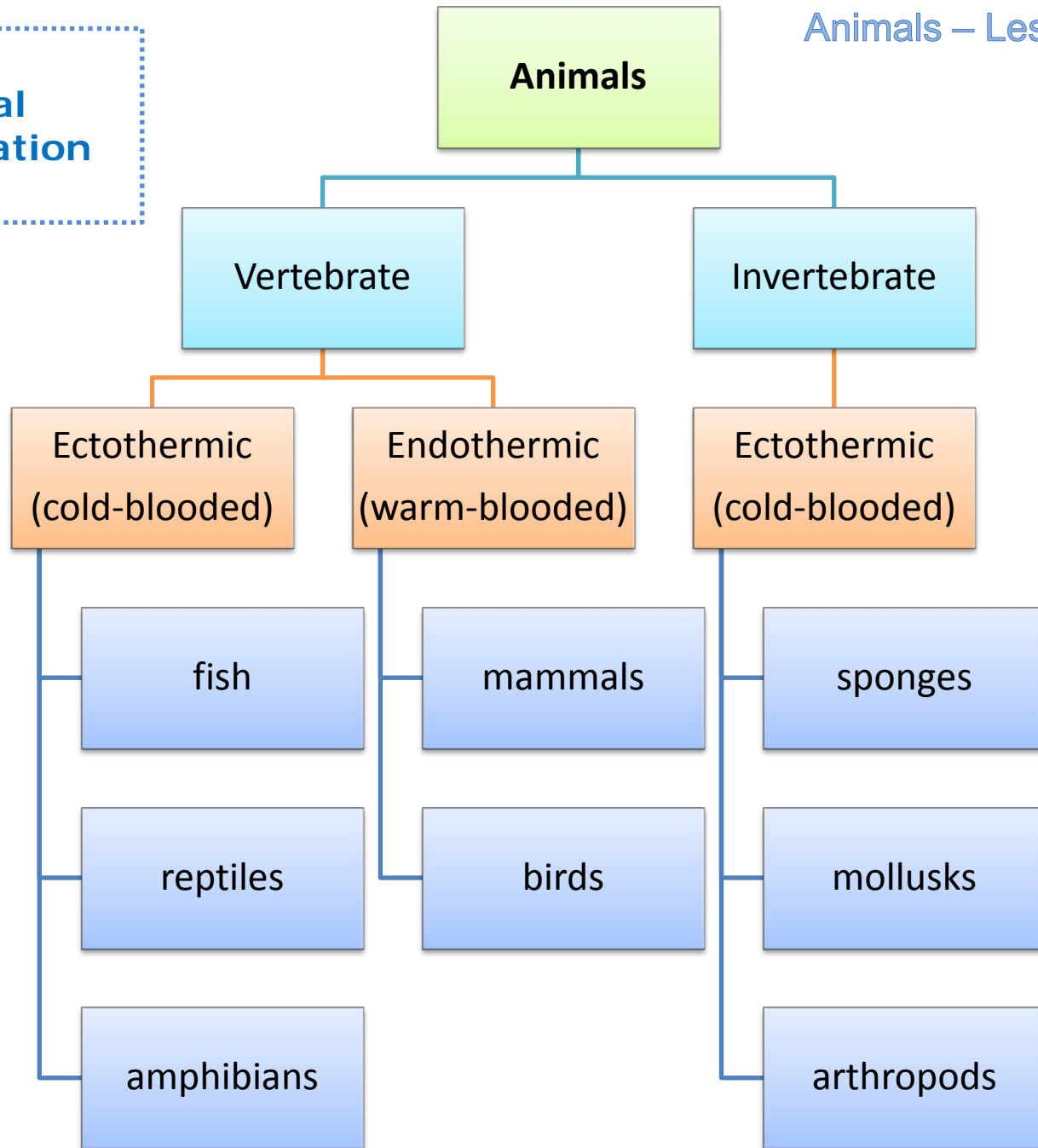
Large blank rectangular box for writing.



| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 19 |
|---|--|--------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Integrate information from different expository texts to compare and contrast. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Selected by teacher <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome <u>Animals: Classification</u> by Kate Boehm Jerome <u>Warm-blooded or Cold-blooded?</u> by Bobbie Kalman <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper or interactive whiteboard Document camera <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #19 Student Journal from Lesson #16 Book pages for Lesson #19 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson texts and mark pages to use during the lesson. Examples from the following pages are provided in the lesson routines: <ul style="list-style-type: none"> <u>Warm-blooded or Cold-blooded?</u>: pp. 17, 18–19, 23 <u>Animals: Classification</u>: pp. 7, 17 <u>Animals: Adaptations</u>: pp. 19, 7 Students will complete the second chapter of their animals books for the Close project today using the book pages for Lesson #19. <i>Have students save their book pages in their student folders so they can use them for the Close project.</i> | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "I have learned so much that I didn't know about how animals are classified. I think this chart (show first page of the teacher journal) helps me organize information about classifying animals. It really makes sense. It has been fun learning about different animals. We have used three different books and have learned a lot of information from all of our books. Today our purpose is to combine information from each text so we can understand even more about animals. We'll integrate information from these books so we can put the information into our heads. Let's begin!"</p> | |
| <p>I DO</p> | <p>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.</p> <p>Display the comparison chart from p. 2 of the teacher journal. This chart is filled in for you; point out information from the chart as you find it in the various text. If you prefer you could use a blank comparison chart from one of the prior student journals and fill in the information yourself as you teach the lesson.</p> <p>You could say: "To begin, I will show you how I used this compare and contrast chart to help me organize the information from our books. (turn to p. 17 in Warm-blooded or Cold-blooded?) Here is a picture of a fox. I'd like to find out more about foxes, so I chose the fox for my first row. Now let's see how much information we can find about our animal in the book. First, the caption under the fox says that red foxes grow thick fur coats and bushy tails in the winter. Oh, that's an interesting trait. I know mammals grow fur, so I could fill in both the <i>Group</i> and <i>Traits</i> columns with this information.</p> | |

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| | <p>“Is the fox a vertebrate or invertebrate? Does the fox have a backbone? (pause for response) Well yes, this animal has a backbone, so I put <i>vertebrate</i> on my chart. I already said that the fox is a mammal because of their fur, so I circled <i>Mammal</i>. Is the fox warm-blooded or cold-blooded?” (pause for response)</p> |
| <p>WE DO</p> | <p>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.</p> <p>Elicit responses from students as you continue to explain how information is organized in the comparison chart. You could say:</p> <p>“Now you can help me talk about the fox’s traits. A fox has... A thick coat and bushy tail. We already found that in our <u>Warm-Blooded or Cold-Blooded?</u> text. We should keep reading to find out more. On the next pages, the text talks about how fox ears are adapted to their climate. Foxes in deserts have large ears, foxes in cold climates have small ears, and foxes in both warm and cold climates have middle-sized ears. Interesting! Where does that information go? (pause for response) In the <i>Cool Facts</i> column, I agree. Here I have two facts, that foxes live in different climates and that their ear size is adapted to where they live.</p> <p>“Now let’s look in <u>Animals: Classification. (p. 7)</u> Here in this chart I see a picture of a fox. The <i>Family</i> box has the fox, a wolf, and a dog. That tells me that these three animals are... related. Right? They’re part of the same family. So I added that fact to my chart under <i>Traits</i>. Foxes are related to dogs and wolves.</p> <p>“In <u>Animals: Adaptations, (p. 19)</u> I found another fact about arctic foxes. Their coats change from brown in the summer to white in the winter. I know that helps camouflage them from enemies. So I included that fact on the chart, too. Do you know any other interesting information about foxes that we could add to my chart? (pause for responses)</p> <p>“Now, let’s look at a new animal, the frog. Is it vertebrate or invertebrate? (pause for response) Yes, it has a backbone. Which animal group does it belong to? (pause for response) In this book (Animals: Adaptations, p. 7) it lists frogs as amphibians. So I circled <i>Amphibians</i>. Is a frog warm- or cold-blooded? (pause for response) Let’s do some detective work. In <u>Warm-blooded or Cold-blooded?</u> what does it say about a frog? (p. 9) Yes, it is cold-blooded. On page 8, the frogs are sitting in the sun to stay warm or in the water to stay cool. Then on page 23, the book talks about frogs hibernating. Do you remember where they hibernate? (pause for response) Great thinking! In mud! So I added that cool fact to my chart as well. Do you know any other cool facts about frogs that we could add to my chart?” (pause for responses)</p> <p>Turn to teacher journal, p. 3. You could say:</p> <p>“Now, the next step is to use the information from my chart to write a chapter for our final project. We’ll take the information about the fox and the frog and transfer it onto our book pages.”</p> <p>Share the sentence frames on the book pages and explain how they were drawn from the information in the chart. You could also use a blank set of book pages and fill in the sentence frames with your own ideas and students’ suggestions.</p> <p>Finally, turn to teacher journal, p. 4. Have students discuss or assist you in completing the sentence frames that compare and contrast the two animals.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Distribute the book pages to students, and have them take out their comparison charts from Student Journal Lesson #16. You could say:</p> <p>“Now find Student Journal Lesson #16 and use it to complete the second chapter of your Animals book. When you are finished, you may illustrate your pages.”</p> |

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| | <p>Allow students time to complete their book pages. Circulate the room to support students who need help comparing and contrasting or completing their sentence frames. If students feel overwhelmed, they could compare the fox and frog from this lesson instead, referring to the teacher journal.</p> |
| CLOSE | <p>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.</p> <p>You could say: “Today we reviewed three books to find information that helped us compare and contrast two animals. Putting information into a chart helps us to understand and remember what we’ve read. It is especially helpful when we are using information from more than one book. We compared and contrasted the fox and frog together. Who would like to tell us a sentence about their two animals?” Allow volunteers to share.</p> |

Animal Classification



| Animal | Vertebrate or Invertebrate | Group | Traits | Cool Facts |
|---|---|---|---|---|
| <p data-bbox="137 304 231 343">Fox</p>  | <p data-bbox="399 478 641 517">vertebrate</p> | <p data-bbox="701 289 943 709"> Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal </p> | <p data-bbox="1003 335 1467 659"> Grows thick fur coat and bushy tail Related to wolves and dogs Warm-blooded </p> | <p data-bbox="1548 258 1971 743"> Ears are adapted to where they live Lives in deserts, in the arctic, and in warm and cold places Coat color camouflages </p> |
| <p data-bbox="36 825 328 863">Similarities</p> | <p data-bbox="389 802 651 887">Both are vertebrates</p> | | | <p data-bbox="1514 825 1991 863">Both use camouflage</p> |
| <p data-bbox="127 1002 237 1041">Frog</p>  | <p data-bbox="399 1179 641 1218">vertebrate</p> | <p data-bbox="701 987 943 1402"> Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal </p> | <p data-bbox="1024 1010 1447 1387"> Warms body in the sun; cools body in water or shade Cold-blooded Needs water for life cycle </p> | <p data-bbox="1518 1010 1991 1379"> Hibernates in mud in the bottom of ponds Breath slows down in hibernation Can use camouflage to hide </p> |



I am a fox. I am
a vertebrate and warm-blooded.

I belong in the mammal
animal group. A cool fact about me is
that I live in the desert and in the
arctic. My ears are adapted to the
climate I live in—large ears in hot
climates and small in cold climates.



I am a frog. I am
a vertebrate and cold-blooded.

I belong in the amphibian
animal group. A cool fact about me is
that I hibernate. I sleep in mud at
the bottom of a pond and my
breathing slows down.

The fox and
frog are **similar**
because they both are vertebrates
and use camouflage to protect
themselves.

They are **different** because the
fox is a mammal and the frog is
an amphibian. The frog lays eggs, but
the fox has live babies.

Chapter _____

The Fox
and the
Frog

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

Chapter _____

The _____ and
_____ are **similar**

because they both _____

_____.

They are **different** because _____

_____.

The _____
and the

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO KNOW LESSON 20 |
|---|---|---------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use a combination of writing and drawing to recount appropriate facts after independently reading a book. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Teacher's Bookshelf books <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards: despite, variation, effect, adapt • Student Journal Lesson #20 | |
| <p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. • Allow students to select the texts they wish to read. The available texts should in some way be related to the unit theme, but should vary in genre, complexity, and so on. • Students will use Student Journal Lesson #20 to compare and contrast animals that they read about during their independent reading. It will also serve as a resource/rough draft for the Close project in Lesson 24. Students should be comfortable with this comparison chart by now, but you can display a previous teacher journal as a model, if necessary. • <i>Have students save Student Journal Lesson #20 in their student folders for the Close project.</i> | | |
| <p align="center">LESSON ROUTINE</p> | | |
| <p>SET</p> | <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #8: DESPITE, VARIATION, EFFECT, ADAPT</p> </div> <p>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.</p> <p>You could say: "I found out an interesting fact—there are over 1,300,000 species of animals that have been identified on the earth. 1,000,000 of them are insects! Today you get to choose two of these animals to read about and take notes. You need to read carefully so that you can find important information about the animals. Remember, you'll want to have a total of six animals to write about in your final book project. When you learn to read with a purpose, it helps you better understand what you read."</p> | |
| <p>I Do/ WE Do</p> | <p>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.</p> <p>Distribute the student journals to students. If necessary, review the format of the comparison chart, or display a model of the chart from a previous teacher journal.</p> <p>Establish a purpose for students' reading, and briefly explain the procedure for today's lesson. You could say: "Today you will get to choose and read your own book for an extended time. Just like last time, you will be completing a journal page about two animals as you read; the page will help you with your end-of-unit Animals books. Here are the steps in today's lesson..."</p> | |

| | |
|--------|--|
| | <ul style="list-style-type: none"> • Think about two animals that you like. Record them on your journal page. If you aren't sure browse the books first and then pick the animals you will write about. • Choose a book (or two) about your animals and read by yourself for about [15] minutes. • As you read, think about your animals' traits, group, and some cool facts about them. Take some notes on your journal page. • When time is up, you can finish up your notes and compare the two animals, and then share with a partner." <p>Allow students to choose a book(s) to read and engage with the text for about 15 minutes.</p> <p>Circulate the room as students are selecting books and reading. Provide support and feedback as they make notes on their journals.</p> |
| YOU DO | <p>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.</p> <p>Have students finish comparing and contrasting the two animals on their student journals. Then have them share with a partner, explaining how their animals are alike and different.</p> <p>You could say: "Okay, independent reading time is over. Finish making your notes on your journals. Then think about how your animals are the same and how they're different. Write the similarities in the center row of your chart..."</p> <p>"When you have finished your chart, tell a partner about the animals you compared today. How are they the same? How are they different?"</p> |
| CLOSE | <p>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.</p> <p>You could say: "Today we continued reading books on the topic of animals and took notes on two more animals we like. Putting information in the chart helped us to understand and remember the information we found in our books. It helped us compare and contrast our two animals. I bet using these charts is really going to help you make great animals books for the Close project! You can use a chart like this or other graphic organizers to record information whenever you want to remember important facts during free reading or center time. Who would like to use their chart to tell us a sentence about the two animals they picked today?"</p> <p>Allow volunteers to share; encourage them to use navigation words and complex sentences. Recast responses as needed.</p> |

| Animal | Vertebrate or Invertebrate | Group (circle) | Traits | Cool Facts |
|----------------------------|----------------------------------|--|--------|------------|
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |
| <p>Similarities</p> | | | | |
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |



WEEKLY LESSON PLANNER

ANIMALS

| Week 6 | Lesson 21 | Assessment | Assessment | Assessment |
|---------------------|---|--|--|--|
| Lesson Type | Read to Know | SMWYK | SMWYK | SMWYK |
| Objectives | <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount appropriate facts after independently reading a book. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. |
| Lesson Texts | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome | <ul style="list-style-type: none"> <u>Animals: Adaptations</u> by Kate Boehm Jerome |

Materials

| | | | | |
|-------------------------------------|---|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Teacher's Bookshelf books | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended |
| Unit Materials Provided | <ul style="list-style-type: none"> Student Journal Lesson #21 | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | READ TO KNOW LESSON 21 |
|--|--|---------------------------|
| SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals. | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount appropriate facts after independently reading a book. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #21 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Students will use Student Journal Lesson #21 to compare and contrast animals that they read about during their independent reading. Students should now have three student journal pages with information on six animals. These will serve as a resource or rough draft for the Close book project in Lesson 24. An extra student journal is provided for students who may want to compare and contrast another animal pair. Students should be comfortable with this comparison chart from the student journal by now, but you can display a previous teacher journal as a model, if necessary. <i>Have students save Student Journal Lesson #21 in their student folders for the Close project.</i> | | |
| LESSON ROUTINE | | |
| SET | <p>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.</p> <p>You could say: "Before I go on a trip, I double-check my suitcase to make sure I packed everything I need. If I get someplace without a toothbrush, I'm in trouble. It's much easier to check before I leave. Today is the last day to finish your research comparing and contrasting animals. You have completed comparison charts for three pairs of animals. Today you can check the information in your charts to make sure you have everything you need and to add more facts by reading a book of your choice. When you reread your work, it helps you find errors and helps you remember the information you've read."</p> | |
| I DO/ WE DO | <p>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.</p> <p>Have students retrieve their student journals from Lessons 8, 16, and 20. If necessary, review the format of the comparison chart, or display a model of the chart from a previous teacher journal.</p> <p>Establish a purpose for students' reading, and briefly explain the procedure for today's lesson. You could say: "Today you get to choose your own book for independent reading again. Remember, you are reading to learn about animals you will include in your end-of-unit animals books. This time, you can decide if you need to find out more about the six animals you have already worked on, or if you want to study two new animals. Here are the steps in today's lesson..."</p> | |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • Take a moment to look over the three journal pages you did so far. Look to see if you have enough information collected on all six of your chosen animals. • If you are missing some information, or just need more time, choose a book that has more information about your animals in it. If you have enough information, raise your hand and show me your journal pages. I can give you a new journal page if you are ready to take notes on two new animals. • Read by yourself for about [15] minutes. • As you read, take some notes and finish your journal pages. If you finish early, raise your hand; maybe you could start another animal pair.” <p>Allow students to choose a book(s) to read and engage with the text for about 15 minutes.</p> <p>Circulate the room as students are selecting books and reading. Provide support and feedback as they make notes on their journals, helping them to identify gaps in their information. Ensure that students have recorded enough notes before they move on to a new pair of animals.</p> |
| <p>YOU DO</p> | <p>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.</p> <p>Have students finish comparing and contrasting the animals from their student journals. Then have them share with a partner, explaining how their animals are alike and different.</p> <p>You could say: “Okay, independent reading time is over. Finish making your notes on your journals. Then think about how your animals are the same and how they’re different. Write the similarities in the center row of your chart...”</p> <p>“When you have finished your chart, tell a partner about your favorite animals you have compared so far. How are they the same? How are they different?”</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “Today we read books about animals and completed our charts. Taking notes and putting information in a chart helps us understand and remember what we’ve read. This chart has helped us compare and contrast so many different animals! Next, we’ll use the information to be authors and write our own books! Now, who would like to tell us about two of their favorite animals?”</p> <p>Allow volunteers to share.</p> |

| Animal | Vertebrate or Invertebrate | Group (circle) | Traits | Cool Facts |
|---------------------|----------------------------------|--|--------|------------|
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |
| Similarities | | | | |
| | | Fish Amphibian Reptile Sponge Mollusk Arthropod Bird Mammal | | |

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

ANIMALS

| Week 7 | Lesson 22 | Lesson 23 | Lesson 24 |
|---------------------|--|--|---|
| Lesson Type | Stretch and Review | Stretch and Review | Close |
| Objectives | <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. | <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. | <ul style="list-style-type: none"> Extract information from one type of text to another type of text (e.g., graphic organizer). Use navigation words that signal the structure of the text (e.g., compare/contrast). Use complex sentences. Integrate information from different expository texts to generate a report. Use targeted vocabulary in writing. |
| Lesson Texts | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> N/A |

Materials

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|-------------------------------------|---|---|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Document camera or interactive whiteboard 9" x 12" construction or scrapbook paper (1 per child) Art supplies (e.g., crayons, markers, colored pencils) Stapler(s) Sample of a completed book |
| Unit Materials Provided | <ul style="list-style-type: none"> You could reuse any materials provided for the unit. | <ul style="list-style-type: none"> You could reuse any materials provided for the unit. | <ul style="list-style-type: none"> Teacher Journal Lesson #24 Book pages for Lesson #24 Book pages from Lessons #14 and 19 Student Journals from Lessons #8, 16, 20, and 21 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | STRETCH AND REVIEW LESSON 22 |
|--|---|---------------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ 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. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> | |
| <p>I DO</p> | <p>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.</p> | |

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|---------------|---|
| WE DO | 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. |
| 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. |
| 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. |

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | STRETCH AND REVIEW LESSON 23 |
|--|---|---------------------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. | | |
| <p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ 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. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> | |
| <p>I DO</p> | <p>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.</p> | |

| | |
|---------------|---|
| WE DO | 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. |
| 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. |
| 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. |

| LET'S KNOW! GRADE 3 | ANIMALS COMPARE AND CONTRAST | CLOSE LESSON 24 |
|--|--|--------------------|
| <p>SHOW ME WHAT YOU KNOW! You're going to be authors! You will write your own book that will compare and contrast different animals.</p> | | |
| <p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Extract information from one type of text to another type of text (e.g., graphic organizer). • Use navigation words that signal the structure of the text (compare/contrast). • Use complex sentences. • Integrate information from different expository texts to generate a report. • Use targeted vocabulary in writing. | | |
| <p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURES FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher | <p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • 9"x 12" construction or scrapbook paper (1 per child) • Art supplies (e.g., crayons, markers, colored pencils) • Stapler(s) • Sample of a completed book <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • Teacher Journal Lesson #24 • Book pages for Lesson #24 • Book pages from Lessons #14 and 19 • Student Journals from Lessons #8, 16, 20, and 21 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ 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 make their books; you could break this lesson into two sessions, if needed. Be sure to allot time for students to share their books with their classmates. ○ Prepare an exemplary completed book to share as a model of the project; you could use some of the sample book pages provided in previous teacher journals for your content. ○ You may want to have extra book pages on hand for students who want to compare more animals. You could make copies or print them from your <i>Let's Know!</i> Animals CD (print double-sided and flip on the short side). • Students will assemble their books by using their previously completed book pages from Lessons 14 and 19 and completing the final chapter and cover today. Students should also use their student journal pages from Lessons 8, 16, 20, and 21 as a reference for completing their books. • To assemble the books, fold the pages in half and insert them one on top of the other (not inside each other). Wrap the cover around the outside and staple the stacked pages neatly along the edge. Once their books are assembled, students can add chapter and page numbers and design their covers. | | |
| <p>LESSON ROUTINE</p> | | |
| <p>SET</p> | <p>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.</p> <p>You could say: "At the end of a trip, I like to collect all my pictures, review what I did, and show it to someone. Today you'll get to do just that. This is the very last lesson in the Animals unit. You have learned so much about how to classify and compare and contrast animals. You learned about navigation words, text structures, main ideas and details, and how to take information from text and put it into graphic organizers. Today you are going to be authors and show others how much you understood about what you read and heard about animals throughout the unit. You've already written two of the pages for your book. Now it's time to finish your book and to share what you learned!"</p> | |

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|-------------------------------|--|
| <p>I Do/ We Do</p> | <p>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.</p> <p>Show your model of a completed book, explain the procedure for finishing and assembling the books, and distribute the book pages for Lesson #24.</p> <p>You could say: “Today you will write another book chapter comparing two pairs of animals, assemble your book, and design your cover. That sounds like fun! Here’s what a completed book might look like. (show model) I finished my third book chapter using one of my comparison charts. Then I stacked the pages on top of each other, folded the cover, and had someone help me staple it neatly together. You can number your pages once your book is assembled. When you are done with everything else, you can also spend some time drawing illustrations of your animals and using whatever materials you like to design your book cover.”</p> <p>Keep the sample book visible throughout the lesson.</p> <p>Allot at least 30 minutes for students to finish their book pages for Lesson #24 and compile them with their previously completed chapters. Ensure that students have access to writing utensils and art supplies to complete their book pages and covers. Provide individualized support with finalizing and assembling the pages.</p> |
| <p>You Do</p> | <p>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.</p> <p>Project the prompt from Teacher Journal Lesson #24. You could say: “As a way to wrap up our learning, I would like you to take a few more minutes to think and write. Please copy this sentence on the inside of your book’s back cover, (demonstrate if needed) and then write about an animal that you would like to be and why. It can be one of the animals in your book or a completely different one. Use your imagination and think about what it would be like if you weren’t a human!”</p> <p>Circulate around the room, providing support. Encourage students to use navigation words and help them form their thoughts into complex sentences.</p> |
| <p>CLOSE</p> | <p>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.</p> <p>You could say: “You worked so hard! Your books are beautiful, and really show all that you’ve learned about animals and their classification! They also show what you’ve learned about comparing and contrasting and how to write complex sentences.”</p> <p>As time allows, have students share their books with a partner and/or with the class. Consider displaying the books in the classroom library or on a bulletin board.</p> |



I am a human. I am a warm-blooded vertebrate in the mammal class. But if I were not, I would like to be a _____

because _____

_____ .

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

I am a _____ . I am
_____ and _____ .

I belong in the _____
animal group. A cool fact about me is

Chapter ____

The _____

and the

The _____ and
_____ are **similar**

because they both _____

_____.

They are **different** because _____

_____.



Unit Resources

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



Teacher's Bookshelf

Animals – Grade 3

Required Books:

Warm Blooded or Cold Blooded?

by Bobbie Kalman
ISBN: 9780778732815

Animals: Classification

by Kate Boehm Jerome
ISBN: 9781433401411

Animals: Adaptations

by Kate Boehm Jerome
ISBN: 9781433401428

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 classification, vertebrates and invertebrates, warm- and cold-blooded animals, and various animal groups and species. Try to find a variety of books that will allow students to compare and **contrast**. Following is a list of suggested books you can check out from your school or public library to accompany the Animals unit.

Dinosaur Cousins?

by Bernard Most
ISBN-10: 0152234977
ISBN-13: 9780152234973

Bird Talk: What Birds are Saying and Why

by Lita Judge
ISBN-10: 1596436468
ISBN-13: 9781596436466

Amphibians

by Melvin Berger
ISBN-10: 0545202078
ISBN-13: 9780545202077

Alligators and Crocodiles

by Gail Gibbons
ISBN-10: 0823422348
ISBN-13: 9780823422340

Animals with Pockets

by Marie Racanelli
ISBN-10: 1435893859
ISBN-13: 9781435893856

Sharks: Biggest! Littlest!

by Sandra Markle
ISBN-10: 1590785134
ISBN-13: 9781590785133

Dolphins and Other Marine Mammals

by Kelley MacAuley & Bobbie Kalman
ISBN-10: 0778721647
ISBN-13: 9780778721642

Animals in Flight

by Steve Jenkins
ISBN-10: 0618548823
ISBN-13: 9780618548828

Hatch!

by Roxie Munro
ISBN-10: 0761458824
ISBN-13: 9780761458821

Animals with Armor

by Marie Racanelli
ISBN-10: 1435893867
ISBN-13: 9781435893863

Poisonous Creatures
by Nathan Aaseng
ISBN-10: 0805046909
ISBN-13: 9780805046908

Animals Without Backbones
by Bobbie Kalman
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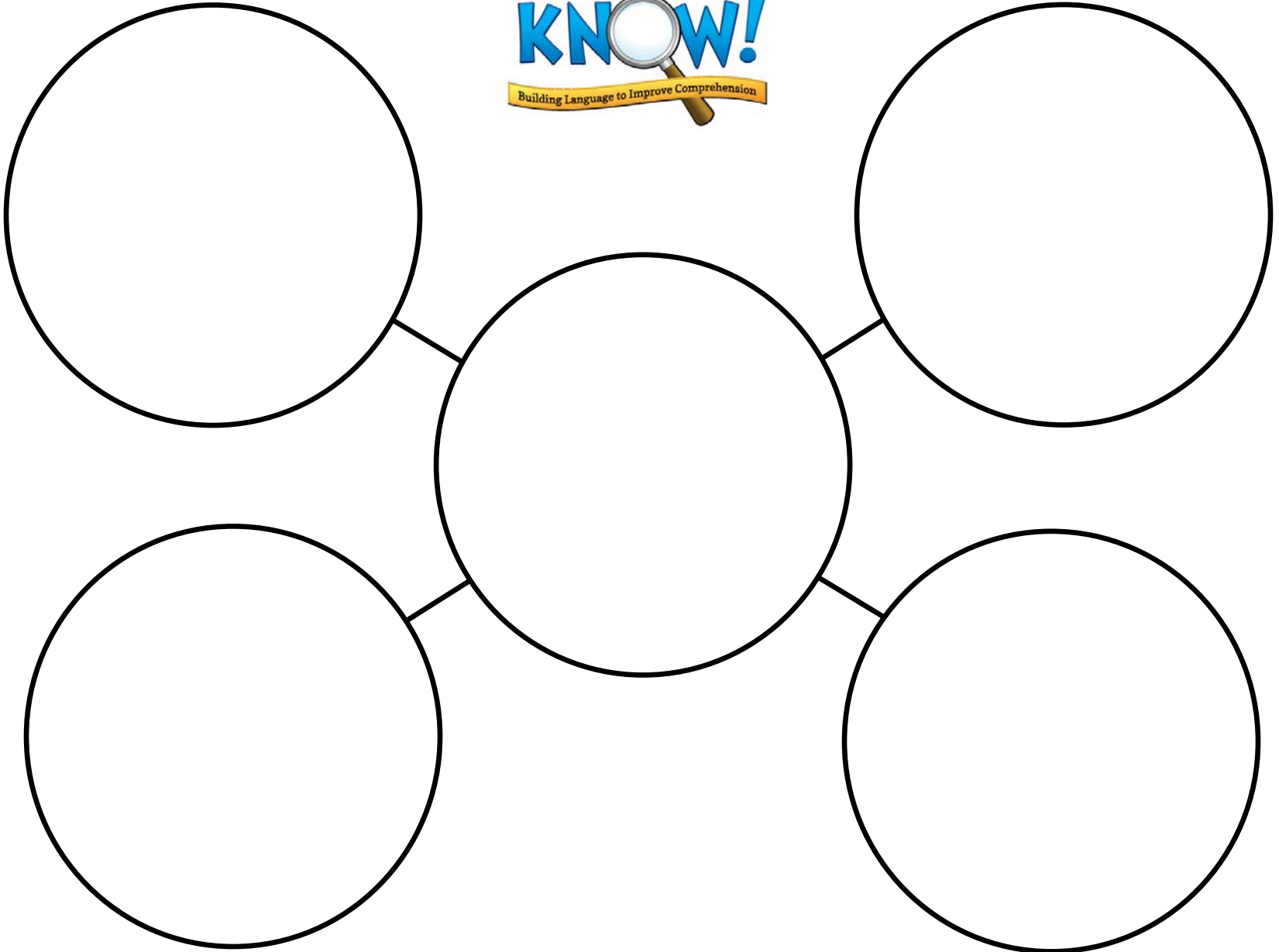
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Unit Vocabulary

Animals – Grade 3

Classify

To organize by categories



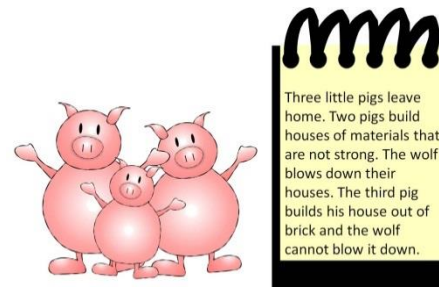
Contrast

To show how something differs from something else



Summarize

To briefly tell the important information just heard or read



Topic

The subject or main idea of a discussion or paragraph



Despite

Something that happens even when it seems like it shouldn't



Variation

The way things differ from each other



Effect

Something caused by an action



Adapt

To make something able to fit into a certain situation or place



Classify





Vocabulary Picture Card
Animals – Word 1 – Classify

Classify

to organize by categories

Contrast

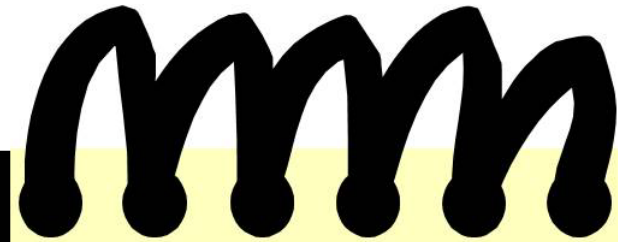
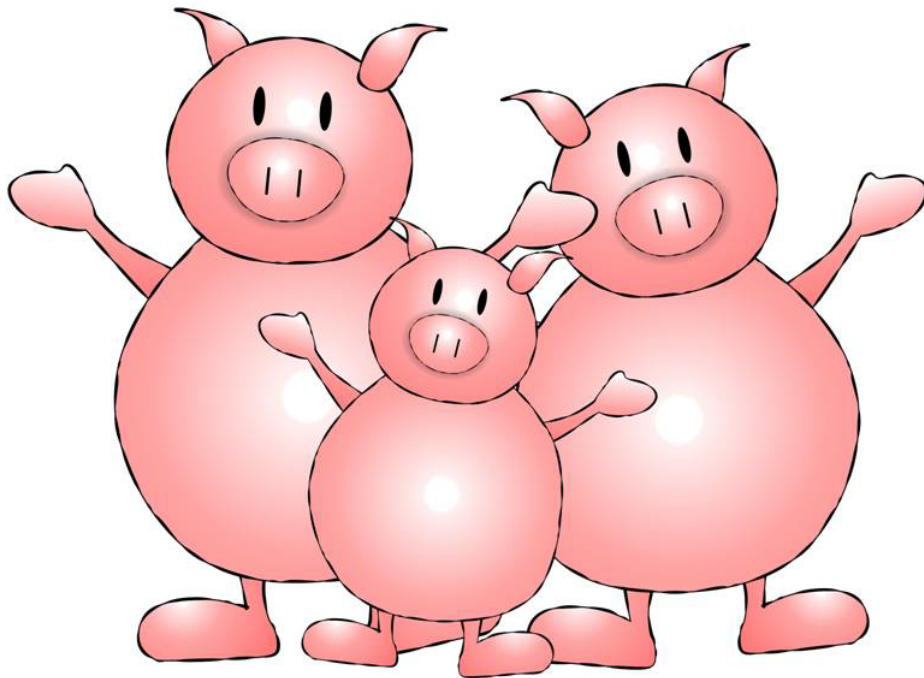




Contrast

to show how something
differs from something else

Summarize

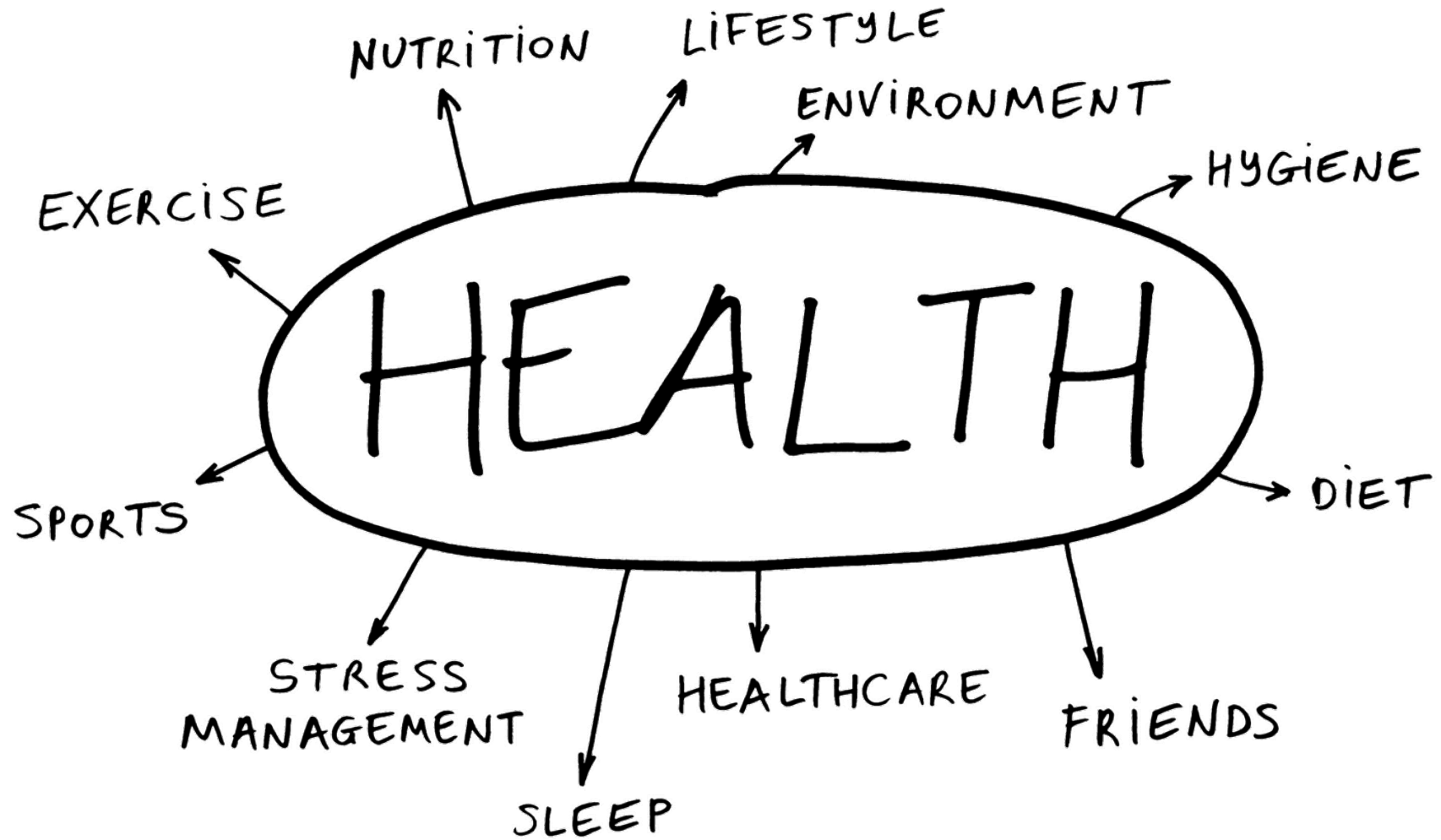


Three little pigs leave home. Two pigs build houses of materials that are not strong. The wolf blows down their houses. The third pig builds his house out of brick and the wolf cannot blow it down.



Summarize
to briefly tell the
important information
just heard or read

Topic





Topic

the subject or main idea
of a discussion or paragraph

Despite





Despite

something that happens
even when it seems
like it shouldn't

Variation





Variation

the way things differ
from each other

Effect





Vocabulary Picture Card

Animals – Word 7 – Effect

Effect

something caused
by an action

Adapt





Adapt

to make something
able to fit into a
certain situation or place

When we classify we use information about things to sort them into categories. Putting things into categories is called classification.

When we contrast two or more things we compare them to see how they are different. For example, when I wanted to buy a bicycle I contrasted sizes; one had 18 inch tires and one had 20 inch tires.

Our assignment is to summarize what we have learned about spiders. We have to write about the most important things we know about them.

Our family likes to eat dinner together so we can talk. Our favorite topics are sports and our family.



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.

There are over 10 million different kinds of plants and animals. Scientists classify plants and animals into categories to make studying and communicating about them easier.

Jorge contrasted the colors of the two spiders. One of the spiders was all black, but the other one had yellow and red stripes.

We learned to use a graphic organizer in class today to help us summarize the important things we know about reptiles. The organizer helps us determine the most important information, not the details.

Before writing a paragraph it is important to decide on your topic. You tell readers what your topic is in the first sentence.



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.

We like to classify things in our day-to-day lives. For example, we can classify our clothes into school clothes and dress-up clothes. We can classify foods into meats, grains, vegetables, and fruits.

Jan contrasted the two characters in the story to show how they were different. One character was very funny and talkative, whereas the other was grumpy and shy.

For homework we have to summarize Chapter 1. We have to write a paragraph telling the important information covered in the chapter.

The topic of our class discussion was how scientists classify living things. Our topic was animal classification.



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.

Scientists classify animals in different ways. One way scientists classify animals is based on the similarity of their physical characteristics. For example, all spiders have eight legs.

By comparing and contrasting animals scientists can decide whether they belong in the same or different categories. For example, alligators are cold-blooded so they contrast with cats, which are warm-blooded.

Our teacher had us summarize our speech in one sentence. Summarizing makes you think about the most important information to tell other people.

It is usually easy to identify the topic of a paragraph by reading the first sentence. Good authors make their topics clear.



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.

Despite their size, ants are the super weight lifters of the animal world. They can lift things that weigh as much as 50 times their own body weight.

If you look at all the colors of fish in the ocean you can see their variation. Some have black and blue stripes, some are solid yellow, and some are spotted.

An effect is caused by an action. Sometimes we know the effect that an action will cause, but sometimes we don't.

Plants adapt when they live in dry places. Desert plants have much smaller leaves than jungle plants.



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.

Some animals that live in the desert get the water they need through the things they eat. This allows them to survive, despite the lack of water.

Scientists study the variation between species of animals. They identify how the species of animals are different from each other.

One effect caused by weather is that when temperatures warm up, birds will begin their migration to their summer homes.

Birds have to adapt to their surroundings when they migrate from their winter to summer homes. For example, birds eat one kind of food in their winter home and a different kind of food in their summer home.



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.

Jan is taking swimming lessons, but despite her best efforts, she hasn't learned how to do the butterfly stroke.

Animals of the same species differ from one another in some ways. These variations occur naturally in all animals.

The drop in the water temperature of the lake had an effect on the fish. They moved to shallow water and swam near the surface.

Geraldo videotapes fish underwater in their natural environment. He uses a video camera that has been adapted for underwater use. It is sealed so that no water can get into the camera.



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.

Despite their small size, some animals are not afraid of larger animals because they can hide.

Specific types of animals show variations in the color of their skin or fur. For example, Labradors can have black, chocolate, or golden coats.

Pollution has an effect on animals. The most common forms of pollution that threaten animals are chemicals, oil spills, and acid rain.

Children have to learn many new things when they go to a different school. It usually takes them some time to adapt to their new teachers and classmates.



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.