



# ANIMALS

PreK



# LARRC

Language and Reading Research Consortium

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

## **COPYRIGHT NOTICE ©2013**

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

## **AUTHORSHIP/CONTRIBUTORS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





# UNIT VOCABULARY

## Habitat

The area where an animal likes to live



## Alike

Two things are like each other



## Different

Not the same or unlike



## Protect

To keep safe



## Shelter

Something that provides cover or protection



## Survive

To stay alive



## Prairie

Large area of flat grasslands



## Insect

Bug with a head, thorax, abdomen, and three pairs of legs



Pre-Kindergarten | **ANIMALS**

# TABLE of CONTENTS

## Study Resources

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

## Teaching Techniques

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

## Week 1

## Week 2

## Week 3

## Week 4

## Week 5

## Week 6

## Week 7

## Unit Resources

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





## UNIT OVERVIEW

### ANIMALS

In this unit, children will learn about a variety of animals and the habitats and homes they live in.

### COMPARE AND CONTRAST

Throughout the unit, students will practice identifying similarities and differences between animals and their habitats.

### CLOSE PROJECT

Students will use what they've learned from unit texts to compare and contrast various habitats in a report about animal homes.

## UNIT TEXTS

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

- Homes of Living Things by Bobbie Kalman
- Animal Habitats by Michelle Kramer
- Loud and Quiet: An Animal Opposites Book by Lisa Bullard

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

## UNIT MATERIALS



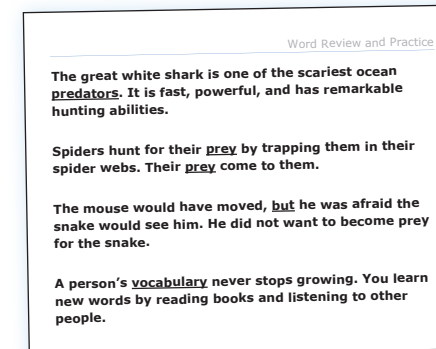
Teacher Journal\*



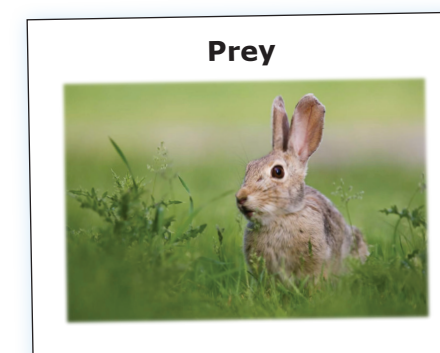
Comprehension Monitoring Icons



Student Journal



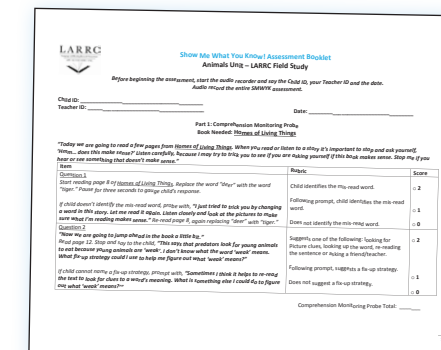
WRAP sets



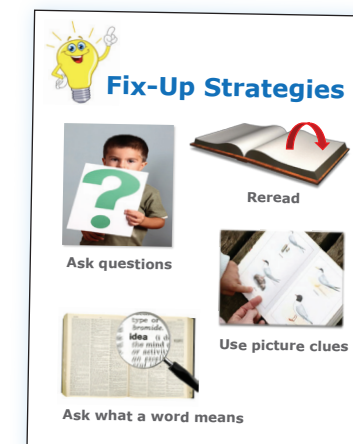
Vocabulary Picture Cards



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  
Lesson 8 Read to Know

**Week 3** Lesson 9 Read to Me  
Lesson 10 Text Mapping  
Lesson 11 Integration  
Lesson 12 Words to Know

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

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

**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
- 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.

(Narrative/Expository)

## 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:**

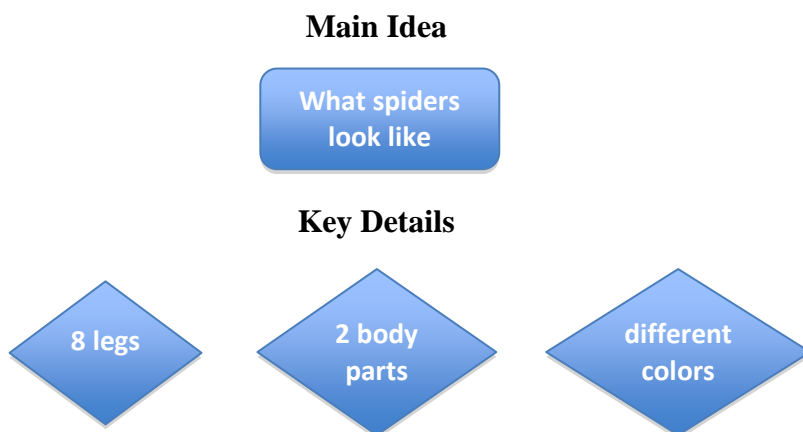
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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

## Read to Know – Engaging Readers

### **TEACHING TECHNIQUE INTRODUCTION**

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

### **OUTLINE OF TEACHING SEQUENCE**

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

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

Pre-K and K:

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

Grades 1-3:

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

(Narrative/Expository)





# Teaching Techniques

## Text Mapping – Recasting

### **TEACHING TECHNIQUE INTRODUCTION**

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

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

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

Child: *Harry get dirty.*

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

Child: *They clean him.*

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

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

### **References**

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



# Teaching Techniques

## Text Mapping – Using Think-Alouds

### **TEACHING TECHNIQUE INTRODUCTION**

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

### **OUTLINE OF TEACHING SEQUENCE**

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

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

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

#### **EXAMPLE:**

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

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

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

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

(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
<b>Lesson Type</b>	<b>Hook</b>	<b>Read to Me</b>	<b>Words to Know</b>	<b>SMWYK Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use navigation and vocabulary words, <b>alike</b> and <b>different</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Words to Know in hands-on activities, providing an example of a word's meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the close project; show an example, if possible.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman </li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman </li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Stuffed animals, animal figures, or puppets </li> <li>Scissors, ruler, stapler, paper</li> <li>Tabbed book (1 per student)  </li> <li>Sticky notes (optional)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Animal pictures for Lesson #1  </li> <li><b>Habitat</b> pictures for Lesson #1 </li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Monitoring Icons</li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Words to Know pictures for Lesson #3 </li> <li>Animal pictures and <b>habitat</b> pictures from Lesson #1</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions </li> <li>SMWYK Story Images</li> <li>SMWYK Testing Booklets (2) </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	HOOK LESSON 1
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use navigation and vocabulary words, <b>alike</b> and <b>different</b>.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Glue</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Animal pictures for Lesson #1</li> <li><b>Habitat</b> pictures for Lesson #1</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut out the animal pictures for Lesson #1. You may choose to display the <b>habitat</b> pictures by hanging them on the wall. Note that you can always print or display the pictures in color using the digital media versions.</li> <li>If you will use the compare/contrast organizer from the teacher journal to compare several <b>habitats</b>, you may wish to make multiple copies or use the journal digitally.</li> </ul> </li> <li>Use the animal and <b>habitat</b> pictures for Lesson #1 to model matching animals to their homes and describing similarities and differences. The compare/contrast graphic organizer in the teacher journal can be used to help children understand how animal <b>habitats</b> are <b>alike</b> and <b>different</b>. <ul style="list-style-type: none"> <li>Eight <b>habitat</b> pictures are provided but you may want to have students match animals to only two or three <b>habitats</b> to keep the lesson at the appropriate length.</li> <li>Pages in <u>Homes of Living Things</u> and <u>Animal Habitats</u> can also be used during these activities.</li> <li>If you have the technology available, the following website is a fun, visual matching game that could also be used during the We Do or You Do routine: <a href="http://funschool.kaboose.com/preschool/amazing-animals/games/game_animal_homes.html">http://funschool.kaboose.com/preschool/amazing-animals/games/game_animal_homes.html</a></li> </ul> </li> <li>The following are variations for more hands-on activities: 1) Display models of animal homes and animal play figures for children to match animals to their homes. 2) Display animal homes or pictures of animal homes in the classroom; have students pretend to be those animals and stand by their homes.</li> <li><i>Save the animal and <b>habitat</b> pictures for use in Lesson 3 and later lessons.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "How many of you have a pet or pets at home? Pets live with us, but depending on what kind of pet, they may live in <b>different</b> homes. Pet guinea pigs and pet dogs live in <b>different</b> types of homes. I'm very excited about our new unit. We are going to learn all about animal homes and talk about how they are <b>alike</b>—'two things are like each other'—and how they are <b>different</b>—'not the same or unlike.' When we hear words like <b>alike</b> and <b>different</b>, it is a signal that the author is going to compare information. At the end of this unit, you're going to create a report and compare how some animal <b>habitats</b> are <b>alike</b> and how some are <b>different</b>. We're going to learn a lot of new and interesting information by listening to books and discussing them!"</p>	



<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Using the pictures provided, examples from the lesson texts, or images of your own choosing, model matching animals to their habitats. You could say:</b>          “We know that birds make nests for their homes. <b>(display a picture of a bird and a nest, and model matching the two pictures)</b> Birds make their homes up in trees so their baby birds will be safe from other animals. Here’s a picture of a puppy, and here’s a picture of a typical home for a puppy.”</p> <p><b>Then model describing similarities and differences between the examples. You could say:</b>          “Those are two <b>different</b> types of homes, aren’t they? The bird builds a nest of twigs and leaves up in a tree. The puppy has a bed or a doghouse that’s made for him by the people he lives with. Now let’s think of one way their homes are <b>alike</b>... They both live in homes that will keep them safe.”  <b>You could demonstrate using the compare/contrast graphic organizer in the teacher journal. Draw twigs and a dog house in the ‘different’ circles and write safe in the overlapping circle.</b></p> <p><b>Continue to model matching animals to their habitats. You could say:</b>          “Here’s a picture of an arctic fox. I’m going to match him to the picture of the arctic <b>habitat</b>. That is where he makes his home. Here’s a picture of a bear. I’ll match him to the picture of the forest <b>habitat</b>, where he lives.”</p> <p><b>Model describing the similarities and differences between your examples. You could say:</b>          “Let me think about how the arctic <b>habitat</b> and the forest <b>habitat</b> are <b>alike</b> and <b>different</b>? They are <b>alike</b> because they both have animals. They are <b>different</b> because not many plants grow in the cold arctic <b>habitat</b>. The forest <b>habitat</b> is full of green plants.”  <b>Add similarities and differences to your compare/contrast graphic organizer.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>With students, continue to match animals to their homes and compare how the habitats are alike and different. If you wish, continue to add your findings to the graphic organizer.</b>  <b>You could say:</b>          “Here is a picture of fish. What do you think is a home or <b>habitat</b> for fish? <b>(pause for response)</b> I think you’re right. Oceans are <b>habitats</b> for many fish. Next we have a lizard. Turn to your partner and say <i>desert</i> if you think lizards make their homes in the desert...”</p> <p>“Now let’s look at desert and ocean <b>habitats</b> and list how they are <b>alike</b> and how they are <b>different</b>. I think that a desert is very dry and the ocean is very wet. Turn to your partner and say <b>different</b> if you think a desert is dry and the ocean is wet... I think they are <b>alike</b> because they both have plants.”</p> <p><b>If you want a more interactive activity, have the students act out being the animals you call out and stand by the pictures of their habitats. You could say:</b>          “Let’s pretend we are monkeys. If you think monkeys live in a rain forest <b>habitat</b>, scratch your tummy like a monkey. Now let’s go stand by the picture of the rain forest where monkeys live.”</p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Set up the animal picture for Lesson #1 (cut out) around the room. You could say:</b>          “Now it’s your turn to add some animals to our pictures of animal homes. Look at the pictures of animals we’ve been matching to animal homes, and choose three to glue onto one of our animal home or <b>habitat</b> pictures.”  <b>Circulate the room to assist students with selecting animals and matching them to the correct habitats.</b></p>

	<p>“Animal biologists study the homes and <b>habitats</b> of animals. Let’s show what we’ve learned. We’ll pretend to be animal biologists and share how we think some of these <b>habitats</b> are <b>alike</b> and how they are <b>different</b>. Say <b>alike</b> or <b>different</b> after I read these sentences...</p> <ul style="list-style-type: none"><li>• A rain forest and a forest both have trees. <b>(alike)</b></li><li>• An arctic <b>habitat</b> is cold, and a desert <b>habitat</b> is hot. <b>(different)</b></li><li>• An ocean and a rain forest are both wet. <b>(alike)</b></li><li>• A dog bed and a nest are both homes for animals. <b>(alike)</b></li><li>• An ocean is wet, and a desert is dry. <b>(different)</b></li><li>• A beaver lodge and a nest are both made from tree branches. <b>(alike)</b></li><li>• A forest has bears, but an ocean has fish.” <b>(different)</b></li></ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “You did a great job today! I am really excited about how much we are going to learn about animal homes. We matched animals to their homes or <b>habitats</b> and thought about how these homes are <b>alike</b> and <b>different</b>. We are going to use all of the information we learn to make interesting reports comparing animal homes or animal <b>habitats</b>.”</p>

# Let's Know! Teacher Journal – Animals – Lesson 1



habitat/home

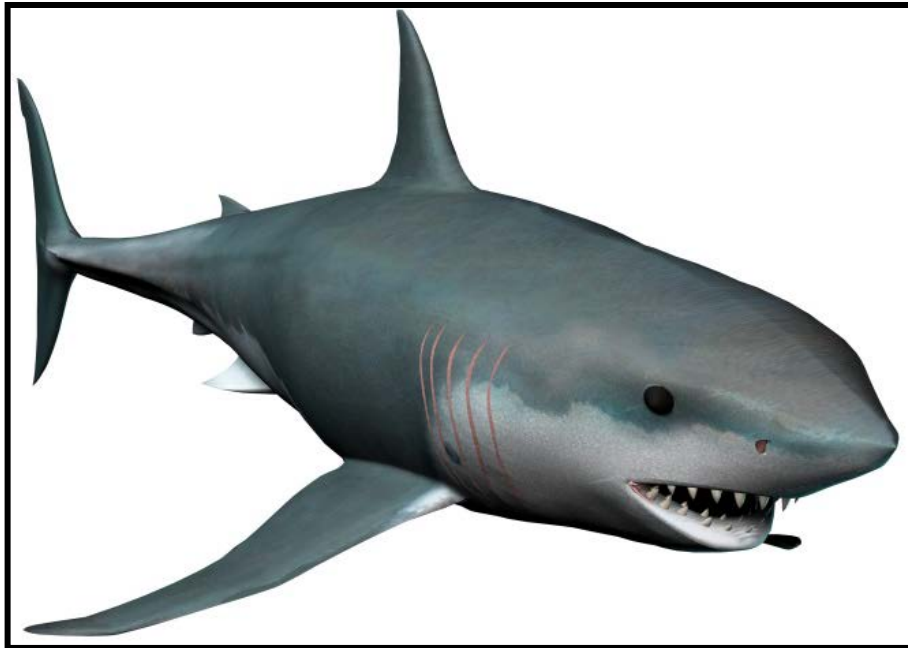
habitat/home



alike































# Animal Pictures

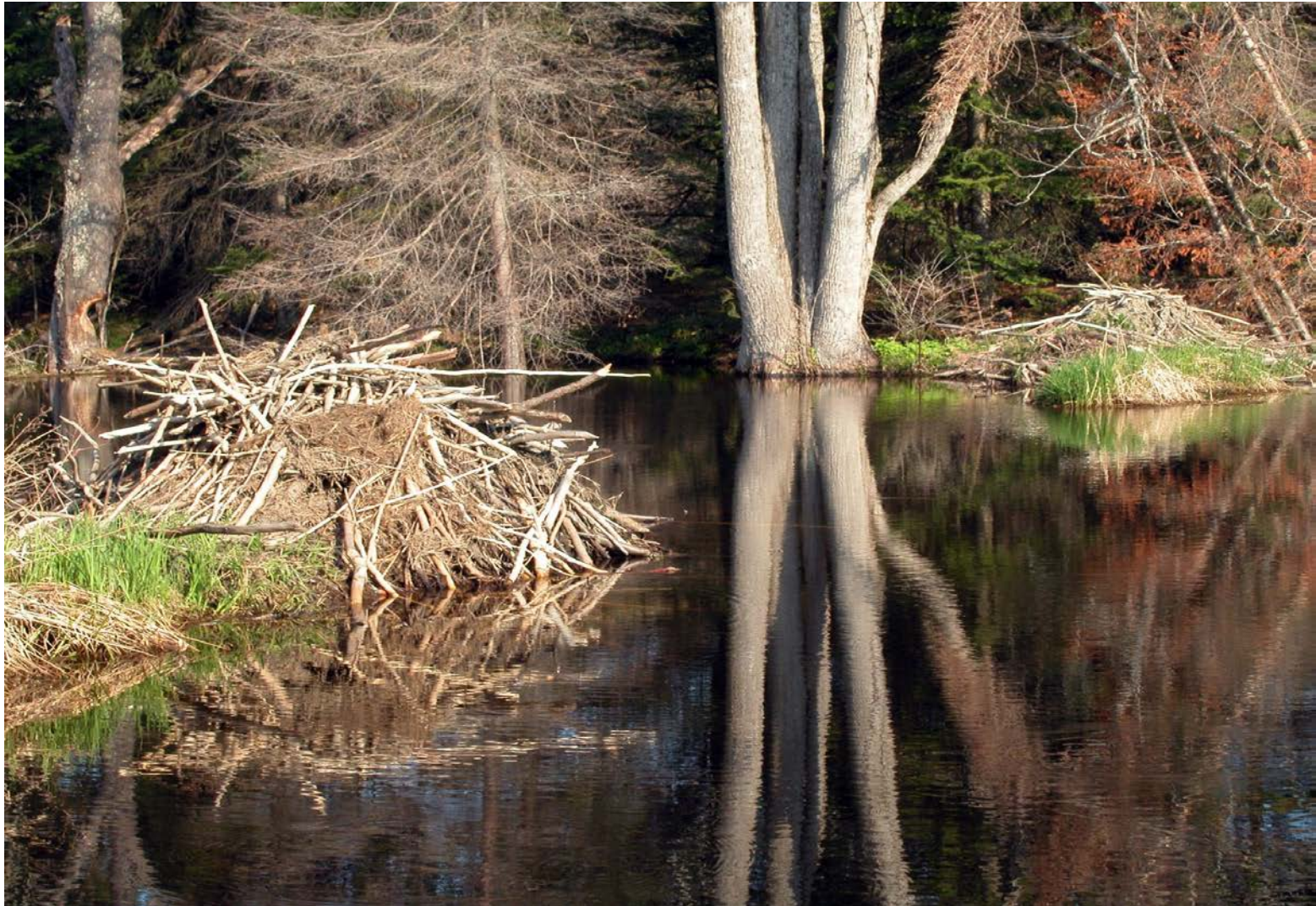
Animals – Lesson 1





# Habitat Pictures

## Animals – Lesson 1































LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 2
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Rich Discussion</li> <li>Comprehension Monitoring</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons</li> <li>Fix-Up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Preview the book and prepare the text you will read to keep the lesson at the appropriate length and cover the lesson objectives. You do not need to read the entire book; for some expository texts, only selected portions are used in the lessons. However, be sure to include the text that is critical to the skills in the lesson; those sections are listed in the lesson routines.</li> <li>Use sticky notes to mark pages in the book on which you will model or encourage comprehension monitoring and to note questions you will ask to facilitate rich discussion during the You Do routine.</li> </ul> </li> <li>During the I Do portion of the lesson, review the Comprehension Monitoring technique and the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs. Introduce a stumbling block and explain how important it is to 'fix it up.' Remember that thumbs-up or down or other signals can also be used to indicate when the text 'makes sense' or 'doesn't make sense' in lieu of using the Comprehension Monitoring Icons.</li> <li>During the We Do routine, occasionally insert a stumbling block as you read the text aloud. Then do a think aloud, applying a fix-up strategy; refer to the Fix-Up Strategies Poster as you do.</li> <li>The goal of the Rich Discussion technique is to have multiple students participate and take multiple conversational turns. Try to facilitate a discussion dominated by student talk. Suggested questions to begin rich discussion are provided, but you may generate others.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I don't think my goldfish would make his home in a nest up in a tree. That <i>doesn't make sense</i>, does it? Animals live in homes that <b>protect</b> them—<b>protect</b> means 'to keep safe'—and provide them with food and water. We're going to ask and answer questions about where animals live and why when we read our first book today about animal homes. Talking about the information in a book as we read helps us understand what we're reading. We're also going to practice stopping while we read if something we hear <i>doesn't make sense</i>. These are two important things good readers do."</p>	



<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          “We’re going to read our first book in this unit, <u>Homes of Living Things</u>! Before we begin, I want to talk about something important we’ve been doing when we listen to books. Sometimes there might be words or ideas in the book we don’t understand. When you listen, it’s important to stop and ask yourself, ‘Hmm... does this make sense? Do I understand what is being read?’ If the answer is <i>yes</i>, you keep listening because you understand what you’re hearing; it <i>makes sense</i>. <b>(hold up Makes Sense icon)</b> If the answer is <i>no</i>, then something <i>doesn’t make sense</i>. <b>(turn to Doesn’t Make Sense side)</b> Some ideas or some words in the book are confusing. You need to stop when you don’t understand and fix what doesn’t make sense.”</p> <p><b>Read from <u>Homes of Living Things</u>. Present examples of stumbling blocks, and model ‘fixing up’ what you don’t understand. Direct students’ attention to the Fix-Up Strategies Poster, and point out strategies as you use them.</b></p> <p><b>You could say:</b>  <b>(p. 6)</b> “I’m going to stop here. Does everything I read make sense? This says, ‘<b>Habitats</b> are the <i>natural</i> places where plants grow and where animals live.’ I don’t know what ‘<i>natural</i> places’ means. <b>(display Doesn’t Make Sense sign)</b> I’m going to use the fix-up strategy Ask Questions; <b>(point to poster)</b> I’ll ask a friend or teacher what it means... What does ‘<i>natural</i> places’ mean? <b>(model asking someone)</b> OK, she says <i>natural</i> means everything that is not made by people. So animals live in <b>habitats</b> that are not made by people. They are <i>natural</i>, from nature. Now that makes sense. <b>(hold up Makes Sense icon)</b></p> <p><b>(p. 13)</b> “This says, ‘A den is a home inside an opening.’ <b>(display Doesn’t Make Sense sign)</b> I’m not sure what a ‘home inside an opening’ means. I’m going to look for picture clues on this page. <b>(point out strategy on poster)</b> Okay, all of these animals are living inside of something with a hole in it. The bobcat is in a hole in a tree, the raccoons are in a hole in a piece of wood or log, and the fox babies are in a hole in the ground. This makes sense now. <b>(display Makes Sense sign)</b> A ‘home inside an opening’ just means something has a hole in it, and the animals use the hole to make their home. Using the fix-up strategy Use Picture Clues helped me figure out what confused me in the text.”  <b>Continue reading and provide one or two more examples of stumbling blocks and fix-up strategies.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Guide students to practice comprehension monitoring; ensure that they have their comprehension monitoring icons. You could say:</b>          “Let’s take our Makes Sense/Doesn’t Make Sense signs and practice what good readers do when something is confusing. I’ll read from our book, and we’ll stop if something doesn’t make sense and fix it up...”</p> <p><b>(p. 14; start reading and misread the last word of the first sentence)</b> “ ‘Many animals live high up in <i>tunnels</i>.’ I’m going to stop and show my Doesn’t Make Sense sign. <b>(have children display signs or signal)</b> I read that animals ‘live high up in <i>tunnels</i>,’ but tunnels are down low under the ground. I need a fix-up strategy. I am going to use the strategy Reread. <b>(point to strategy on poster)</b> Now I’ll <i>reread</i> to see if I read incorrectly... ‘Many animals live high up in <i>trees</i>.’ <b>(display Makes Sense sign)</b> Show me your Make Sense signs. Now the sentence <i>makes sense</i>. Trees can be very tall, and many animals live high up in trees. When I reread the sentence, I read it correctly, and now it makes sense.</p>

	<p><b>(read p. 20)</b> “I’m going to hold up my Doesn’t Make Sense sign. <b>(display icon)</b> It says, ‘Lodges are safe from predators because it is hard to get into them.’ I don’t know what a <i>predator</i> is. I could ask a friend or look in my dictionary. With your partner, see if you can find and point to the strategy Ask What a Word Means on our poster... Let’s see. The dictionary says a predator is an animal that lives by hunting other animals. Now that makes sense. <b>(display icon)</b> The lodges keep the beavers safe from other animals that might hunt them to eat them.”</p> <p><b>Provide more examples of stumbling blocks and fix-up strategies. Ask partners to display their Makes Sense/Doesn’t Make Sense signs and to identify fix-up strategies they could use.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>After reading, facilitate a rich discussion of the text with the whole group. This should be teacher led but student dominated conversation. Prompt students to take multiple turns and to elaborate on their responses.</b></p> <p><b>You could use the following questions to foster rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think some animals make their homes high up in trees and some make their homes underground to stay safe?</li> <li>• Why do animals need hiding places?</li> <li>• How do you think <b>different</b> animals learn what type of homes they need to live in?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we reviewed how important it is to stop when you are reading and make sure that what you read makes sense. We will keep using our Makes Sense/Doesn’t Make Sense signs and our fix-up strategies when we read. I like the way you answered the questions we discussed while we were reading. Talking about what we read helps us to understand our books. Next time someone reads to you, maybe you can teach them how to ask questions and talk about the book while you are reading together.”</p>



Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.

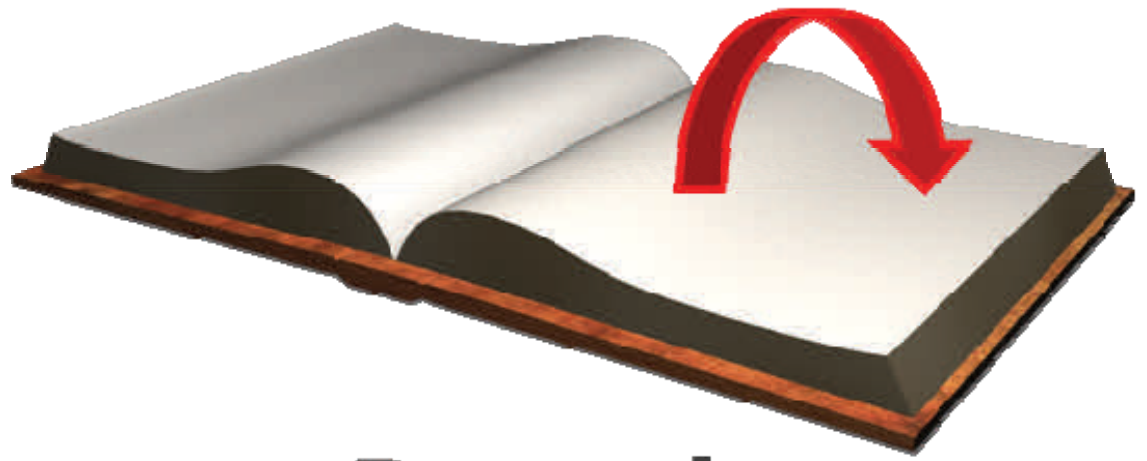


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Ask what a word means**



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 3
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use the Words to Know in hands-on activities, providing an example of a word's meaning.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Stuffed animals, animal figures, or puppets</li> <li>Scissors, ruler, stapler, paper</li> <li>Tabbed book (1 per student)</li> <li>Sticky notes (optional)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Words to Know pictures for Lesson #3</li> <li>Animal pictures and <b>habitat</b> pictures from Lesson #1</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>In each of the four Words to Know lessons in the unit, students will create pages for a tabbed book about animals homes Words to Know. Today students will create a page illustrating one of the first four words. Prepare the tabbed books before the lesson and have all materials ready.           <ul style="list-style-type: none"> <li>For help with creating a tabbed book, visit <a href="http://www.squidoo.com/tabbed-book">http://www.squidoo.com/tabbed-book</a>.</li> <li>If you don't have help to prepare the books, a book of blank pages stapled together works as well.</li> <li>The tabbed books activity can be done later at center time if you prefer.</li> </ul> </li> <li>Cut out the Words to Know pictures for Lesson #3 to save time during the lesson.</li> <li>You may want to use sticky notes to mark pages in the lesson text that provide a good context for teaching the Words to Know, or to prepare other examples to share with students. In <u>Homes of Living Things</u>, the unit vocabulary words appear on the following pages:           <ul style="list-style-type: none"> <li><b>habitat</b> – pp. 6, 7, 8, 9, 15, 16, 17</li> <li><b>protect</b> – pp. 4, 11</li> <li><b>different</b> – p. 5</li> </ul> </li> </ul> </li> <li>The I Do and We Do routines are combined in this lesson to allow modeling and guided practice for each word, one at a time.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>habitat:</b> The area where an animal likes to live</li> <li><b>alike:</b> Two things are like each other</li> <li><b>different:</b> Not the same or unlike</li> <li><b>protect:</b> To keep safe</li> </ul> </li> <li><i>Save students' Words to Know tabbed books for use throughout the unit.</i></li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "There are so many words that people use every day and we don't always know what they mean. In our new book, <u>Homes of Living Things</u>, there are new words about animals and where they live. We have to be super animal biologists and train our brains to listen for these new words so we will be able to learn about animal homes and report to our friends lots of new and interesting information."</p>	



<p>I Do/ WE DO</p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b> <b>(show p. 15)</b> “Our first word today is <b>habitat</b>. Our book <u>Homes of Living Things</u> says, ‘Chimpanzees live in hot, rainy, forest <b>habitats</b>.’ A <b>habitat</b> is ‘the area where an animal likes to live.’ At the zoo, they build special <b>habitats</b> for the <b>different</b> animals. I like to visit the African grasslands <b>habitat</b>. It has giraffes, water buffaloes, and large birds. Let’s all say the word <b>habitat</b> together...”</p> <p><b>To provide more context for habitat, display the habitat pictures from Lesson #1, and ask students to name the type of habitats depicted.</b></p> <p><b>(protect)</b> <b>You could say:</b> <b>(p. 11)</b> “The rattlesnake’s home is a cave. Here it says, ‘The cave <b>protects</b> the snake from the hot sun.’ <b>Protect</b> means ‘to keep safe.’ The sun in the desert can be very, very hot. Many animals, and people, need to be <b>protected</b> from the sun. My mom and dad cross the street with me so I will be <b>protected</b> from the cars. Let’s all say the word <b>protect</b> together...”</p> <p><b>Give partners the opportunity to act out protect with stuffed animals, figurines, puppets, or other props.</b></p> <p><b>(alike)</b> <b>For alike you could say:</b> <b>(pp. 12–13)</b> “The homes of these animals are <b>alike</b> because they are all homes made from holes in something. <b>Alike</b> means ‘two things are like each other.’ My friend and I have bikes that look the same; they’re <b>alike</b>. My sisters are <b>alike</b> because they both tell very funny jokes. Let’s all say the word <b>alike</b> together...”</p> <p><b>Show students the alike cards from the Words to Know picture for this lesson, and have them say alike as you point to or hold each one up.</b></p> <p><b>(different)</b> <b>For different you could say:</b> <b>(p. 24)</b> “These pictures show <b>different</b> animal homes. <b>Different</b> means ‘not the same or unlike.’ My hair is a <b>different</b> color than my daughter’s. My friend and I ride <b>different</b> buses to school. Let’s all say the word <b>different</b> together...”</p> <p><b>Have partners turn over two of the animal pictures from Lesson #1 and say different.</b></p>
<p>You Do</p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the tabbed books you prepared and have students make their first page by gluing on one of the Words to Know pictures or drawing a picture. You could say:</b> “We are going to learn lots of new words while we study animal homes. Here is a Words to Know book for each of you. Today I want you to make a page for just one of our new words; you can draw a picture of the word, glue on one of the Words to Know pictures, or have a teacher help you write something about the word. We will add to our books as we learn new words and use them to help us write our end-of-unit reports about how animal homes are <b>alike</b> and <b>different</b>.”</p> <p><b>Circulate the room to help students with their book pages. As time allows, ask students to share their pages with their partners or the rest of the class.</b></p>

**CLOSE**

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

**You could say:**

“Nice job learning four new words today! We are going to hear these words all through our unit on animal homes. It is really important to pay attention to words and what they mean. That helps us understand new information about animals and animal homes. Together, let’s practice using each of our new Words to Know in a sentence. Repeat after me...

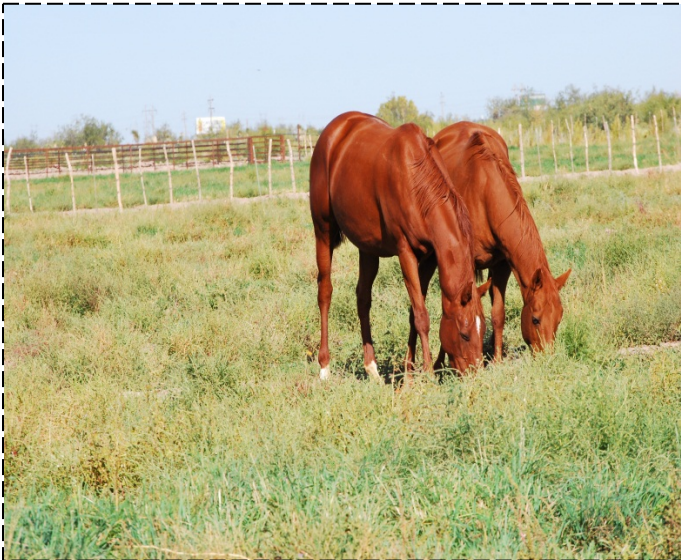
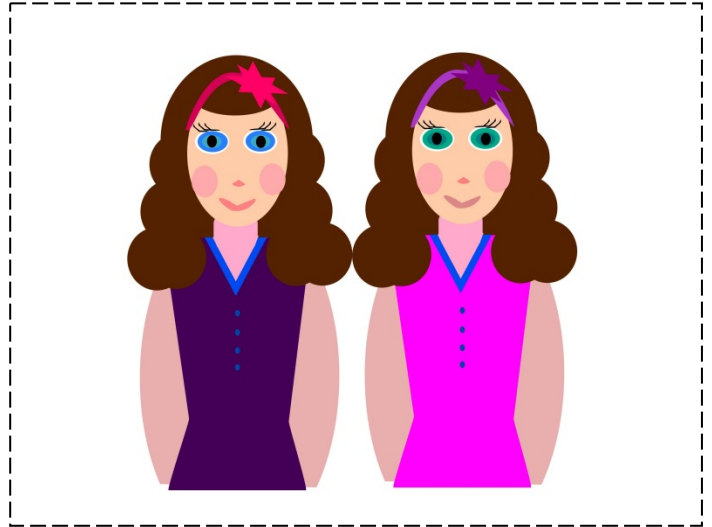
- Some people **protect** elephants. **(repeat with students)**
- Drink a lot of water in a desert **habitat**. **(repeat)**
- The two birds’ nests were **alike**. **(repeat)**
- The horses are two **different** colors.” **(repeat)**

# Words to Know Pictures

## Animals – Lesson 3



Alike





# Words to Know Pictures

## Animals – Lesson 3



Different



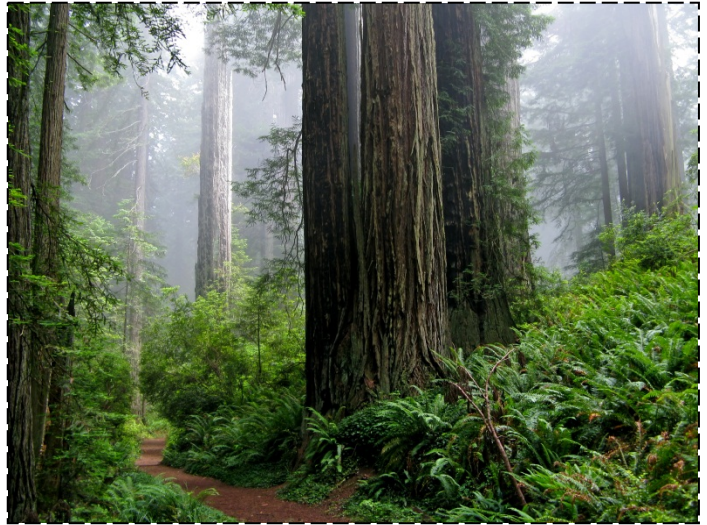


# Words to Know Pictures

## Animals – Lesson 3



### Habitat





# Words to Know Pictures

## Animals – Lesson 3



### Protect





# LARRC

Language and Reading Research Consortium

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



Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one kind of text (book) and translate the information into a new kind of text (list).</li> </ul>	<ul style="list-style-type: none"> <li>Create semantic webs of associated words and explain how words are related.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Use a variety of materials to create two animal homes that are different in size.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper or document camera </li> <li>Butcher paper </li> <li>Writing and drawing/ coloring utensils</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Words to Know tabbed books</li> <li>Writing and drawing utensils</li> <li>Scissors</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Drawing utensils and art supplies </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Habitat pictures for Lesson #5 </li> <li><b>Habitat</b> pictures and animal pictures from Lesson #1 </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #6 (print or digital) </li> <li>Student Journal Lesson #6 </li> <li>Related words pictures for Lesson #6 </li> <li>Word web</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Read to Know Procedures</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



**LET'S KNOW!  
PREK**

**ANIMALS  
COMPARE AND CONTRAST**

**TEXT MAPPING  
LESSON 5**

**SHOW ME WHAT YOU KNOW!** Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are **alike** and **different**!

**TEACHING OBJECTIVE:**

- Extract information from one kind of text (book) and translate the information into a new kind of text (list).

**TEACHING TECHNIQUE:**

- Using Think-Alouds

**LESSON TEXT:**

- Homes of Living Things by Bobbie Kalman

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups

**LESSON MATERIALS YOU PROVIDE:**

- Chart paper or document camera
- Butcher paper
- Writing and drawing/coloring utensils
- Glue

**UNIT MATERIALS PROVIDED:**

- WRAP set #1
- Vocabulary Picture Cards: **habitat, alike, different, protect**
- **Habitat** pictures for Lesson #5
- **Habitat** pictures and animal pictures from Lesson #1

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** Using a large piece of butcher paper, prepare a mural with areas outlined or labeled for various **habitats**, such as deserts, oceans, lakes, forests, prairies, above ground, underground, and so on. Cut out the **habitat** pictures for Lesson #5 and the **habitat** and animal pictures from Lesson #1, if you have not already. These will be added to the mural; you may wish to make extra copies as needed.
- In each of the four Text Mapping lessons, students will add to a mural of animal **habitats**. Have them draw/color or glue pictures to add each **habitat** you will include on the mural.
  - The **habitat** and animal pictures from Lesson #1 and the **habitat** pictures for Lesson #5 can be glued on or used to help students choose something to draw on the mural. Remember that you can print or display the pictures in color using the digital media versions.
  - You may prefer that work on the mural be done or continued during center or free choice time.
- Start a list to track the information you are taking from the book and adding to the mural throughout the unit, and display it in the classroom. Example:

<b>Habitats</b>
grasslands
rain forests
deserts

- You might use a document camera to display the book pages so students can easily see the images.
- *Save the list(s) you create in this lesson to display in Lesson #13.*

**LESSON ROUTINE**

**SET**

**START THE LESSON WITH WRAP SET #1: HABITAT, ALIKE, DIFFERENT, PROTECT**

**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.**

**You could say:**

"Print we read is organized in **different** ways—the words are presented in **different** ways to help us understand the information. (**show a list in the classroom or use another example**) For example, we make a list of [who brings snack on what day so we know whose turn it is for snack]. When we recognize **different** kinds of print, we can more easily understand what we're reading. It makes us better readers. Today we're going to practice taking the information from our book and putting it in a list to help us understand the information."

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Read through <u>Homes of Living Things</u> and start a list of habitats on chart paper or the board; save the list for use throughout the unit. You could say:</b>  <b>(read from pp. 6-7)</b> “These two pages have paragraphs with sentences that compare animal <b>habitats</b> and homes, how they are <b>alike</b> and <b>different</b>. Let’s take this information and make a list of animal <b>habitats</b>. <b>(add grasslands, rain forests, and deserts to your list)</b> A list is a quick and simple way to see the information in the book.”</p> <p><b>(read from pp. 8-9)</b> “This information about <b>habitats</b> is written in sentences. Let’s take this information and add <i>forests, oceans, and ponds</i> to our lists of <b>habitats</b>.” <b>(add to your list)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  <b>(pp. 10-11)</b> “These animals all have homes in caves. Their cave homes are in <b>different habitats</b>. Does the snake live in a desert <b>habitat</b> or forest <b>habitat</b>? <b>(point out <i>desert</i> on your list)</b> Tell your partner what <b>habitat</b> the snake lives in... What <b>habitat</b> do you think the bear and wolf live in? <b>(think aloud to arrive at forest habitat)</b> Does the fish live in an ocean <b>habitat</b> or a desert <b>habitat</b>? Tell your partner what <b>habitat</b> the fish lives in...”</p> <p><b>(pp. 14-15)</b> “What <b>habitat</b> can we add to our list from the sentences and pictures on these two pages? Say <i>rain forest</i> if we should add a rain forest <b>habitat</b>... <b>(point to list)</b> Tell your partner what <b>habitat</b> you think the animals in trees live in...” <b>(think-aloud and point out <i>forest</i> on the list)</b></p> <p><b>(read pp. 16-17)</b> “These birds have <b>different</b> nests for homes and they live in <b>different habitats</b>. Do penguins live in very cold <b>habitats</b> or warm <b>habitats</b>? Tell your partner they live in cold <b>habitats</b>... I’ll add very cold <b>habitats</b> to our list.”</p> <p><b>(read pp. 18-19)</b> “Tell your partner if we should add lake <b>habitat</b> or <b>prairie habitat</b> to our list...” <b>(add prairie)</b></p> <p><b>Continue to read selected pages and think aloud with students to add to the list of habitats. For more practice, you can make a separate list of animal homes (for example: <i>caves, dens, trees, nests, lodges, hives</i>).</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display the butcher paper you prepared. Have students use your list of habitats and what they have learned from <u>Homes of Living Things</u> to add to a classroom mural of animal habitats and homes. You could pass out the pictures from Lesson #1 and for this lesson to glue on the mural.</b></p> <p><b>You could say:</b>  “Now we want to take the information from our book and use it to help us start our animal <b>habitats</b> and homes mural. We <i>could</i> look through all of the pages of the book to help us find <b>habitats</b>, but we already have that information in the list we made, so let’s use our list to start our mural.”</p> <p><b>Work with students to color habitat areas or add pictures on the mural to indicate different animal habitats and/or homes. Ask some students to share with the class what they added to the mural and point to the items they added from the class list(s).</b></p>

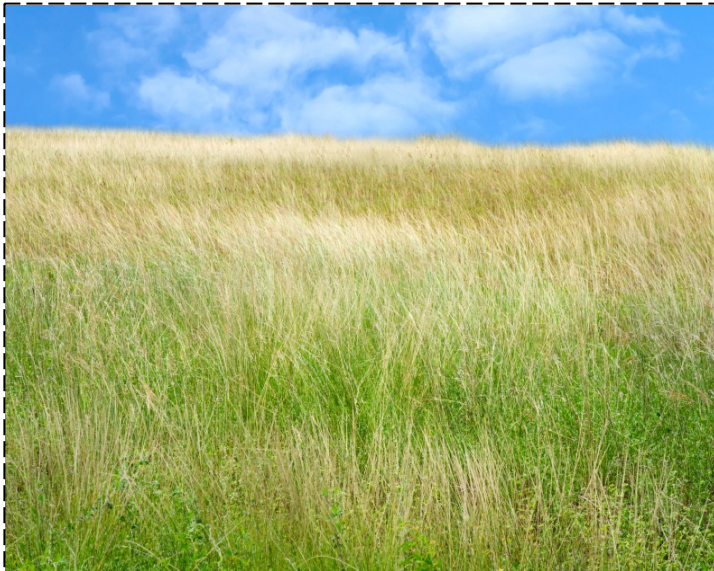
**CLOSE**

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

**You could say:**

“In this lesson, we took some information written in our book and used it to make a list(s) of animal **habitats** and homes. The list provides us with an easy way to see all of the **different** kinds of animal homes and **habitats**. Texts and words come in lots of **different** forms. Knowing the **different** kinds of texts helps us to understand a text when we read it or hear it. If you are reading with someone at home and you want to remember some information in the book, ask them to help you make a list.”





**LET'S KNOW!  
PREK**

**ANIMALS  
COMPARE AND CONTRAST**

**WORDS TO KNOW  
LESSON 6**

**SHOW ME WHAT YOU KNOW!** Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are **alike** and **different**!

**TEACHING OBJECTIVE:**

- Create semantic webs of associated words and explain how words are related.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- Homes of Living Things by Bobbie Kalman

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Selected by teacher

**LESSON MATERIALS YOU PROVIDE:**

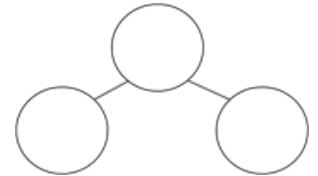
- Words to Know tabbed books
- Writing and drawing utensils
- Scissors
- Glue

**UNIT MATERIALS PROVIDED:**

- Teacher Journal Lesson #6 (print or digital)
- Student Journal Lesson #6
- Related words pictures for Lesson #6
- Word web

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...**
  - To save time, cut out the related words pictures for this lesson. If using the print version of the teacher journal, you may also want to cut out those images to add to your word webs.
  - The book pages listed in the lesson are examples of the words in context, but you could prepare others contexts to review the words.
- For this lesson, you will create word webs for the Words to Know **habitat, protect, alike, and different.**
  - Use this graphic organizer, or one you prefer, to make the word webs.
  - Write the Word to Know in the center of the web.
  - Sketch pictures or add the related words pictures to the outer circles.
- Digital and print versions of the teacher journal are included with your materials. The digital version includes word webs for each word; if using the print version, add the images to the blank web provided.
- Today students will create another page for their Words to Know tabbed books by gluing picture of related words onto a word web for one of the Words to Know.
- **WORDS TO KNOW**
  - **habitat:** The area where an animal likes to live
  - **protect:** To keep safe
  - **alike:** Two things are like each other
  - **different:** Not the same or unlike
- **SUGGESTED RELATED WORDS**
  - **habitat:** (synonyms) *environment, place*; (types) *forest, desert, arctic, ocean, city*; (features) *plants, animals, trees, burrows, lodges, people*
  - **protect:** (synonyms) *keep safe, care for, defend, **shelter**, watch*; (antonyms) *harm, hurt*
  - **alike:** (synonyms) *same, similar, matching, related, equal*; (antonyms) **different, unlike**
  - **different:** (synonyms) *unlike, unrelated, changed*; (other meanings) *strange, weird*; (antonyms) *same, **alike**, similar*



**LESSON ROUTINE**

<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Today we are going to talk about words that go together. What's a word that goes with peanut butter? Jelly! They go together because we put peanut butter and jelly together to make a delicious sandwich. We're going to think of words that go with our Words to Know and explain why they go together. The more words we learn, the better we will understand what we read and hear, and we'll be able to write excellent reports on how animal homes are <b>alike</b> and <b>different</b>."</p>
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use the print or digital teacher journal to make webs of related words for the Words to Know.</b></p> <p><b>You could say:</b>  <b>(p. 6)</b> "First we will talk about our word <b>habitat</b>. This chapter of our book is titled, '<b>Habitats</b> and homes.' It tells us that <b>habitats</b> are natural places where plants grow and animals live. Here is our word web. In the center is the word <b>habitat</b>.</p> <ul style="list-style-type: none"> <li>• Let's put the word <i>home</i> on our web in an outside circle. A <i>home</i> is like a <b>habitat</b> because they both describe where animals live.</li> <li>• [Student X], please come and add the picture of <i>home</i> to our web." <b>( have child place, sketch, or add the related word picture of <i>home</i> to the web)</b></li> </ul> <p><b>Add other related words/pictures to the web and discuss why they are related.</b></p>
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Repeat the above procedure to make word webs for protect, alike, and different.</b></p> <p><b>(protect)</b>  <b>You could say:</b>  <b>(p. 11)</b> "This sentence says, 'The cave <b>protects</b> the snake from the hot sun.' <b>Protect</b> means 'to keep safe.' People have to <b>protect</b> themselves from the sun, too. Here is a word web for <b>protect</b>.</p> <ul style="list-style-type: none"> <li>• I will add the word <i>shelter</i> to the web. <i>Shelter</i> means something that provides cover; it <b>protects</b> you. <b>(sketch or ask a student to add a picture to the web)</b></li> <li>• Can you think of some other words that we can add to our web for the word <b>protect</b>?"</li> </ul> <p><b>Think aloud and help students add additional words and explain why they are related.</b></p> <p><b>(alike)</b>  <b>You could say:</b>  <b>(pp. 14–15)</b> "<b>Alike</b> means things are like each other. These animal homes are all <b>alike</b>. They are similar because they are all in trees. Here is a word web for <b>alike</b>. I will add the word <i>same</i> to our web. The words <b>alike</b> and <i>same</i> are related because they mean about the same thing. If things are the <i>same</i>, they are very much <b>alike</b>. Tell your partner the words <b>alike</b> and <i>same</i>..."</p> <p><b>Think aloud and help students generate additional words and explain why they are related.</b></p> <p><b>(different)</b>  <b>You could say:</b>  <b>(p. 5)</b> "Now let's make a web with the word <b>different</b>. These are all homes, but they are not the same. Each home is <b>different</b>. I'm going to add the word <i>unlike</i> to our web. That means the same thing as <b>different</b>. These homes are <i>unlike</i> or <b>different</b>.</p> <p><b>Think aloud and help students generate additional words and explain why they are related.</b></p>



<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal and the related word pictures for this lesson. Make sure students also have their tabbed books. You could say:</b>          “We thought of a lot of words that go with our Words to Know. Now you can cut out and glue pictures that go with a Word to Know onto your own word web and add that page to your Words to Know tabbed book.”</p> <p><b>Circulate the room to help students place pictures on one or more of the webs and add the page(s) to their tabbed books.</b></p> <p><b>As time allows, ask students to share their pages with the rest of the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “You did a good job thinking of words that go with our Words to Know: <b>habitat, protect, alike,</b> and <b>different.</b> The more we think and learn about our words, the better we will understand the information in our books about animal homes. When you are reading and studying in this unit, if you hear new words that go with our Words to Know, you can add them to one of our word webs or add a page to your tabbed book about Animal Homes Words to Know.”</p>



habitat



home



forest



place



ocean



prairie



protect



shelter



care for



keep safe



harm



defend



**alike**



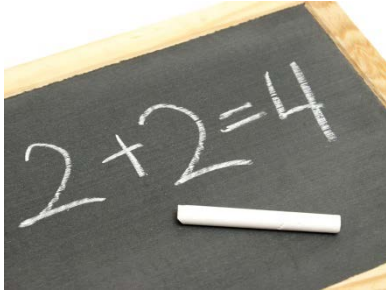
**same**



**matching**



**different**



**equal**



**unlike**



**different**



**unlike**



**similar**



**change**



**unrelated**



# Teacher Journal

## Animals – Lesson 6



habitat



home

# Teacher Journal

## Animals – Lesson 6



**habitat**



**home**

---

### Additional Words



**place**



**ocean**



**forest**



**prairie**



protect



shelter





**protect**



**shelter**

---

Additional Words



**care for**



**keep safe**



**harm**



**defend**



**alike**



**same**



**alike**



**same**

---

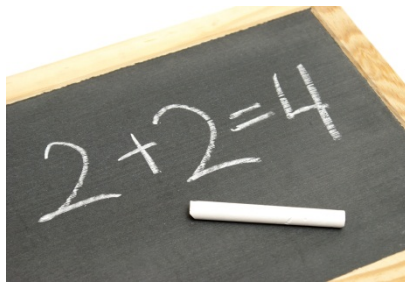
Additional Words



**matching**



**different**



**equal**



**unlike**



# Teacher Journal

## Animals – Lesson 6



**different**



**unlike**



**different**



**unlike**

Additional Words



**similar**



**change**



**unrelated**



**habitat**





protect



**alike**



**different**



**keep safe**



**protect**



**shelter**



**care for**



**defend**



**harm**



**ocean**



**forest**



**prairie**



**habitat**

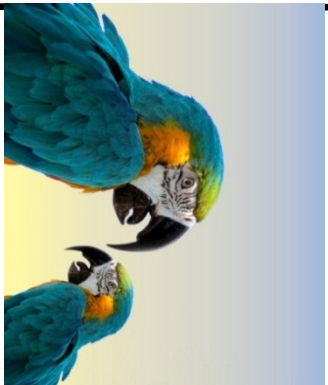


**home**



**place**





**alike**



**same**



**matching**



**different**



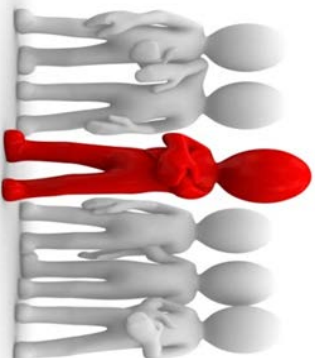
**unlike**



**equal**



**different**



**unlike**



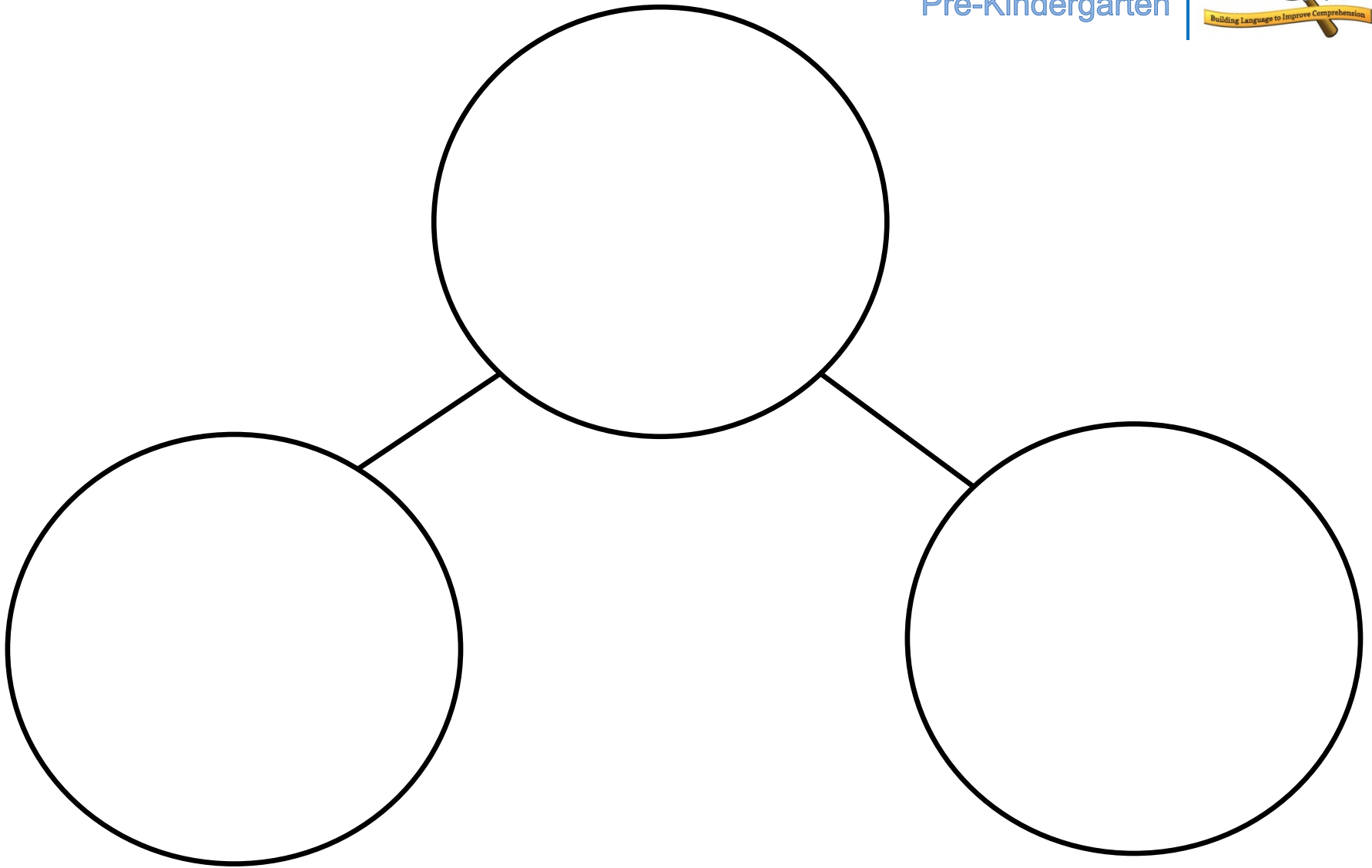
**similar**



**change**



**unrelated**





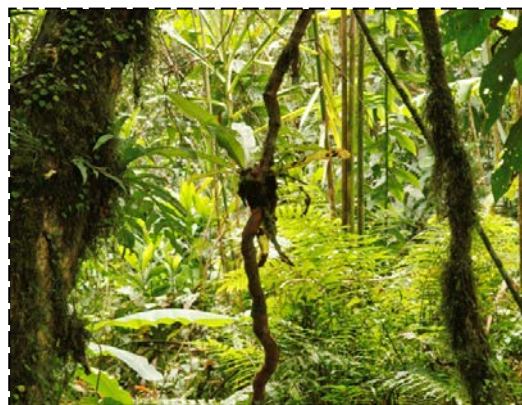
LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When you go to the library, how do you choose a book? The pictures and the title of the book tell you the most important information about the book—the main idea. We use that information to decide which book we want to read and check out. The main idea is the information that the author tells us is the most important information in the book."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  <b>(show pp. 4–5 in <u>Homes of Living Things</u>)</b> "Let's look at this chapter in the book. The title is <i>What is a home?</i> and there are pictures of <b>different</b> types of homes. I can tell the main idea is homes because of the title and the pictures."   <b>(show pp. 8–9)</b> "This chapter is titled <i>Hiding places</i>. These pictures show places where <b>different</b> animals hide. I think the main idea is hiding places because of the title and the pictures."</p>	
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  <b>(show pp. 10–11)</b> "Now I need you to help me find some main ideas. Let's decide what we think is the most important information in these chapters. The title of this chapter is <i>Cave shelters</i>. The pictures show animals in <b>different</b> caves. Turn to your partner and tell them the main idea is caves... Right, the most important information, or main idea, is caves."   <b>(show pp. 12–13)</b> "The title of this chapter is <i>Dens in holes</i>. Each one of these pictures shows an animal in a den, a home for a wild animal. If you think the main idea for this chapter is dens, show your partner a thumbs-up..."</p>	

	<p><b>(show pp. 14–15)</b> “This heading says <i>High up in trees</i>. All of these pictures show animals up in trees. Turn to your partner and tell him what you think the main idea of this chapter is... Yes, the main idea is trees, or animal homes in trees.”</p> <p><b>Provide more opportunities for students to confirm or suggest main ideas from the text and share with their partners.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display Teacher Journal Lesson #7. Ask students the main idea of the pages listed below, and have them vote for one of the choices from the teacher journal.</b></p> <p><b>You could say:</b></p> <ol style="list-style-type: none"> <li><b>(show pp. 16–17)</b> “This heading says <i>All kinds of nests</i>. There are <b>different</b> nests in each one of the pictures. <b>(direct students to choices from teacher journal )</b> We have two choices for the main idea. Show me a thumbs-up if you think the main idea is <i>tunnels</i>... Show me a thumbs- up if you think the main idea is <i>nests</i>..</li> <li><b>(show pp. 18–19)</b> “The title of this chapter is <i>Under the ground</i>, and the pictures are of animals living underground. Show me a thumbs-up if the main idea is <b>(point to options)</b> <i>underground</i>... OR... <i>rain forests</i>?”</li> <li><b>(show pp. 6–7 in <u>Animal Habitats</u>)</b> “Let’s find the main idea in a chapter in another book on animal homes. This chapter is titled <i>Animals in Their Habitats</i>. There are pictures of animals in three <b>habitats</b>; remember <b>habitat</b> means ‘the area where animals like to live.’ Turn to your partner and tell her if the main idea in this chapter is <b>habitats</b> or <i>nests</i>...”</li> <li><b>(show pp. 22–23 in <u>Homes of Living Things</u>)</b> “Okay, look at this page. The title is <i>Insect homes</i>, and the pages show wasps and bees in their hives. Look at the choices. <b>(point to last row of teacher journal)</b> Tell your partner if the main idea of this chapter is <i>insect homes</i> or <i>bees</i>...”<b>(discuss student choices)</b></li> </ol> <p><b>If students need more practice with finding the main idea, show additional pages from the lesson texts and present them with choices. See the examples below.</b></p> <p><b><u>Homes of Living Things</u></b></p> <ul style="list-style-type: none"> <li>p. 20 – Is the main idea <i>beaver lodges</i> or <i>trees</i>?</li> </ul> <p><b><u>Animal Habitats</u></b></p> <ul style="list-style-type: none"> <li>p. 10 – Is the main idea <i>deserts</i> or <i>rain forests</i>?</li> <li>p. 12 – Is the main idea <i>oceans</i> or <i>prairies</i>?</li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “How do we tell if something is the main idea? <b>(pause for response)</b> We look at the headings or titles and the pictures on the pages we are reading. That information tells us the most important information—the main idea—and will help us remember what we read and hear. When you are reading with an adult, stop and ask them to help you find the main idea on a page or in a chapter.”</p>

1.



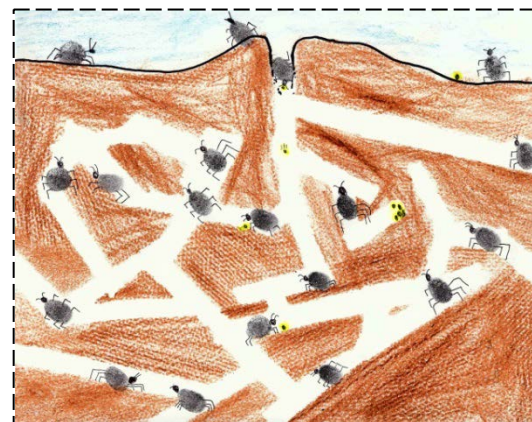
2.



3.



4.





LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 8
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Use a variety of materials to create two animal homes that are different in size.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Drawing utensils and art supplies</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Read to Know Procedures</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>Prepare art supplies that students can use to make animals homes, such as drawing and construction paper, pencils, crayons, clay, or play dough.</li> <li>You could display the Read to Know Procedures poster to help students follow the steps of the lesson.</li> </ul> </li> <li>The I Do and We Do routines are combined in this lesson.</li> <li>For the You Do activity, students will create two animal homes that are different in size. To focus on the contrast in size, you could have students create their homes by drawing/coloring with various utensils, creating them on the computer, forming them with clay or play dough, creating a collage, and so on.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #2: HABITAT, ALIKE, DIFFERENT, PROTECT</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When we start a new unit, what is one way we get a lot of information about the topic we will be learning? Yes, we read books about our theme or unit. Reading books is one way to learn about new topics. Our unit is Animals and we have been reading about animal homes and <b>habitats</b>. In today's lesson, you will get to choose your own book to read. We'll be looking at animal homes in these books, and we'll make two animal homes of <b>different</b> sizes."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Review the expectations for Read to Know lessons; direct students to the Read to Know Procedures poster, if you wish. You could say:</b>          "Today you get to spend some time reading a book that you choose on your own. One of the first things I do when I want to learn new information is choose a book or get online to read. We can learn so many new and exciting things by reading. Here are the steps in today's lesson..."</p>	

	<ul style="list-style-type: none"> <li>• First, you will select a book you think looks really interesting.</li> <li>• Next, you will take your book to some place comfortable in the room and look through it for about 10 minutes.</li> <li>• Then, you will do a project using what you learned.</li> <li>• Finally, we will share our projects with each other and learn about what everyone chose to read.”</li> </ul> <p><b>To establish a goal for children’s reading, you could say:</b>  “Your job today while you’re reading is to think about animal homes. Pay attention to the <b>different</b> sizes of animal homes. There are so many interesting looking books. <b>(think aloud to model the book selection process)</b> I will look through a few... I think I will pick this book. It has a picture of... <b>(describe the cover of a book you choose)</b> Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading!”</p> <p><b>Have students to choose books and read independently for 10 minutes.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students create two animal homes. You could say:</b>  “We have lots of art materials for you to use to create two animal homes that are <b>different</b> sizes. Size is just one way that animal homes can be <b>different</b>. You might think of other ways that your two animal homes are <b>different</b> or <b>alike</b>.”</p> <p><b>Circulate the room to help students with their projects, encouraging them to apply what they learned from the books they read.</b></p> <p><b>Ask students to use think-pair-share to discuss their projects. You could say:</b>  “These are great displays of <b>different</b> sizes of animal homes. Please turn to your partner and tell them what kind of animal homes you made and explain their different sizes. When you’re done describing your animal homes, it will be your partner’s turn to describe his or her homes to you.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “I heard so many interesting facts about animal homes and how the size of animal homes can be <b>different</b>. I hope you’ll share what you learned reading and creating animal homes with your family and with your friends in our class. When you’re discussing how your animal homes are <b>different</b> in size, think about ways these animal homes are <b>alike</b>, too. It is amazing how much new information we can learn by reading.”</p>

# Read to Know Procedures



**First**



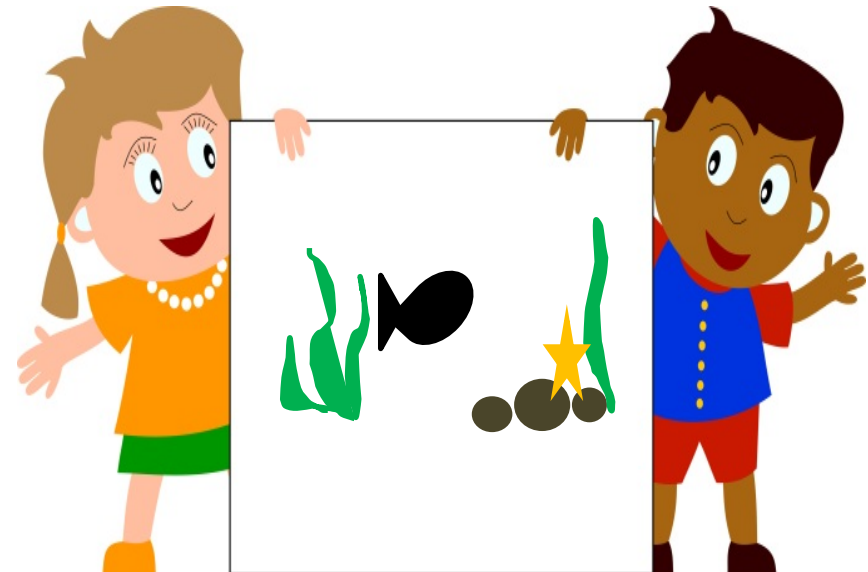
**Next**



**Then**



**Finally**







## WEEKLY LESSON PLANNER

### ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>	<ul style="list-style-type: none"> <li>Describe animals using noun and verb phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of text and discuss why the author made certain choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Words to Know in hands-on activities, providing an example of the word's meaning.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard </li> </ul>	<ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul>	<ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman </li> <li><u>Animal Habitats</u> by Michelle Kramer </li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Drawing utensils</li> <li>Animal habitats mural</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, signs, or baskets</li> <li>Bags or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Props to act out <b>shelter</b> (hats, umbrellas, cardboard, and so on) </li> <li>Plastic insect figures </li> <li>Sticky notes (optional)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Student Journal Lesson #9</li> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Animal cards for Lesson #10  </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Graphic organizer for Lesson #11 </li> <li>Loud and quiet animal sort for Lesson #11 </li> </ul>	<ul style="list-style-type: none"> <li>Words to Know pictures for Lesson #12 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Rich Discussion</li> <li>Comprehension Monitoring</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Student Journal Lesson #9</li> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Preview the book and prepare the text you will read to keep the lesson at the appropriate length and cover the lesson objectives. You do not need to read the entire book; for some expository texts, only selected portions are used in the lessons. However, be sure to include the text that is critical to the skills in the lesson; those sections are listed in the lesson routines.</li> <li>Use sticky notes to mark pages in the book on which you will model or encourage comprehension monitoring and to note questions you will ask to facilitate rich discussion during the You Do routine.</li> </ul> </li> <li>During the I Do routine, review the concept of comprehension monitoring and the Comprehension Monitoring Icons. Introduce a stumbling block and explain how important it is to 'fix it up.' Throughout the lesson, occasionally insert stumbling blocks as you read and model applying appropriate fix-up strategies.</li> <li>Remember that you can practice comprehension monitoring using different signals. Depending on the focus of your students, you could have them display the Comprehension Monitoring Icons, point to the icons you display, signal with a thumbs-up or thumbs-down, , and so on.</li> <li>The goal of the Rich Discussion technique is to have multiple students participate and take multiple conversational turns. Try to facilitate a discussion dominated by student talk. Suggested questions to begin rich discussion are provided, but you may generate others.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Sometimes when you are watching a movie do you want to talk to someone next to you to ask questions about the story? If you do that in the theatre, everyone around will say 'Shhh.' When we talk about something we are watching or reading it helps us understand what we read and hear.  <b>(alternate between loud and quiet voice to engage children)</b> In today's book we're going to read about animal noises that are loud and quiet. We can ask questions and talk about the loud and quiet animal sounds to help us better understand what we read. We will also practice stopping if something we read doesn't make sense and using fix-up strategies."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  “Remember, we’ve been practicing stopping if something <i>doesn’t make sense</i> as we’re reading. Everyone show me your Doesn’t Make Sense sign. When something doesn’t make sense, we stop and then use one of our fix-up strategies so it does make sense, <b>(review fix-up strategies, referring to poster)</b> Everyone show me your Makes Sense signs.”</p> <p><b>Read aloud from <u>Loud and Quiet: An Animal Opposites Book</u>, stopping periodically to model comprehension monitoring.</b></p> <p><b>You could say:</b>  <b>(p. 7)</b> “I’m going to stop here. Something doesn’t make sense. <b>(display Doesn’t Make Sense sign)</b> I’ve never heard of a knifefish. I’m going to use the fix-up strategy Use Picture Clues to help me understand that word. Wow, the fish in the picture does look like a knife! After I looked at the picture, the word makes sense. <b>(display Makes Sense sign)</b> Looking at the pictures while reading can help me understand a confusing word.</p> <p><b>(p. 13)</b> “I’m going to display my Doesn’t Make Sense sign. I don’t know what the word <i>roam</i> means. I’ll use the fix-up strategy Ask What a Word Means. <b>(model asking another teacher or looking up the word)</b> <i>Roam</i> means to wander around. <b>(display Makes Sense sign)</b> This makes sense. The caribou is a large animal, and it wanders on the plain or <b>prairie</b>. I asked what a word meant to help me understand what I was reading.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  <b>(p. 17)</b> “I’m going to stop here. <b>(display Doesn’t Make Sense sign)</b> The book says, ‘Being quiet as a mouse isn’t always quiet enough.’ That is a little bit confusing. Mice are very quiet. The next sentence says, ‘This mouse might become an owl snack.’ Now I’ll use the strategy of rereading to listen again and try to understand what the sentences mean. <b>(point to fix-up strategy as you reread the two sentences)</b> Well, we know what a snack is. So I think it means that the owl might eat the mouse. Even though a mouse is very quiet, an owl may still hear, see, or smell it and eat it for a snack. Now, sadly for the mouse, this makes sense.” <b>(display Makes Sense sign)</b> We used the fix up strategy Reread; we read the confusing sentences again. Turn to your partner and say, <i>reread</i>.”</p> <p><b>Pass out the student journals, 1 for each pair of students, or ask students to point to the strategies on the Fix-Up Strategies Poster. You could say:</b>  “Let’s practice stopping when something we hear doesn’t make sense and using a fix-up strategy. <b>(reread p.14)</b> ‘Male cicadas are the world’s loudest <b>insects</b>.’ I’m going to stop here. I am confused. <b>(display Doesn’t Make Sense sign)</b> On some of our other pages, the quiet animal is an <b>insect</b>. <b>(you could refer to pp. 9, 15, &amp; 21)</b> But this page says an <b>insect</b> is a loud animal. I’m going to use the fix-up strategy Reread. Show your partner the fix up strategy Reread. When I <i>reread</i> the sentence, it says, ‘Male cicadas are the world’s loudest <b>insects</b>. Some cicadas are as loud as lawn mowers.’ I did read the sentence right the first time. So not all <b>insects</b> are quiet! I can think of other <b>insects</b> that are loud, like bees and big beetles, so it makes sense. Show your partner your Makes Sense sign.</p> <p><b>(read about the Monarch butterfly on p. 29)</b> “I don’t know what the word <i>communicate</i> means. Show your partner your Doesn’t Make Sense sign. I’m going to use the strategy Ask What a Word Means. I’ll look it up in my dictionary... It says, ‘to share by talking.’ So now it makes sense. Show your partner your Makes Sense sign. The Monarch butterfly doesn’t talk but communicates with other animals with its colors. Its colors mean, ‘Don’t eat me; I taste bad!’ Show your partner the fix-up strategy Ask What a Word Means.”</p>



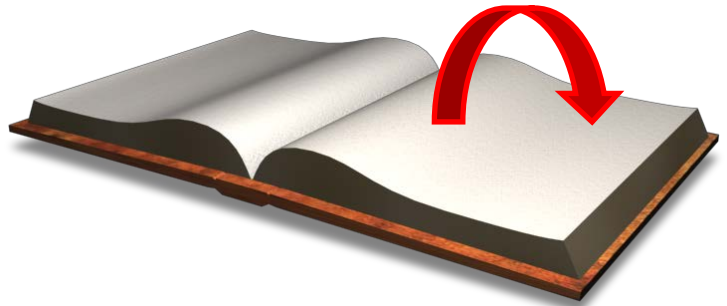
	<p><b>Provide one or two more examples of stumbling blocks and fix-up strategies. Ask partners to display their Makes Sense/Doesn't Make Sense signs and identify the fix-up strategies.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>After reading, facilitate a rich discussion of the text with the whole group. This should be teacher led but student dominated conversation. Prompt students to take multiple turns and to elaborate on their responses.</b></p> <p><b>You could use the following questions:</b></p> <ul style="list-style-type: none"> <li>• How do you think the kinds of noises animals make help <b>protect</b> them?</li> <li>• What are some animal noises you hear when it is quiet at your house?</li> <li>• Why do you think some animals make loud sounds and some make quiet sounds?"</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      "Comparing how animal sounds are <b>different</b> was interesting. I liked the way you practiced stopping and talking about what you were reading. It's important to stop when you are reading or listening to check that you understand the book. If you don't understand, you need to stop and use our fix-up strategies so the information makes sense. When you are reading with your family at home or reading here at school, be sure to ask the reader to stop and help you understand any confusing words or ideas. That's what good readers do!"</p>



# Fix-Up Strategies



Ask questions



Reread



Use picture clues



Ask what a word means

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Describe animals using noun and verb phrases.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Recasting</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Drawing utensils</li> <li>Animal <b>habitats</b> mural</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>habitat, alike, different, protect</b></li> <li>Animal cards for Lesson #10</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Display the class animal <b>habitats</b> mural that you started with students in Lesson 5.</li> <li>Review the animal card pictures for Lesson #10 so you are prepared to help students with the noun and verb phrases that describe the cards; see the lesson routines.</li> <li>Place the animal cards for Lesson #10 on the class mural so that students can take them off when asked to find a described animal.</li> </ul> </li> <li>In each of the four Text Mapping lessons, students will add to a mural of animal <b>habitats</b> and homes. Today, during the You Do routine, students will draw an animal or glue one of the animals cards for Lesson #10 on a home or <b>habitat</b> on the mural.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: HABITAT, ALIKE, DIFFERENT, PROTECT</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "If there are three <b>different</b> playground balls in our ball basket, and I ask you, 'Please bring me a ball,' I don't think you'll know which one I want. I need to use specific words to <i>describe</i> the one I want, like 'that large, red one.' Today we're going to use some cards to play a game where we guess which animal is being described. We can use <i>describing words</i> and <i>action words</i> to help listeners understand what we are describing. Using these words today will help us guess the right animal cards. It's important to use exact language so listeners understand what you're talking about."</p>	
<p>I DO</p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>When presenting the animal cards, the correct card should be clear by an adjective used in the noun phrase or by a verb in the verb phrase. Review pp. 4, 6, 11, 21 &amp; 22 of the lesson text; these pages include pictures of the animals that are on the cards used in the card game.</b></p> <p><b>Model using descriptive noun phrases by referring to the animal cards you have placed on the class mural. You could say:</b>          "We have pictures of <b>different</b> animals on our animal <b>habitats</b> mural. Listen carefully as I describe how one animal looks—the <i>green parrot</i>. When I describe an animal, you will go and find it on our mural and bring it back to our circle. <b>(model taking the green parrot from the mural)</b> This is the animal I described. It's the <i>green parrot</i>."</p>	



	<p><b>Now model using verb phrases. You could say:</b>          “Now I’ll describe what an animal is doing. Listen carefully—<i>A tiny ant is crawling up a stick. (model finding that picture on the mural)</i> I described what the tiny ant is doing. It is <i>crawling</i> up a stick.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to work on noun phrases, inviting students to participate. You could say:</b>          “[Student X], please go and find <i>the ugly squid. (pause while student selects picture)</i> Great! You listened to the words that described what it looked like and found the <i>ugly squid</i>. Now let’s look at what the squid is doing. It is <i>swimming in the ocean</i>. The ugly squid is <i>swimming</i> in the ocean.”</p> <p><b>Describe a card using a verb phrase, and have a student select the picture. You could say:</b>          “[Student X], please go and find the card that shows <i>was diving</i>. Good listening. I used words to describe the <i>action</i> of the whale. You knew which animal to choose because you listened to the description of what the whale was doing. Now let’s describe the whale to make a sentence... The whale is <i>blue</i> so my sentence is <i>The blue whale was diving</i>.”</p> <p><b>Choose other students to identify animal cards. If students are able, they can describe the animal cards for other students. Coach students to use the phrases that will help other students identify the correct animal card.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b></p> <ul style="list-style-type: none"> <li>• “[Student X], please go find <i>those four penguins</i>. What are those four penguins doing?</li> <li>• [Student X], will you describe an animal and what it’s doing for [Student Y] to find on our mural?” <b>(if needed, model and ask student to repeat your phrase)</b></li> </ul> <p><b>Continue to provide opportunities for students to find and describe animals on the mural.</b></p> <p><b>You could say:</b>          “Now you get to choose an animal to add to our mural. Describe the animal and the action he is doing by using <i>describing</i> words and <i>action</i> words. Then you can glue or draw an animal on our <b>habitat</b> mural. If you draw a new animal, I’ll come around and ask you to describe it to me using words that will help me recognize the animal you drew.”</p> <p><b>Work with students to add pictures or draw animals on the mural. Ask students to describe the animal they added using noun and verb phrases. You could prompt students with frames like the following: <i>this adjective animal</i> OR <i>The animal is/was action verb</i>.</b></p> <p><b>As time allows, ask some students to share with the class what they added to the mural and to describe the animal using noun phrases and verb phrases.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “In our game today you had to choose an animal from the mural by listening for the <i>describing</i> words and <i>action</i> words that described the animals. When we read in our animal books this week, practice telling a teacher or a friend about an animal in your book with describing words and action words. Let’s say some sentences to describe what the animals look like and what they are doing...”</p> <ul style="list-style-type: none"> <li>• That green parrot may squawk loudly.</li> <li>• That red parrot will fly to a tree.</li> <li>• This tiny ant is crawling up a stick.</li> <li>• This ugly squid is moving slowly.</li> <li>• These scary monkeys will scream loudly.”</li> </ul>





























**LET'S KNOW!  
PREK**

**ANIMALS  
CAUSE AND EFFECT**

**INTEGRATION  
LESSON 11**

**SHOW ME WHAT YOU KNOW!** Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are **alike** and **different**!

**TEACHING OBJECTIVE:**

- Identify the purpose of text and discuss why the author made certain choices.

**TEACHING TECHNIQUE:**

- Using Think-Alouds

**LESSON TEXT:**

- Loud and Quiet: An Animal Opposites Book by Lisa Bullard

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups
- Think-Pair-Share

**LESSON MATERIALS YOU PROVIDE:**

- Chart paper, signs, or baskets
- Bags or paper clips

**UNIT MATERIALS PROVIDED:**

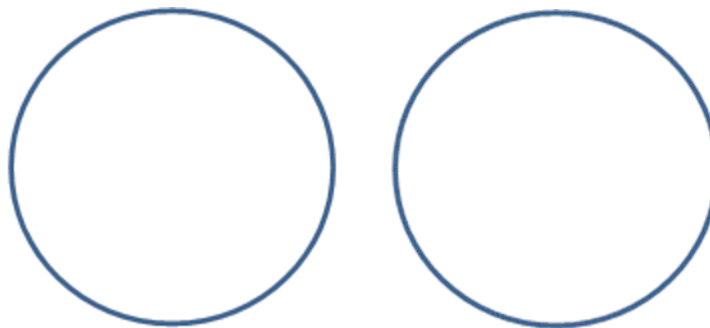
- WRAP set #4
- Vocabulary Picture Cards: **habitat, alike, different, protect**
- Graphic organizer for Lesson #11
- Loud and quiet animal sort for Lesson #11

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** Precut the cards for the loud and quiet animal sort to save time. Bag or clip together a set for each small group.
- For this lesson, you will work with students to list the loud and quiet animals the author includes in the text. You can use any format or organizer you choose, such as a two-column chart, to list animals for each category; the graphic organizer below is provided with the materials for this lesson.

Quiet Animals

Loud Animals



- *Save your list of loud and quiet animals for use in Lesson #16.*

**LESSON ROUTINE**

**SET**

**START THE LESSON WITH WRAP SET #4: HABITAT, ALIKE, DIFFERENT, PROTECT**

**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.**

**You could say:**

"Our book is about animals that make loud sounds and quiet sounds. Close your eyes and see if you can imagine the quiet buzz of a fly flying around the room... Now try to imagine the loud sound of a wolf howling! Because the author wanted to compare animal sounds, she had to pick certain animals about which to write. When we think and talk about why the author chose certain animals for her book, it helps us understand what she is telling us. She is telling us about animals that make loud and quiet sounds."

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the graphic organizer for this lesson, or create a list/chart on the board or chart paper. You could say:</b>  <b>(pp. 2–3)</b> “I’m going to fill out a graphic organizer to help me think about why the author chose these animals to include in the book. On these pages are two animals that look like they make loud sounds—the lion and the wolf. I’ll add them to the graphic organizer under <i>Loud Animals</i>. The butterfly is a quiet animal. I’ll add it under <i>Quiet Animals</i>.</p> <p><b>(pp. 4–5)</b> “I think she chose the whale because their sounds can be heard very far away; they make loud sounds. I’ll write whale on the <i>loud</i> side of the chart. The author says bats ‘make noises that people can’t hear.’ So I’ll add bat on the <i>quiet</i> side of my chart. She chose bats because they are very quiet.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  <b>(read pp. 6–7)</b> “Where should we write the howler monkey on our chart? I think the author chose it because they ‘howl loudly.’ Show me a thumbs-up if I should add the howler monkey under <i>Loud Animals</i>... For an animal that makes quiet sounds the author chose the knifefish. Where should I add the knifefish on our chart? <b>(pause for response)</b> Tell your partner the knifefish is a quiet animal... I will add it under <i>Quiet Animals</i>.</p> <p><b>(read pp. 8–9)</b> “Which animal do you think the author chose to show an animal that makes loud sounds? <b>(pause for response)</b> Yes, the frog—the spring peeper. Which animal do you think the author chose to show quiet animals sounds? <b>(pause for response)</b> Good thinking. She chose to include the firefly as a quiet animal. Let’s add these to our list...”</p> <p><b>Continue to read and ask students to name or point to the animals chosen to represent loud and quiet sounds. Add the animals to your graphic organizer.</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into groups and give each group a set of the loud and quiet animal sort cards. Have them use the graphic organizer to sort the cards into categories; you could also have them use baskets or signs, or simply make a <i>loud</i> pile and a <i>quiet</i> pile.</b></p> <p><b>You could say:</b>  “Now in our groups we’re going to practice sorting animals the author chose to represent <i>loud</i> and <i>quiet</i>. Put all your cards in the middle of your group. When it’s your turn, choose a picture of an animal. Then put the picture on our chart where it says <i>Loud Animals</i> <b>(or in basket, under sign, in the right pile)</b> if you think the author chose that animal because it makes loud sounds. Put your picture where it says <i>Quiet Animals</i> if you think the author chose that animal because it makes quiet sounds.”</p> <p><b>Circulate the room as students sort the cards. Ensure that each child gets several opportunities to sort pictures. Ask some students to share why the author chose to include certain animals.</b></p> <p><b>As time allows, discuss how loud animals and quiet animals are alike and different.</b></p>

**CLOSE**

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

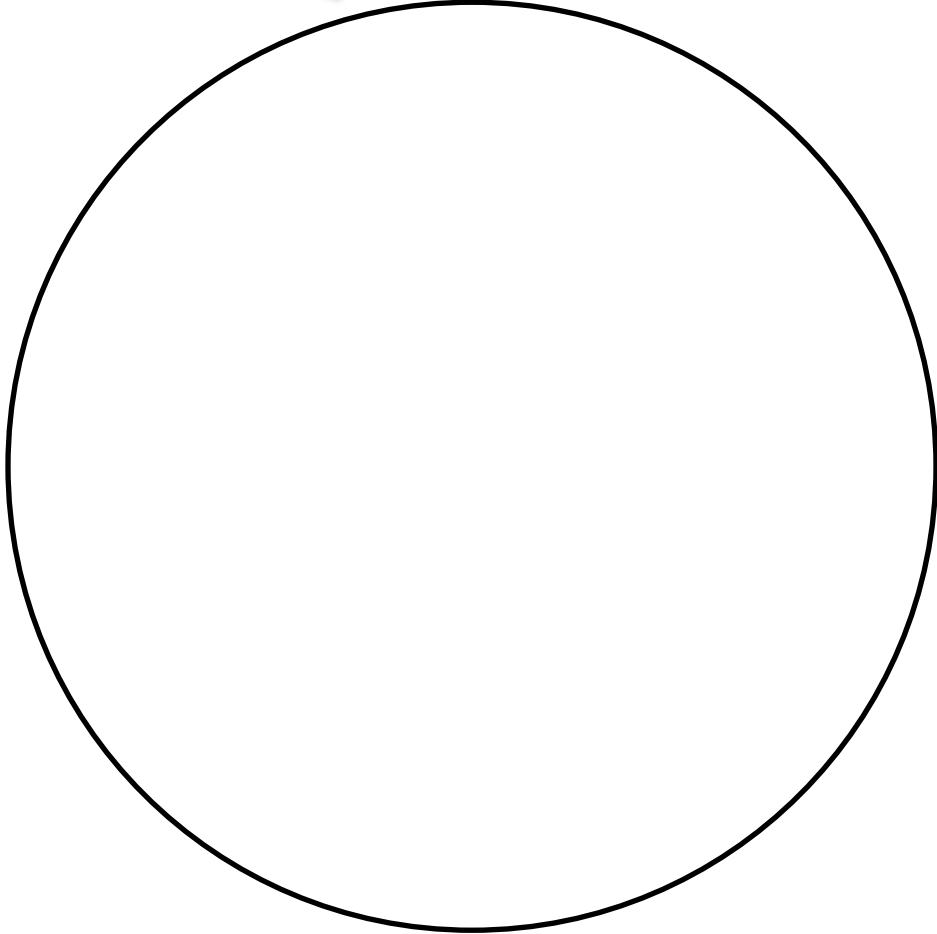
**You could say:**

“There are so many animals all around the world, but for this book the author chose certain animals to teach us about animals that are loud and quiet. When we understand why the author chose certain animals, it helps us understand the information in the book. When you’re at home and you hear animals making sounds, tell Mom or Dad if that animal makes loud or quiet sounds. Maybe you’d like to write your own book of animal sounds... Which animals would you choose to show *loud* and *quiet*?”

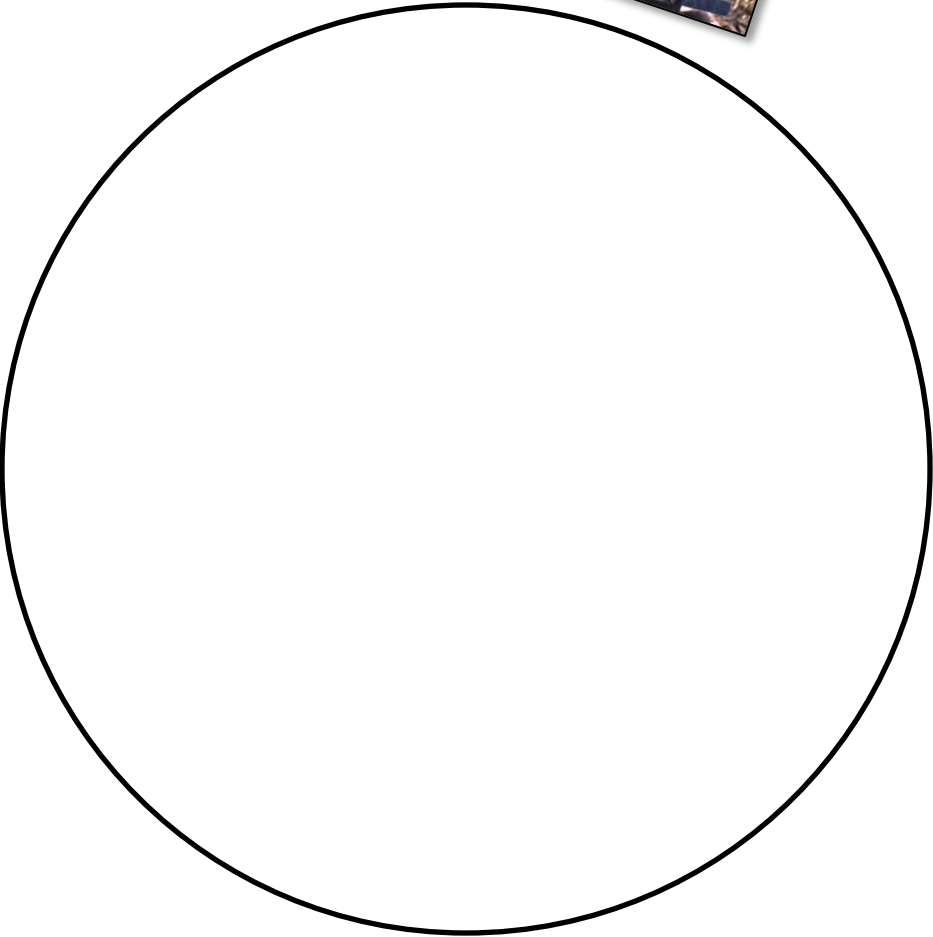




Quiet Animals

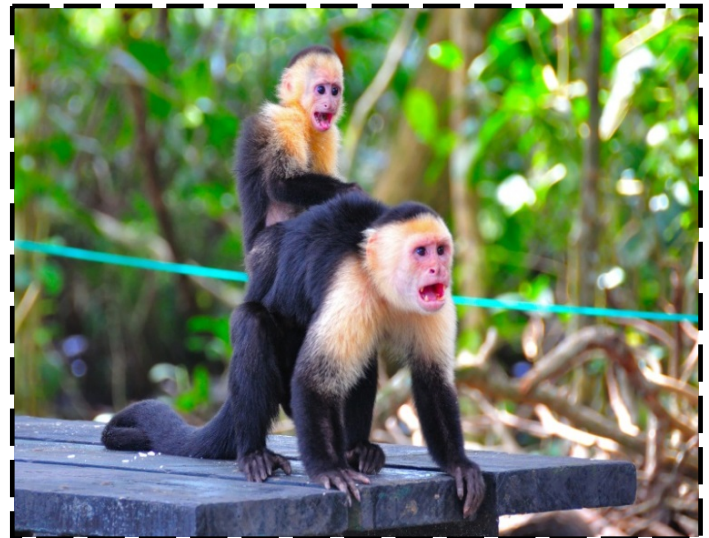


Loud Animals



# Loud and Quiet Animal Sort

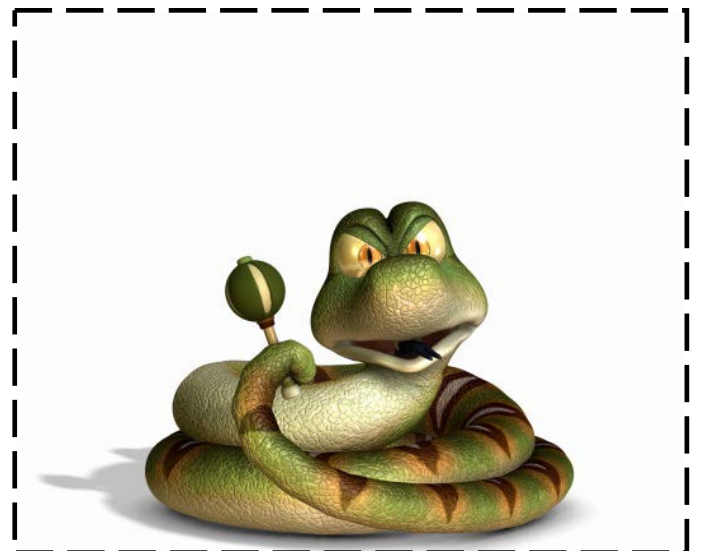
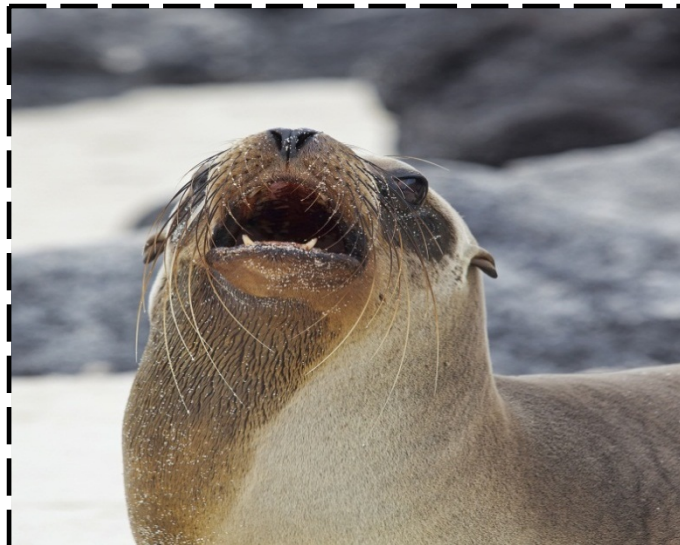
## Animals – Lesson 11





# Loud and Quiet Animal Sort

Animals – Lesson 11





# Loud and Quiet Animal Sort

## Animals – Lesson 11



# Loud and Quiet Animal Sort

## Animals – Lesson 11





LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 12
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use the Words to Know in hands-on activities, providing an example of the word's meaning.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Props to act out <b>shelter</b> (hats, umbrellas, cardboard, and so on)</li> <li>Plastic insect figures</li> <li>Sticky notes (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Words to Know pictures for Lesson #12</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Precut the Words to Know pictures for Lesson #12 to save time.</li> <li>You may want to use sticky notes to mark pages in the lesson texts that provide a good context for teaching the Words to Know, or to prepare other examples to share with students. The four Words to Know occur in the following unit texts. <ul style="list-style-type: none"> <li><b>shelter</b> - <u>Homes of Living Things</u> pp. 4, 10; <u>Animal Habitats</u> pp. 8, 11, 12, 13, 15, 16</li> <li><b>survive</b> - <u>Animal Habitats</u> pp. 8, 10, 12, 14, 16, 18, 21</li> <li><b>prairie</b> - <u>Homes of Living Things</u> p. 19; <u>Animal Habitats</u> pp. 4, 7, 14</li> <li><b>insect</b> - <u>Homes of Living Things</u> p. 22</li> </ul> </li> </ul> </li> <li>Remember that students are creating pages for a tabbed book in each of the four Words to Know lessons in this unit. In this lesson, students will create a page illustrating one of the new words. This activity can be done or continued later during center or free choice time.</li> <li>The I Do and We Do routines are combined in this lesson to allow modeling and guided practice for each word, one at a time.</li> <li>When introducing the words <b>prairie</b> and <b>survive</b>, you will need to have the Words to Know pictures ready so students can discuss the words and pictures with a partner.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>shelter:</b> Something that provides cover or protection</li> <li><b>survive:</b> To stay alive</li> <li><b>prairie:</b> A large area of flat grasslands</li> <li><b>insect:</b> Bug with a head, thorax, and abdomen and three pairs of legs</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Whenever we study a new unit, we learn new words. We're learning lots of new words about animals and animal homes. It's really important to pay attention to new words and figure out what they mean. Understanding what words mean will help us to understand the new information we're learning."</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><b>You could say:</b> <b>(Homes of Living Things p.4)</b> “Our first word today is <b>shelter</b>. Our book <u>Homes of Living Things</u> says, ‘People and animals need places to live...They need <b>shelter</b> from the weather.’ <b>Shelter</b> means ‘something that provides cover or protection.’ Some animals find <b>shelter</b> underground. We put up an umbrella in the yard as a <b>shelter</b> from the sun. Let’s all say the word <b>shelter</b> together...”</p> <p><b>Give students umbrellas, hats, or other props and ask them to say, “I need shelter.”</b></p> <p><b>(survive)</b> <b>You could say:</b> <b>(Animal Habitats p. 8)</b> “Our book says, ‘Animals need food, water, oxygen, and <b>shelter</b> to <b>survive</b>.’ <b>Survive</b> means ‘to stay alive.’ I take good care of my dog so he will be healthy and <b>survive</b>. The rabbit escaped from the coyote and <b>survived</b>. Let’s say the word <b>survive</b> together...”</p> <p><b>Using the Words to Know pictures for this lesson, ask students to identify pictures that show things animals need to survive and tell a partner about them. Ask volunteers to name what animals need to survive for the class.</b></p> <p><b>(prairie)</b> <b>You could say:</b> <b>(Animal Habitats p.14)</b> “Here are pictures of <b>prairies</b>. The first sentence says, ‘<b>Prairies</b>, or plains, are wide-open spaces.’ <b>Prairie</b> means ‘large area of flat grasslands.’ Buffaloes live on the <b>prairies</b> in the West. Pioneers traveled across the <b>prairies</b> in covered wagons. Let’s say <b>prairie</b> together...”</p> <p><b>Using the Words to Know pictures, have students show a partner a picture of a prairie animal and tell a partner the animal lives on the prairie.</b></p> <p><b>(insect)</b> <b>You could say:</b> <b>(Homes of Living Things p.22)</b> “ Our book says, ‘Many kinds of <b>insects</b> make homes.’ An <b>insect</b> is a ‘bug with a head, thorax, and abdomen and three pairs of legs.’ Some <b>insects</b> help plants grow in gardens. When I get an <b>insect</b> bite, it is itchy. Bees are <b>insects</b> that make honey. Let’s say <b>insect</b> together...”</p> <p><b>Give students an insect figure or use the labeled insect picture in the Words to Know pictures. Support students as they name the insect body parts in pairs.</b></p>
<p>You Do</p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b> “Now it’s time to make a page for our Words to Know tabbed books with one of these new words: <b>survive, shelter, prairie or insect.</b>”</p> <p><b>Have students select one of the Words to Know pictures for Lesson #12 to glue on their pages, or draw pictures for their words. Students could dictate to a teacher a phrase or sentence they would like to include about the word/picture. As time allows, have students share their pages in pairs or with the class.</b></p>

CLOSE

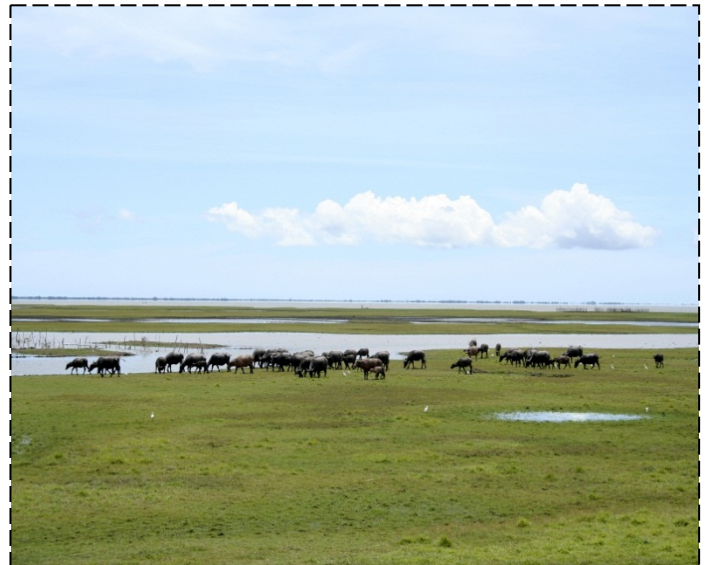
**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Nice job learning four new words today! We are going to hear these words as we read about animal homes. When you know these words, you will understand lots of new information about animals and animal homes. Let’s practice our new words: **(correct answers underlined)**

- Give me a thumbs-up if animals need this to **survive**...  
food                      dirt                      oxygen (air)      water                      friends                      shelter
- Say **shelter** if what I name can be a **shelter** for an animal...  
cave                      house                      car                      tree                      book                      tunnel
- Is a bee a person or an **insect**?
- Is a **prairie** flat or a mountain?”

### Prairie



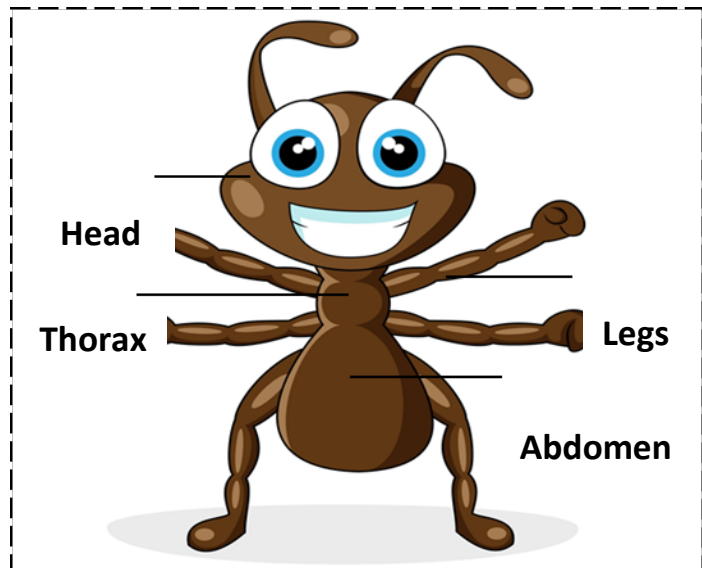


### Shelter



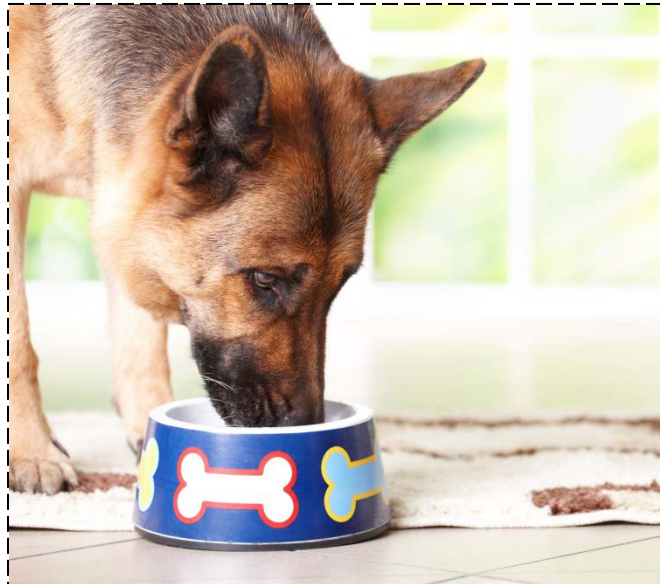


Insect





### Survive









Prairie Animals





## WEEKLY LESSON PLANNER

### ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Describe similarities, differences, and purposes across environmentally salient text structures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Create semantic webs of associated words and explain how words are related.</li> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Work with a partner to make loud and quiet animals sounds using information from chosen books.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul>	<ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Animal <b>habitats</b> mural</li> <li>Paper and writing utensils</li> <li>White boards and dry erase markers (1 per student)</li> <li>Examples of other types of texts</li> <li>List of animal <b>habitats</b> from Lesson 5</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Butcher paper, yarn, tape (optional)</li> <li>Scissors, glue, writing utensils</li> <li>Copies of word web (optional)</li> <li>Sticky notes (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Birdhouse instructions for Lesson #13</li> <li>Signs, labels, and captions for Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Student Journal Lesson #15</li> <li>Related word pictures for Lesson #15</li> <li>Word web</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Read to Know Procedures (optional)</li> <li>Graphic organizer from Lesson #11 (or your list)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



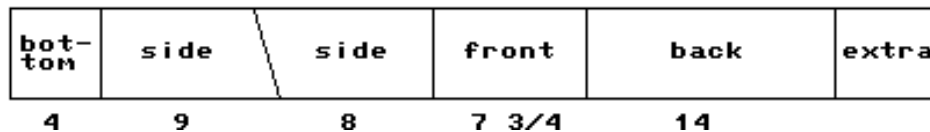
LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Describe similarities, differences, and purposes across environmentally salient text structures.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> <li><u>Animal Habitats</u> by Michelle Kramer</li> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Animal <b>habitats</b> mural</li> <li>Paper and writing utensils</li> <li>White boards and dry erase markers (1 per student)</li> <li>Examples of other types of texts</li> <li>List of animal <b>habitats</b> from Lesson 5</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Birdhouse instructions for Lesson #13</li> <li>Signs, labels, and captions for Lesson #13</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Identify a sign in the classroom to use as an example during the We Do routine.</li> <li>Select other types of texts (instructions, recipes, maps, charts, and so on) as examples or models.</li> <li>You might want to cut out the signs, labels, and captions before distributing them to students.</li> <li>If possible, collect small whiteboards and dry erase markers for each student.</li> </ul> </li> <li>Use the signs, labels, and captions for Lesson #13 as templates to to prepare the signs, labels and captions students will add to the mural in the You Do. There are some completed examples of <b>habitat</b> signs and labels in these materials.</li> <li>During the We Do routine, students can practice creating different types of texts on whiteboards to make the activity "hands on."</li> <li>Remember that students are adding to the class mural of animal homes and <b>habitats</b> in each of the four Text Mapping lessons. In this lesson, have students create signs, captions, and labels for the class mural.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I'm looking around our classroom, and I can't believe how many different things we have to read. If I want to know who the Door Holder is today, I can look at our Helper Chart. If I want to know what is for snack, I can read the snack menu. If I want to hear a good story, I can go to the reading center and read a book. We get information in many <b>different</b> forms of text or print. Today we're going to look at some <b>different</b> forms of text. When we recognize <b>different</b> types of text, it helps us to understand the information in the text and that makes us better readers."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display and compare <u>Homes of Living Things</u> and <u>Animal Habitats</u>. You could say:</b>          "Here are some of the books we're reading to learn about animal <b>habitats</b> and homes. Let's look at the print in these two books. In <u>Homes for Living Things</u>, there are chapter headings, and the words are printed in sentences in paragraphs. In <u>Animal Habitats</u>, there are chapter headings, and each page has a lot of information in pictures with labels and captions. These books are <b>alike</b> because they both have chapters and words to give us information. They are <b>different</b> because in one book we have paragraphs with words, and in the other we have captions and labels to give us information. We can learn about animal homes from both forms of text."</p>	

	<p><b>(display the list of habitats made in Lesson 5)</b> “Here’s another way we can get information from print—in a list. In an earlier lesson, we looked at the text in our book <u>Homes of Living Things</u>, and we made lists of <b>different</b> animal homes and <b>habitats</b>. Lists are a quick way to read information and remember it.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Pass out whiteboards and dry-erase markers to students. Introduce different types of texts, and have students practice making them on their whiteboards.</b></p> <p><b>You could say:</b>  <b>(point out a sign in classroom)</b> “Another type of print that gives us information is a sign. We use signs in our classroom. Let’s practice making a sign together...”  <b>Refer to a sign as a model for students to create their own. Think aloud about how the pictures and text in a sign provide information.</b></p> <p><b>Display the birdhouse instructions for Lesson #13. You could say:</b>  “Here’s another type of text, a set of instructions or directions. This tells us how to make a birdhouse. It has pictures or drawings to help you see what you are going to be doing and words to explain what you need to do. Let’s practice making an instruction chart on our white boards. We know we’ll need some drawings and some words to help the reader learn how to make a birdhouse...”</p> <p><b>Display and/or create other text types with students (recipe for birdseed, signs for animal homes, maps, and so on). Think aloud and discuss the differences in the text types.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Work with students to use the signs, labels, and captions for Lesson #13 to add helpful section titles, labels, or descriptions and information to your class mural. You could say:</b>  “Now it’s time to work on our mural. What kinds of print do you think we could add to our mural that would help someone learn about our animal homes or <b>habitats</b>? I’m going to make a sign to identify the desert <b>habitat</b>—I’ll draw a cactus, a symbol of the desert, and write the word <i>Desert</i> to identify that place on our mural. When someone sees our mural, they can read that this <b>habitat</b> is a desert.”  <b>Guide students as they add more signs, labels, and captions to the mural.</b></p> <p><b>As time allows, ask students to share what they added with the class, Discuss the differences in the text types you added.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “The text we added to the mural will help people learn about our animal homes and <b>habitats</b>. Knowing about <b>different</b> types of text helps us understand what we read. When you are reading at home, driving with your family, or working in our classroom, see if you can name the type of text you’re looking at. Help me remember some of the types of text we looked at and wrote today. They were: <b>(display examples to help students name text types)</b></p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Lists</li> <li>• Instructions</li> <li>• Signs</li> <li>• Labels</li> <li>• Captions.”</li> </ul>

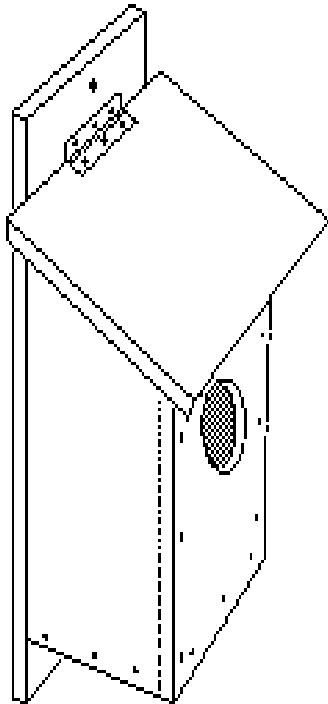
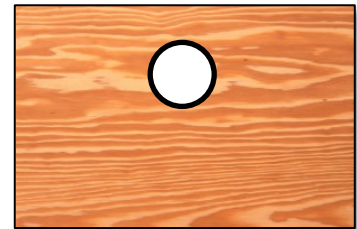


## How to Make a Birdhouse

1. Start by marking a 4'  $\frac{3}{4}$ " X 5  $\frac{1}{2}$ " inch board as shown. (Use an extra piece to make the roof.) Cut the board where marked.

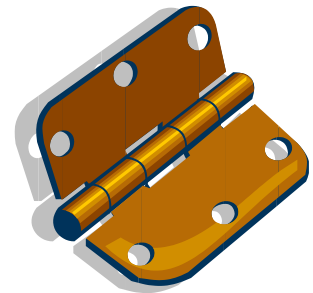


2. Then cut a 1  $\frac{1}{2}$ " diameter entrance hole 1  $\frac{1}{4}$ " away from the top edge of the front piece. That size will discourage larger birds that could raid the nest. No perch is necessary.



3. See the diagram.  
Use smaller nails when nailing near board ends where the wood splits easily.  
Use larger nails at the center of the pieces' lengths.

4. Use a hinge to attach the roof to the back of the birdhouse. This will allow easy cleaning with a stiff brush at season's end so the birdhouse will be ready the following spring.



5. Leaving the bird house unpainted may make it more appealing to birds looking for a home and nesting place.





# Signs, Labels, and Captions

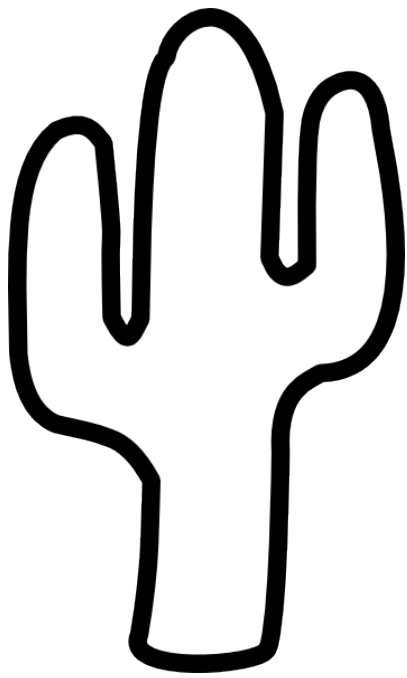
## Animals – Lesson 13



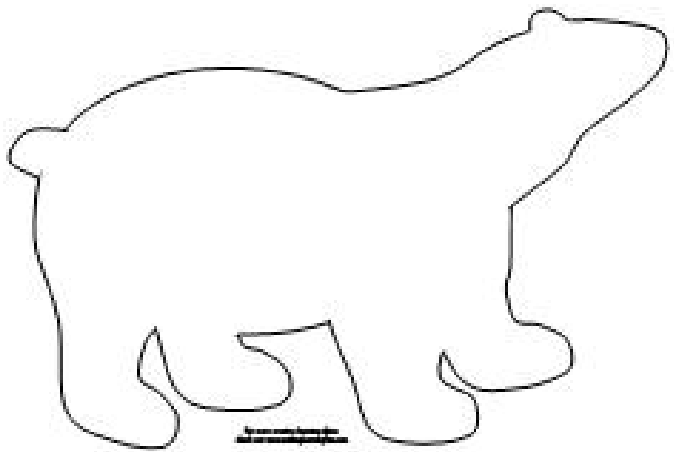
A large, empty rectangular box with a double black border, intended for a student to draw or write.

A large, empty rectangular box with a double black border, intended for a student to draw or write.

A large, empty rectangular box with a double black border, intended for a student to draw or write.



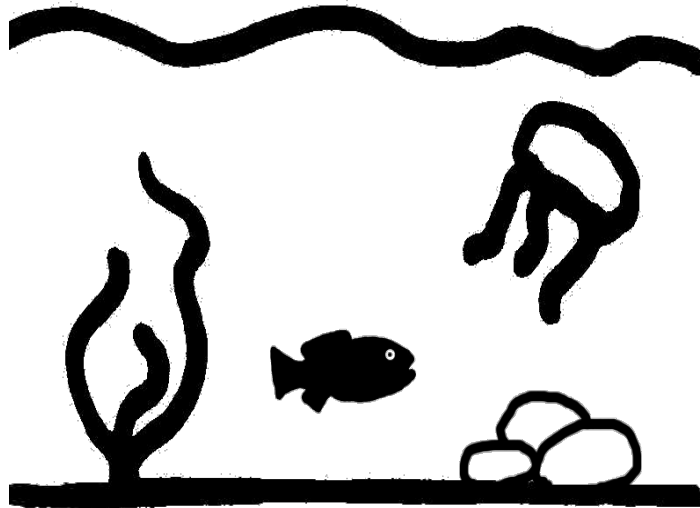
**Desert**



**Bear Den** 



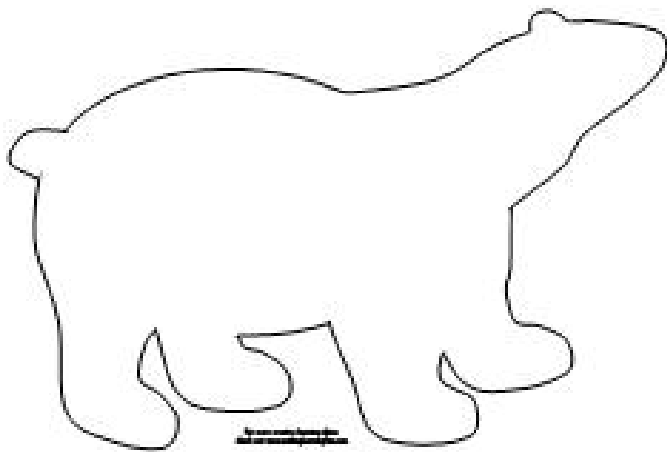
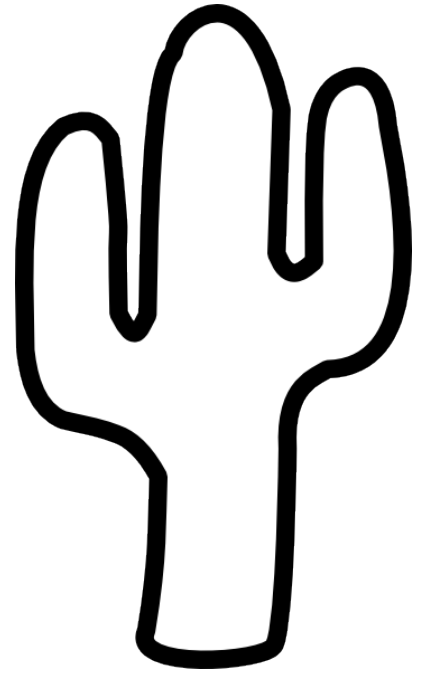
**Forest Habitat**



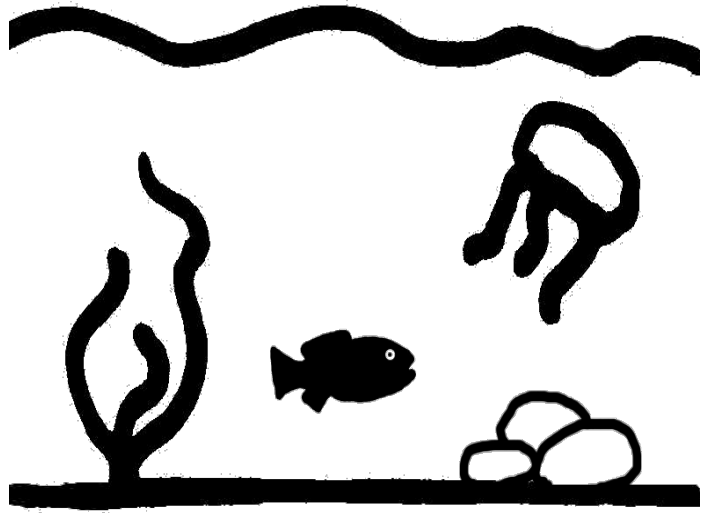
**Ocean Habitat**

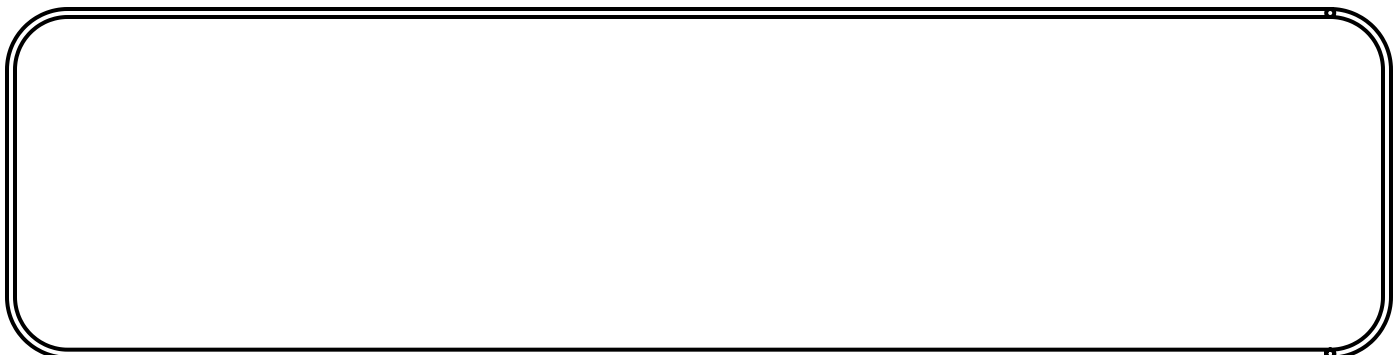
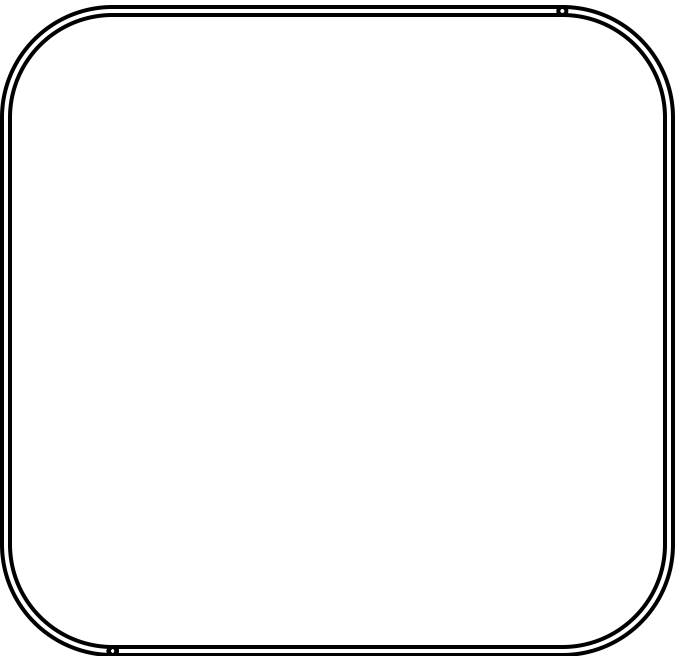
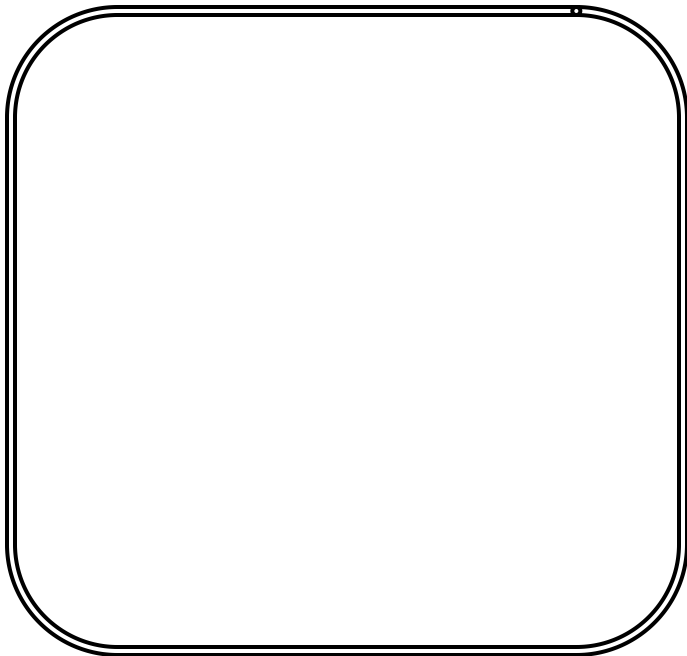
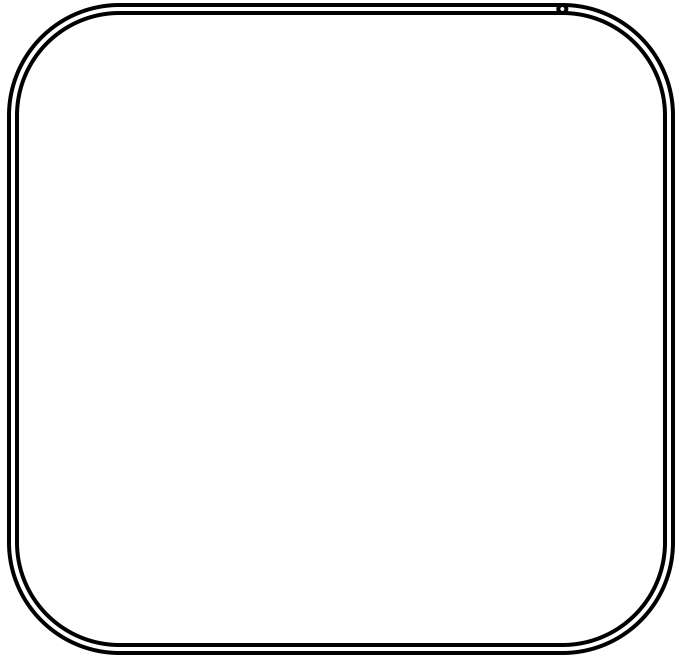
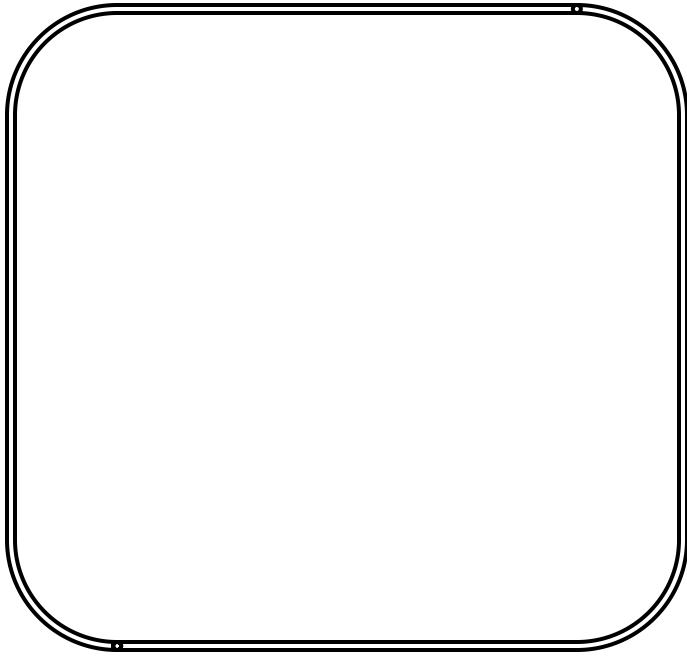


**Underground  
Homes**









A large, empty rounded rectangular box with a double-line border, intended for a drawing or illustration.A large, empty rounded rectangular box with a double-line border, intended for a drawing or illustration.A large, empty rounded rectangular box with a double-line border, intended for a drawing or illustration.A large, empty rounded rectangular box with a double-line border, intended for a drawing or illustration.A large, empty rounded rectangular box with a double-line border, intended for a drawing or illustration.



nest

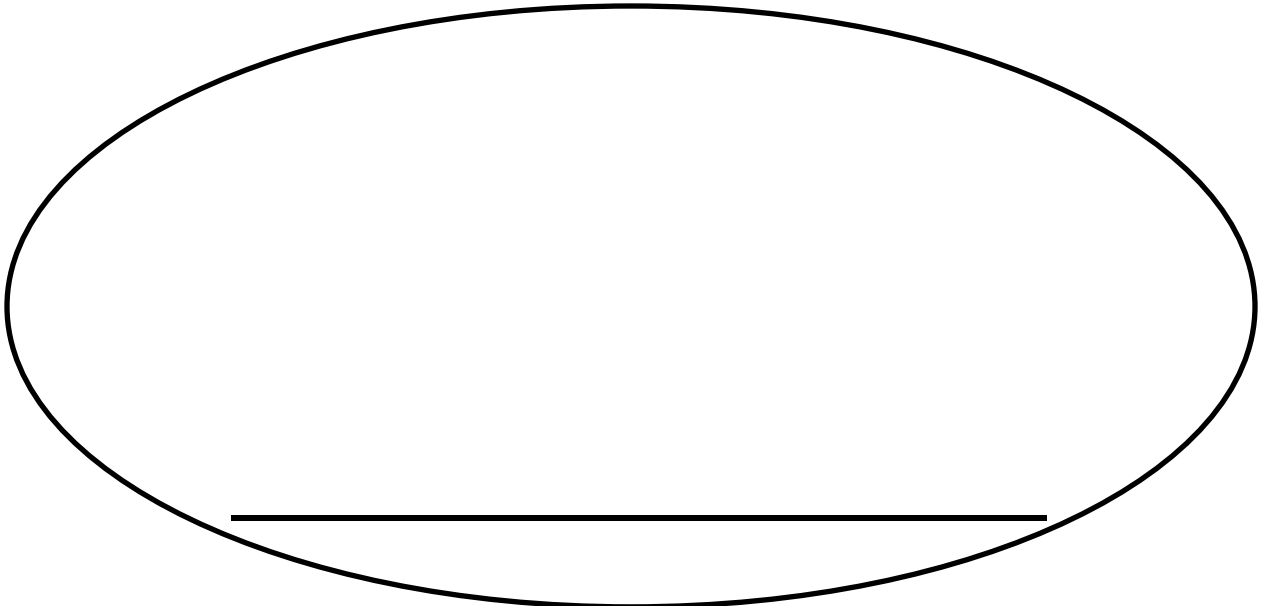
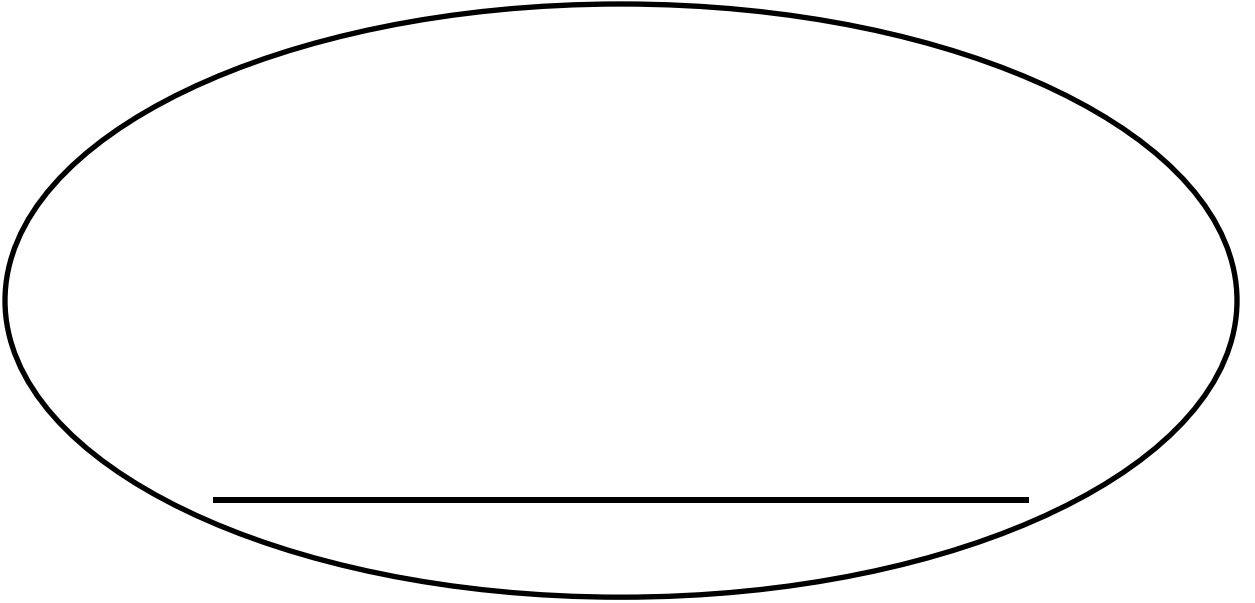
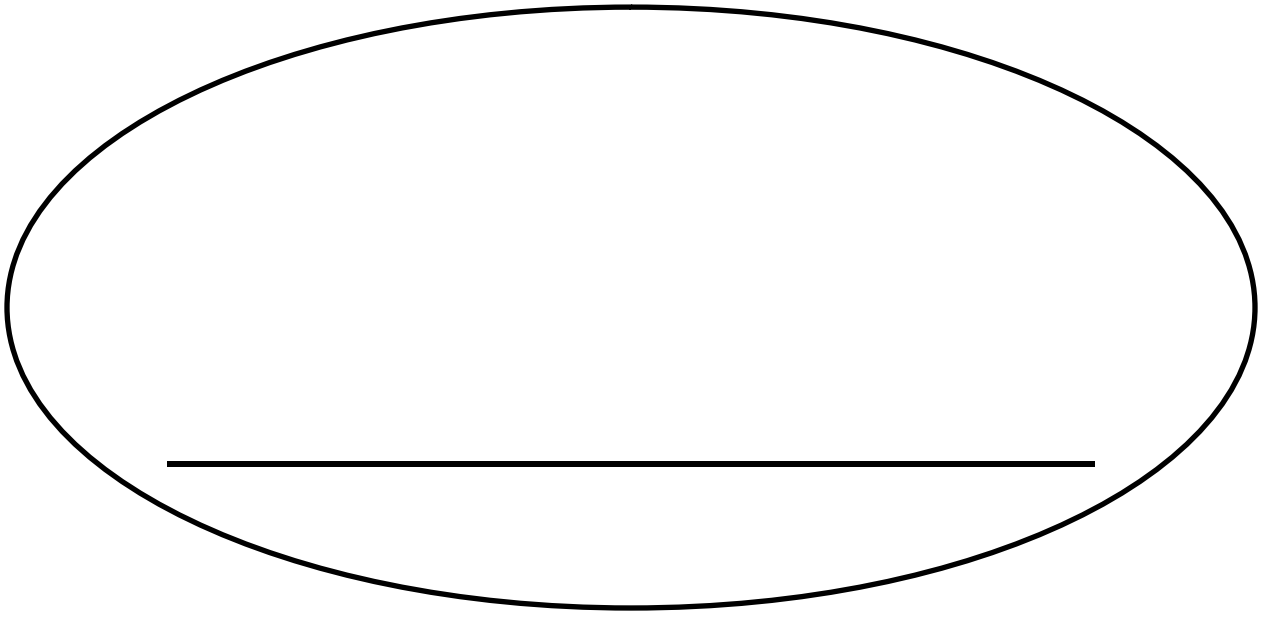
---

arctic

---

desert

---



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>During the We Do and You Do routines, have students display agreement with the main idea using signals such as the following: thumbs-up, wave your elephant trunk, wag your tail, and so on.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #5: SHELTER, SURVIVE, PRAIRIE, INSECT</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "If I wanted to learn about hiking, do you think I'd choose a book with a picture of a hiking trail or a picture of a trampoline on the cover? I think I'd pick the picture of the trail. The title and the pictures are clues to the main idea or important information in a book or in the chapters of books. Today we're going to read books and practice finding the main ideas. Good readers think about the main ideas in a book because it helps them understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "Let's take a look at our book <u>Loud and Quiet: An Animal Opposites Book</u>. <b>(read a few pages of opposites)</b> The most important information in this book is loud and quiet animal sounds. We know this because the author titled the book <u>Loud and Quiet</u>, and because every page has a heading—<i>Loud</i> or <i>Quiet</i>—with pictures of animals making loud and quiet sounds.</p> <p><b>(read p. 14)</b> "I think the main idea on this page is <i>loud</i>. The heading on the page says <i>Loud</i>, and the paragraph tell us, 'Some cicadas are as loud as lawn mowers.' But on this page, the picture doesn't help me decide if the cicada is loud or quiet. The words and the heading help me find the main idea.</p> <p><b>(read p. 15)</b> "The main idea on this page is <i>quiet</i>. The heading says <i>Quiet</i>, and the words say, 'Butterflies are quiet.' The picture shows a butterfly, and I know when I see a butterfly sitting on a flower that I don't hear any sounds. They are quiet."</p>	



<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Present pages from <u>Loud and Quiet: An Animal Opposites Book</u>. Guide students to identify the main idea using think-pair-share.</b></p> <p><b>You could say:</b>  <b>(read p. 4)</b> “The heading on this page says <i>Loud</i>, and the text says, ‘Whales sing loudly as they swim in the ocean.’ Turn to your partner and flap your whale fins if you think the main idea on this page is <i>loud</i>...”</p> <p><b>(read p. 5)</b> “The heading on this page says <i>Quiet</i>. It tells us that bats fly quietly and make sounds people can’t hear. Turn to your partner and whisper ‘quiet’ if you think the main idea on this page is <i>quiet</i>...”</p> <p><b>(read p. 10)</b> “Do you think the main idea on this page is <i>loud</i> or <i>quiet</i>? Turn to your partner and tell him or her the main idea...”</p> <p><b>(read p. 11 and the heading)</b> “Do you think the main idea on this page is <i>quiet</i> or <i>squids</i>? Turn to your partner and tell him the main idea on this page...” <b>(discuss students’ choices)</b></p> <p><b>If more practice is needed, continue skimming the book and provide more opportunities for students to confirm or suggest main ideas.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students continue to identify main ideas with their partners. You could say:</b>  <b>(read p. 12)</b> “Turn to your partner and howl if you think the main idea on this page is <i>loud</i>...”</p> <p><b>(read p. 13)</b> “Turn to your partner and tell them if you think the main idea is <i>quiet</i> or <i>antlers</i>...”</p> <p><b>(read p. 18)</b> “This heading says <i>Loud</i>, and the text tells us ‘rattlesnakes loudly shake their tails.’ Turn to your partner and shake a rattle if you think the main idea of this page is <i>loud</i>...”</p> <p><b>(read p. 19)</b> “Tell your partner what you think the main idea is on this page... On these two pages do the pictures help us decide if the main idea is <i>loud</i> or <i>quiet</i>? Why or why not?”</p> <p><b>Provide more examples to give students practice with finding the main idea. After you have practiced by presenting two choices for the main idea, read selected pages and ask students to name the main idea independently.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Nice job finding the main ideas today! Good readers think about the main ideas in a book because it helps us understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear. When you are reading at home or school, ask the reader to stop so you can name the main idea on the page you are reading. What is the main idea in our book <u>Loud and Quiet: An Animal Opposites Book</u>? <b>(pause for response)</b> What is the main idea in our book <u>Homes of Living Things</u>?”</p>

**LET'S KNOW!  
PREK**

**ANIMALS  
COMPARE AND CONTRAST**

**WORDS TO KNOW  
LESSON 15**

**SHOW ME WHAT YOU KNOW!** Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are **alike** and **different**!

**TEACHING OBJECTIVES:**

- Create semantic webs of associated words and explain how words are related.
- Use target vocabulary words correctly in spoken or dictated texts.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- Homes of Living Things by Bobbie Kalman
- Animal Habitats by Michelle Kramer

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Selected by teacher

**LESSON MATERIALS YOU PROVIDE:**






- Butcher paper, yarn, tape (optional)
- Scissors, glue, writing utensils
- Copies of word web (optional)
- Sticky notes (optional)

**UNIT MATERIALS PROVIDED:**

- Teacher Journal Lesson #15 (print or digital)
- Student Journal Lesson #15
- Related word pictures for Lesson #15
- Word Web

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...**
  - Cut out the related word pictures for Lesson #15 to save time. You may also want to divide the student journal pages so you have a separate stack of pages for each Word to Know; see the You Do activity to plan ahead.
  - If you choose one of the variations described below, prepare necessary materials before the lesson.
  - The book pages listed in the lesson are examples of the words in context. You could use sticky notes to mark these or other pages that provide a strong context for the words.
- Instead of a word web activity, today's lesson uses 'word walkways.' There are a couple variations on this activity you could use:
  - For a more interactive activity, you could create the word walkways on the floor using butcher paper, taped squares, or yarn outlines. You would choose a student to stand on the beginning of the walkway, in the Word to Know square. As you or students think of related words, add one to the next step on the walkway and let the student move to that square and say the word.

 <b>survive</b>	 <b>live</b>	 <b>protect</b>	 <b>food</b>	 <b>shelter</b>
--	---	--	--	--

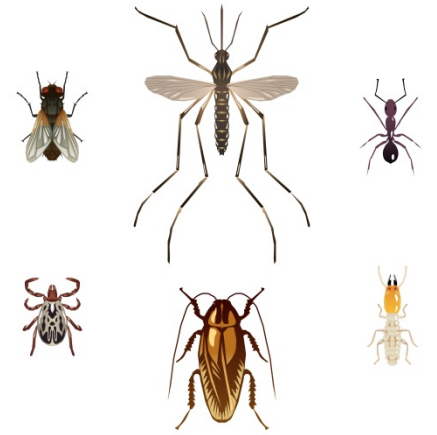
- If you prefer, you could have students use the familiar word webs instead of the walkways. If so, they will need copies of the word web for each Word to Know or blank paper to draw their webs.
- Remember that students are creating pages for a tabbed book in each of the four Words to Know lessons in this unit. Today, students will create a page using the word walkways from the student journal.
- **WORDS TO KNOW**
  - **insect:** Bug with a head, abdomen, and thorax and three pairs of legs
  - **prairie:** A large area of flat grassland
  - **survive:** To stay alive
  - **shelter:** Something that provides cover or protection
- **SUGGESTED RELATED WORDS**
  - **insect:** (synonym) *bug*; (types) *bee, ant, mosquito, ladybug*; (features) *head, abdomen, thorax, pairs of legs*
  - **prairie:** (synonyms) *field, grasslands, plain*; (antonyms) *hills, mountain, valley*; (features) *flat, wide-open, dirt, grass*
  - **survive:** (synonyms) *stay alive, keep safe, live*; (antonyms) *die, stop living*; (features) *breathe, eat, drink, food, water, shelter, air/oxygen*
  - **shelter:** (synonyms) *structure, home, cover, habitat*; (types) *shed, cave, house, cover, umbrella, apartment, tree, tunnel*

**LESSON ROUTINE**

<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Today we're going to talk about words that go together. The opposite of up is down. Those two words go together because they are opposites. We're going to talk about how words are related to or go with our words <b>insect</b>, <b>prairie</b>, <b>shelter</b>, and <b>survive</b>. Thinking and talking about how words go together helps us to learn words really well."</p>
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  <b>(Homes of Living Things p. 22)</b> "First we will talk about our Word to Know <b>insect</b>. The last chapter of this book is titled <i>Insect homes</i>. It says, 'Many kinds of <b>insects</b> make homes.' An <b>insect</b> is a 'bug with a head, abdomen, and thorax and three pairs of legs.' Some <b>insect</b> stings hurt. <b>Insects</b> are good to have in your garden. Let's all say <b>insect</b>..."</p> <p><b>Display the teacher journal, or draw students' attention to the 'walkway' you created. Model adding words/pictures to the walkway. You could say:</b>          "Here is a word walkway we are going to make to show how words are related.</p> <ul style="list-style-type: none"> <li>• I will put our word <b>insect</b> in the first square.</li> <li>• Now I will add the related word <i>bug</i> to our walkway. <i>Bug</i> is another word for <b>insect</b>.</li> <li>• What are some other words you think go with the word <b>insect</b> that we could add to our word walkway?"</li> </ul> <p><b>Take student suggestions and generate other options, explaining how the words relate to the Word to Know.</b></p> <p><b>(prairie)</b>  <b>You could say:</b>  <b>(Homes of Living Things p. 19)</b> " 'Prairie dogs live in grasslands called <b>prairies</b>.' A <b>prairie</b> is a 'large area of flat grassland.' Cattle wander on the <b>prairie</b> and eat the grass. On the <b>prairie</b> you can see for many miles. Let's say <b>prairie</b> together..."</p> <p>"Here's a walkway for our word <b>prairie</b>.</p> <ul style="list-style-type: none"> <li>• The first square has our word <b>prairie</b>.</li> <li>• Now I'm going to add the word <i>mountain</i> to our walkway. <i>Mountains</i> are the opposites of <b>prairies</b>. <b>Prairies</b> are large, flat areas; <i>mountains</i> are large, high pieces of land.</li> <li>• What are some other related words for <b>prairie</b> that we could add to our word walkway?"</li> </ul> <p><b>Add other related words or pictures to the walkway and discuss why these words are related.</b></p>
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue adding to the words and pictures to the word walkways for the remaining words.</b></p> <p><b>(survive)</b>  <b>You could say:</b>  <b>(Animal Habitats p. 8)</b> "Here it says, 'Animals need food, water, oxygen, and <b>shelter</b> to <b>survive</b>.' <b>Survive</b> means 'to stay alive.' If you don't know how to swim, you can't <b>survive</b> in water. We <b>survive</b> hot weather by drinking lots of water and staying in the shade. Let's say <b>survive</b> together..."</p>



	<p>“Now let’s add to our word walkway for <b>survive</b>.</p> <ul style="list-style-type: none"> <li>• I’ll add the word <i>live</i> to our walkway because it means the same thing as <b>survive</b>.</li> <li>• Turn to your partner and tell them if <i>live</i> means the same thing as <b>survive</b>, or is the opposite of <b>survive</b>...</li> <li>• What are some other related words for <b>survive</b> that we could add to our word walkway?”</li> </ul> <p><b>Add other related words or pictures to the walkway and discuss why these words are related.</b></p> <p><b>(shelter)</b>  <b>You could say:</b>  <b>(Animal Habitats p. 8)</b> “This page says, ‘A mother polar bear and her cub find <b>shelter</b> in a snow cave...’ <b>Shelter</b> means ‘something that provides cover or protection.’ Horses live in barns for <b>shelter</b>. If you’re outside during a thunderstorm, you need to run and find <b>shelter</b>. Let’s say <b>shelter</b> together...”</p> <p>“Now let’s work on a word walkway for <b>shelter</b>.</p> <ul style="list-style-type: none"> <li>• We have the word <b>shelter</b> in the first square of this walkway.</li> <li>• Let’s add the word <i>cover</i> to our walkway. It goes with the word <b>shelter</b> because they mean about the same thing.</li> <li>• Does anyone have another word that goes with <b>shelter</b> that we could add to our walkway? Turn to your partner and tell them a word that goes with <b>shelter</b>...”</li> </ul> <p><b>Add other related words or pictures to the walkway and discuss why these words are related.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal (or word webs). The student journal has a page for each of the four words, but each student will only need to complete a word walkway for one word. Distribute the journal pages among students so that they each have a word they have not yet added to their tabbed books. Also pass out the relevant related word pictures for students to glue onto their word walkways (or webs).</b></p> <p><b>You could say:</b>      “We thought of a lot of words that go with our Words to Know. Now you can cut out and glue pictures that go with our Words to Know onto your own word walkway and add that page to your tabbed Words to Know book.”</p> <p><b>Circulate the room to help students select related words pictures for their walkways. Then have them add their completed pages to their Words to Know tabbed books.</b></p> <p><b>As time allows, ask students to share their tabbed book page with the rest of the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      “With our word walkways and webs we learned more about our Words to Know <b>insect, prairie, survive, and shelter</b>. When we hear these words in our books about animal homes we will better understand the information we’re hearing. When you are reading and studying in this unit, if you hear new words that go with our Words to Know, you can add them to one of our word webs or add a page to your tabbed book about animal homes Words to Know.”</p>



**insect**



**bee**



**bug**



**ladybug**



**mosquito**



**prairie**



field



grasslands



plain



mountains



survive



keep safe





food



oxygen



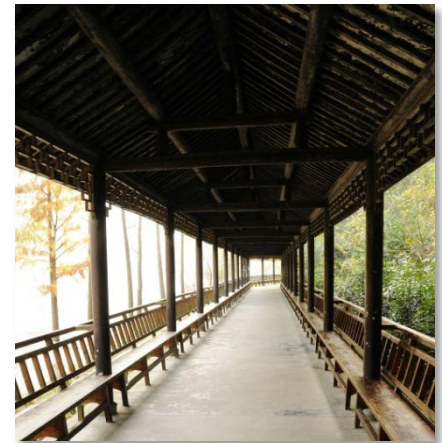
water



shelter



home



structure



cover






habitat

# Teacher Journal

## Animals – Lesson 15

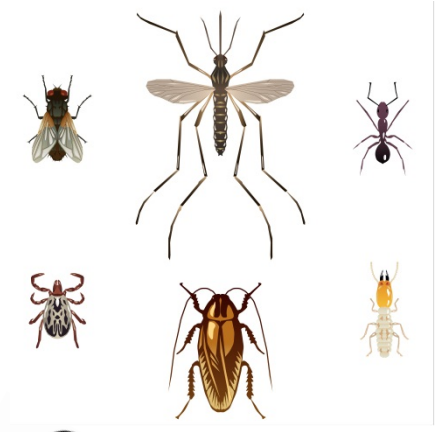



		
--	---	---





# Teacher Journal


## Animals – Lesson 15

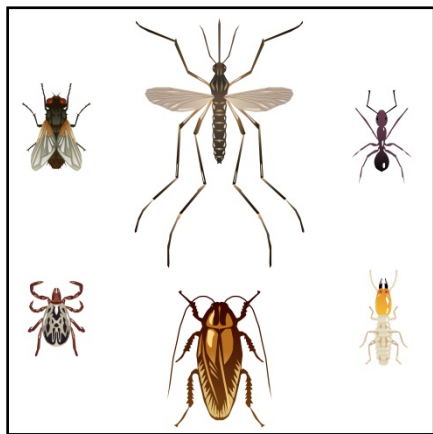


 **insect**



 **bug**





**insect**



**bug**



**mosquito**



**bee**



**ladybug**



 prairie



 field







**prairie**



**field**



**grasslands**



**plain**



**mountains**



survive



keep safe





**survive**



**keep safe**



**food**



**oxygen**



**water**





 **shelter**



 **home**



shelter



home



structure

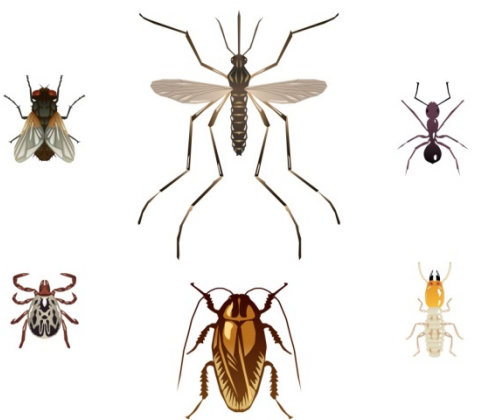




cover



habitat



 <p><b>insect</b></p>		
---	--	--





prairie





survive





shelter







field



grasslands



plain



mountains



survive



keep safe



insect



bee



bug



ladybug



mosquito



prairie





food



oxygen



water



shelter



home



structure

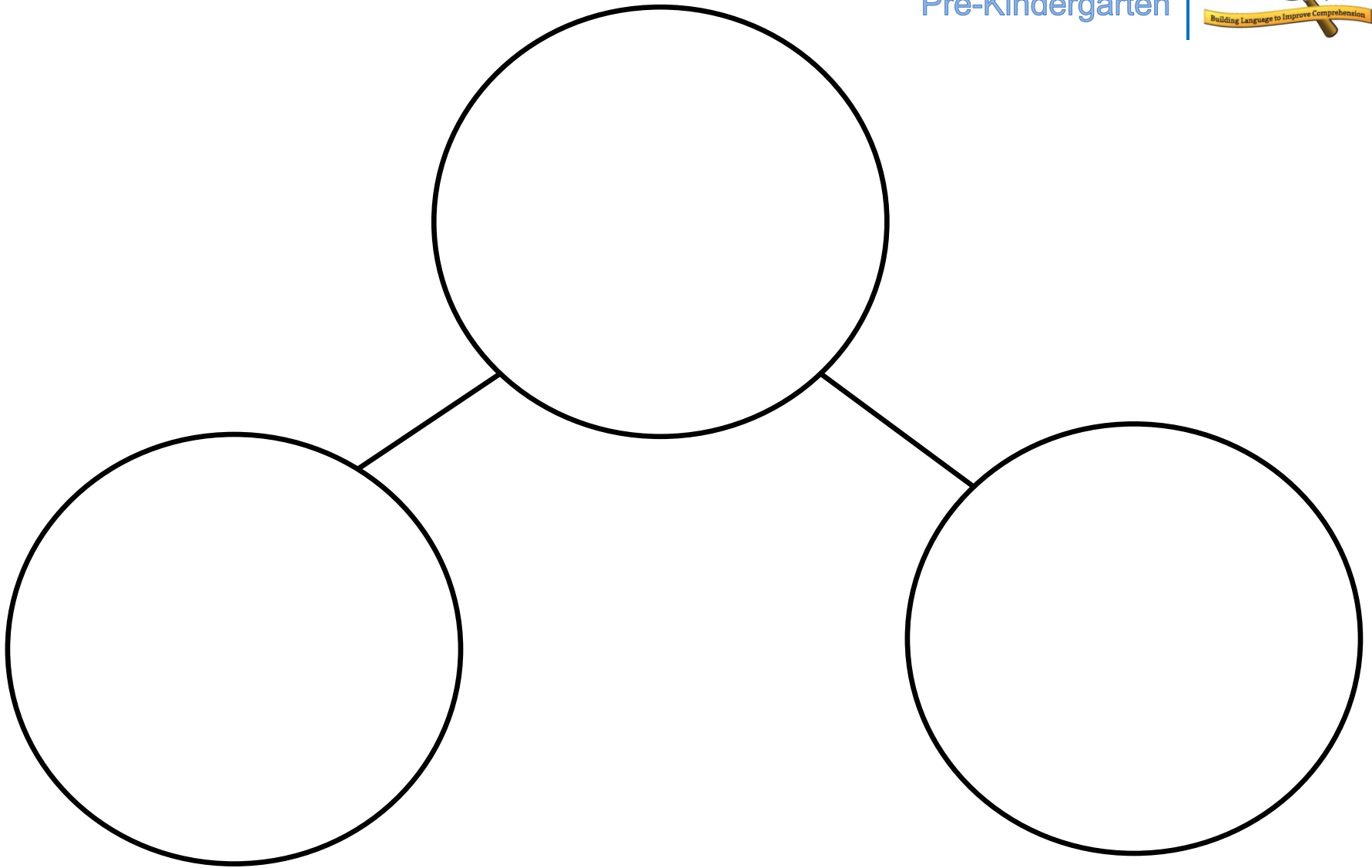




cover



habitat



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 16
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Work with a partner to make loud and quiet animal sounds using information from chosen books.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR We Do/You Do:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Read to Know Procedures (optional)</li> <li>Graphic organizer from Lesson #11 (or your list)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>Display the list(s) from Lesson #11 to help students remember animals that are loud and quiet.</li> </ul> </li> <li>The I Do and We Do routines are combined in this lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #6: SHELTER, SURVIVE, PRAIRIE, INSECT</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "My cat scratched me the other day. I realized I didn't know how to trim his claws. So you know what I did? I got on the internet and read an article on how to cut cat's claws. Reading is a great way to learn about new topics. In today's lesson, you will get to choose your own book to read from the books I have laid out. You will read to learn about animals and animal homes. We'll try to learn from our books if animals make loud or quiet sounds like the animal sounds we've learned about in our book <u>Loud and Quiet</u>. Learning about the sounds animals make helps us to learn how they are <b>alike</b> and <b>different</b>. When we're done reading, you'll explain to your partner why you think an animal is loud or quiet and make the animal's sound for your partner."</p>	
<b>I Do/ We Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Review the expectations for the lesson, referring to the Read to Know Procedures as needed.</b></p> <p><b>You could say:</b>          "Today is another lesson in which you get to spend some time reading a book that you choose on your own. We can learn so many new and exciting things by reading. Here are the steps in today's lesson..."</p>	



	<ul style="list-style-type: none"> <li>• First, you will select a book you think looks really interesting.</li> <li>• Next, you will take your book to some place comfortable in the room and look through it for about 10 minutes.</li> <li>• Then, you will do a project using what you learned.</li> <li>• Finally, we will share our projects with each other and learn about what everyone chose to read.”</li> </ul> <p><b>To establish a goal for children’s reading, you could say:</b>  “Your job while you’re reading is to think about animals in your book and decide if they are loud or quiet. Think about all of the animals we learned about in our book <u>Loud and Quiet</u>. As you read, see if you can find information that shows you an animal is loud or quiet or both.</p> <p>“There are so many interesting looking books. <b>(think aloud to model the book selection process)</b> I will look through a few... I think I will pick this book. It has a picture of... <b>(describe the cover of a book you choose)</b> Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading.”</p> <p><b>Allow students to choose books and read independently for 10 minutes.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students find partners for a think-pair-share activity. They will discuss the animals in their books and decide if they are loud or quiet. Then they will act out the sounds they think the animals make.</b></p> <p><b>You could say:</b>  “We had lots of information in our books about animals and their homes. Use the pictures, headings, charts, and what you know from reading our book, <u>Loud and Quiet</u>, to decide if the animals in your book make loud or quiet sounds. Discuss with your partner why you think an animal is loud or quiet. Then act out that animal sound for your partner. Try to make the loud or quiet sound you think that animal makes. When you’re done it will be your partner’s turn to share.”</p> <p><b>As time allows, ask students to share their animal sounds with the rest of the class and explain why they think that animal is loud or quiet.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Thinking about if animals make loud or quiet sounds helps us to learn more about how they are <b>alike</b> and <b>different</b>. When you are reading about animals and animal homes, look for information in your book that describes how animals are <b>alike</b> and <b>different</b>. They can be similar or <b>different</b> in the sounds they make, in the homes they live in, and in many other ways! Share what you learn with your friends or family so they can learn about animals, too.”</p>



## WEEKLY LESSON PLANNER

### ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about the book.</li> <li>Use prior knowledge and information from the text to make and confirm predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify navigation words for compare/contrast text structure.</li> </ul>	<ul style="list-style-type: none"> <li>Practice identifying the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Dictate to a teacher how two animal <b>habitats</b> are <b>alike</b>.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer </li> </ul>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Writing utensils</li> <li>Scissors</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Bingo tokens </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf Books </li> <li>Writing utensils</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Teacher Journal Lesson #18 </li> <li>Student Journal Lesson #18 </li> <li>Environmental print for Lesson #18</li> <li>Compare/contrast cards for Lesson #18 </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li>Main idea signs for Lesson #19 </li> <li>Main idea bingo cards for Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Student Journal Lesson #20</li> <li>Read to Know Procedures (optional)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about the book.</li> <li>• Use prior knowledge and information from the text to make and confirm predictions.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Rich Discussion</li> <li>• Predicting</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Animal Habitats</u> by Michelle Kramer</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Preview the book and prepare the text you will read to keep the lesson at the appropriate length and cover the lesson objectives. You do not need to read the entire book; for some expository texts, only selected portions are used in the lessons. However, be sure to include the text that is critical to the skills in the lesson; those sections are listed in the lesson routines.</li> <li>○ Use sticky notes to mark pages in the book on which you will model predicting or or ask prediction questions. Also note any questions you may want to ask for rich discussion.</li> </ul> </li> <li>• During the I Do routine, review the Predicting technique; this technique will be applied somewhat differently in the expository units. Children will think about what they already know about the book's subject and incorporate new information from the text to make a "guess" about something related to the content. As you read, stop to confirm or revise predictions and to generate new predictions.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>            "We have learned a lot in our books about how animal <b>habitats</b> are <b>alike</b> and <b>different</b>. Today we're going to think about what we know about animal <b>habitats</b>, and when we read our new book we will make <i>predictions</i>, or 'guesses,' about animals and where they live. Making guesses about the information we read is a good way to make sure we are really thinking as we read and listen."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>            "When we read a book for the first time, I often show you the cover and ask you what you think the book is going to be about. That is <i>predicting</i>—using what we know or see to make a smart guess about what the book will be about or what we think is going to happen. While we read today, I'm going to make predictions and then check my predications to see if they were right."</p>	



	<p><b>Read from <u>Animal Habitats</u> and stop periodically to model making predictions.</b></p> <p><b>You could say:</b>  <b>(p. 8)</b> “This says, ‘A ground squirrel finds seeds to eat in the desert <b>habitat</b>.’ I’m going to <i>predict</i> that desert plants have seeds that squirrels can eat. I’m predicting this because I know that squirrels eat nuts and seeds. I also know from the books we already read that animals live in <b>habitats</b> that have food they need to <b>survive</b>.”  <b>Turn to pp. 16–17, which are about the desert habitat; point out that there is no information to confirm your prediction here, but that this does not necessarily mean it was wrong.</b></p> <p><b>(p. 10)</b> “This page is about the rain forest. It says, ‘Many animals live in this <b>habitat</b>.’ I know from other books and pictures that monkeys live in the rain forest. I know the rain forest has a lot of trees and that monkeys live in trees. I’m going to predict that one of the animals in the rain forest is a monkey. I don’t see any monkeys in the pictures on these pages. Let’s see if there are any other pages in our book about the rain forest that will help me know if my prediction is correct.”  <b>Refer to pp. 5–6, which show a gorilla and an orangutan in rain forests. Point out that you can now confirm that your prediction was correct.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to stop and model your predictions, confirming and revising them as you read. Then guide students to begin making predictions.</b></p> <p><b>You could say:</b>  <b>(p. 12)</b> “This page is about ocean animals. It says, ‘What helps them <b>survive</b>?’ I’m going to predict that animals <b>survive</b> in this <b>habitat</b> because it has the food and <b>shelter</b> they need to live. Back on page eight we read that ‘Animals need food, water, oxygen and <b>shelter</b> to <b>survive</b>.’”  <b>(p. 13)</b> “I predicted that animals <b>survive</b> in this <b>habitat</b> because it has the food and <b>shelter</b> they need to <b>survive</b>. That prediction was correct. The text tells us that in each of these ocean zones, animals like medusa, clownfish, and squid find the food and <b>shelter</b> they need to live.”  <b>(p. 16)</b> “The book says deserts are ‘hot and dry places.’ What do you know about deserts? Does anyone have a prediction about how animals <b>survive</b> in the desert?”  <b>Pause to discuss student responses. Support students as they attempt to make predictions.</b></p> <p><b>If students don’t offer predictions, model making and confirming one. You could say:</b>  “I predict animals in the desert have to know how to find water. I know deserts are very hot and the pictures in our text show dry, hot deserts. I think animals that <b>survive</b> in the desert must be good at finding water.”  <b>After looking at the pictures, discuss that the information in the book doesn’t allow you to confirm your prediction.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Ask prediction questions, and have students discuss their answers with a partner; ask volunteers to share their ideas with the class. You could say:</b>  “Let’s see if we can take what we already know and the information we’ve learned and predict what might happen in some of these animal <b>habitats</b>. Turn to your partner and tell him or her...”</p>

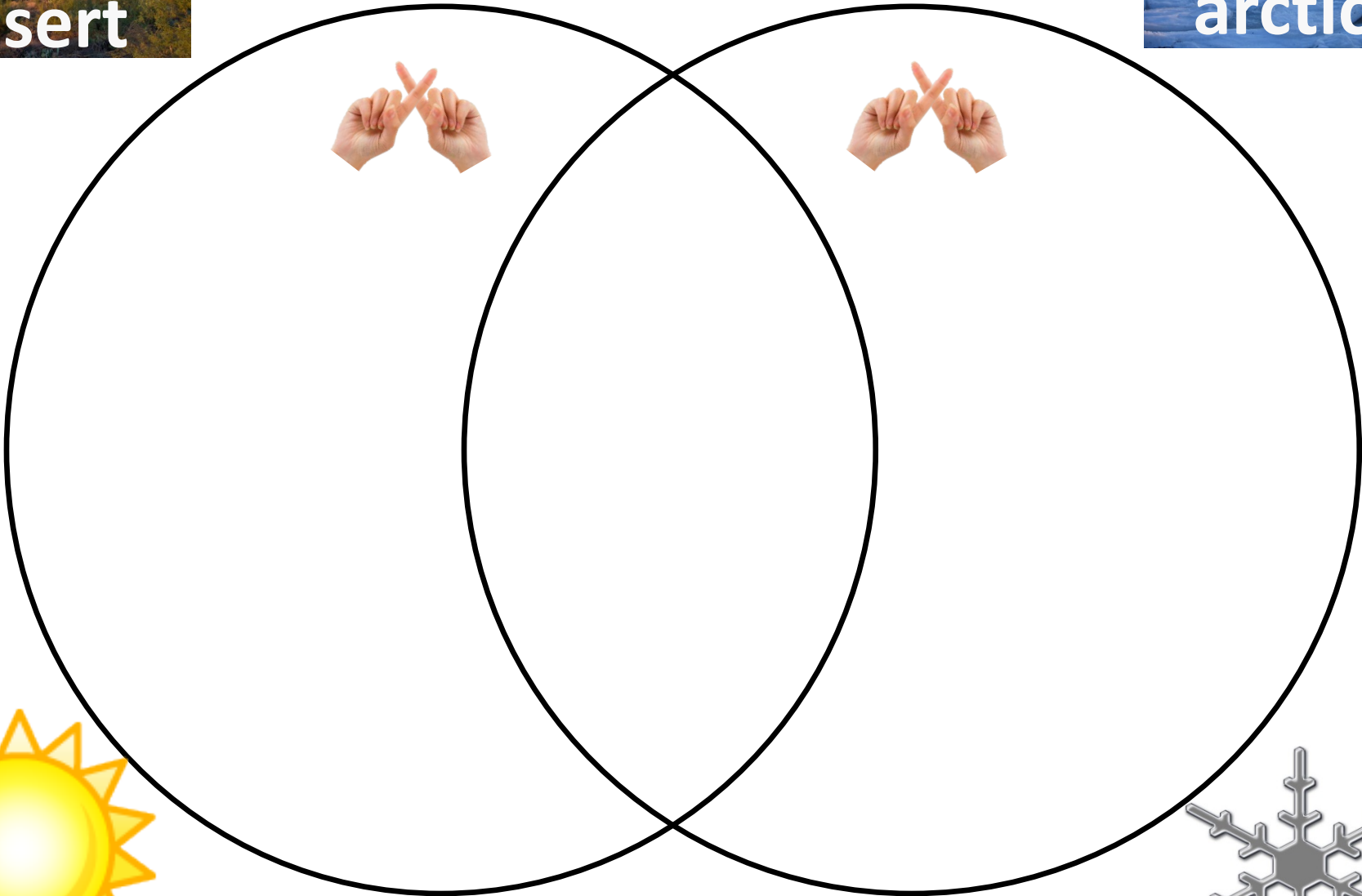
	<ul style="list-style-type: none"> <li>• <b>(pp. 4, 12-13, or 20)</b> What might happen to these fish if the ocean water got very dirty with trash and chemicals?</li> <li>• <b>(pp. 5–6, 10-11, or 21)</b> What do you predict would happen to the animals in the rain forest if the trees were chopped down?</li> <li>• <b>(p. 4)</b> Which animals do you think this bird might eat? Why?</li> <li>• <b>(p. 21)</b> What do you predict might happen if these camels did not find water?"</li> </ul> <p><b>After reading, facilitate a rich discussion of the text. Encourage students to take multiple turns, elaborate on their responses, and use higher-level language. You could ask the following questions:</b></p> <ul style="list-style-type: none"> <li>• Why do you think animals are <b>different</b> colors?</li> <li>• Why do you think animals that live in very cold <b>habitats</b> have thick fur and skin?</li> <li>• Do you think animals can change <b>habitats</b>? Why or why not?</li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Making guesses, or <i>predictions</i>, about the information we read is a good ways to make sure we are really thinking as we read and listen. Also, asking and answering questions as we read helps us understand the information in our books. When you read at home, stop the person reading to you and ask him to help you predict what new information you might learn from the book.”</p>

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify navigation words for compare/contrast text structure.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Navigation Words</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Writing utensils</li> <li>Scissors</li> <li>Glue</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Teacher Journal Lesson #18</li> <li>Student Journal Lesson #18</li> <li>Environmental print for Lesson #18</li> <li>Compare/contrast cards for Lesson #18</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> To save time, you may choose to cut out the compare/contrast cards for Lesson #18.</li> <li>Select and model a gesture for students to indicate when they hear the navigation word <b>different</b>. For example, students could make an X with their two index fingers.</li> <li>In today's lesson, you will use the compare/contrast graphic organizer in the teacher journal to show how <b>habitats</b> are <b>alike</b> and <b>different</b>. <ul style="list-style-type: none"> <li>For a more hands-on activity, you could lay down two overlapping hula hoops to represent the graphic organizer. Students can place pictures to indicate how the <b>habitats</b> are <b>alike</b> and <b>different</b>. Instructions for how to do the hula hoop activity can be found at: <a href="http://www.scholastic.com/teachers/classroom-solutions/2012/02/thinking-outside-box-%E2%80%94-higher-order-thinking-kindergarten">http://www.scholastic.com/teachers/classroom-solutions/2012/02/thinking-outside-box-%E2%80%94-higher-order-thinking-kindergarten</a></li> </ul> </li> <li>Remember, in each of the four Text Mapping lessons, students are adding to a mural of animal <b>habitats</b> and homes. In this lesson, students will name how <b>habitats</b> or homes on the mural are <b>alike</b> and <b>different</b> and work together to add that information to graphic organizers.</li> <li><i>Save the graphic organizers from this lesson for use in Lesson #24.</i></li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: SHELTER, SURVIVE, PRAIRIE, INSECT</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "In our lessons, we talk about getting information from <b>different</b> kinds of texts, like books, lists, and signs. We also get information from <b>different</b> words we see and hear. <b>(display environmental print for Lesson #18)</b> Can someone tell me what these words say? <b>(pause for response)</b> When we see these words, we know they mean to stop or to exit. Knowing these words helps us understand what action to take. When we listen to books, words we hear can help us understand what the author is talking about. Our books in this unit help us understand how animals, animal homes, and animal <b>habitats</b> are <b>alike</b> and <b>different</b>. We're going to practice listening for the word <b>different</b> in our book today and practice making charts to show how animal <b>habitats</b> are <b>alike</b> and <b>different</b>."</p>	



<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use Teacher Journal Lesson #18 (or the hula hoop activity described under Special Instructions) to fill in the similarities and differences between habitats as you read <u>Animal Habitats</u>. Stop when you hear the word different, and add the described similarities and differences to the graphic organizer.</b></p> <p><b>You could say:</b>  “Today when we read our book <u>Animal Habitats</u> I want you to listen for the word <b>different</b>. Remember, <b>different</b> means ‘not the same or unlike.’ When you hear our word <b>different</b>, show me this signal for <b>different</b>. <b>(model making an X with your index fingers or another gesture)</b> When we are reading and we hear the word <b>different</b>, it helps us know the author is comparing things, or describing how things are <b>alike</b>—like each other—or <b>different</b>—unlike each other. <b>(read p. 5 &amp; signal)</b> I heard the word <b>different</b>. The author is asking us to look at how the <b>habitats</b> on these two pages are <b>different</b>.</p> <p><b>(read p. 6 &amp; signal)</b> “I heard the word <b>different</b> three times on this page. The author is comparing <b>different habitats</b>. She says they are <b>different</b> because they have <b>different</b> animals. In the picture captions on these pages, the author tells us how these animal <b>habitats</b> are <b>alike</b>. They all provide food for the animals in their <b>habitats</b>.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading and adding your findings to the graphic organizer.</b></p> <p><b>You could say:</b>  <b>(read p. 10 &amp; signal)</b> “I heard the important word <b>different</b> two times. Let’s do the signal for <b>different</b> together. <b>(have students signal)</b> Turn to your partners and tell them the important word we just heard. <b>(pause for response)</b> The words tell us that there are <b>different</b> animals living in <b>different</b> parts of the rain forest.</p> <p><b>(read p. 12 &amp; signal with students)</b> “Turn to your partner and show him the signal for our word, <b>different</b>. <b>(have students signal)</b> Now tell him the important word you heard. <b>(pause for response)</b> This page tells us that <b>different</b> animals live in <b>different</b> parts of the ocean. In the picture captions on this page, the author tells us how these animal <b>habitats</b> are <b>alike</b>. They all provide food and <b>shelter</b> for the animals in their <b>habitats</b>. Turn to your partner and tell him the habitats are <b>alike</b>...”</p> <p><b>Provide more opportunities for students to signal and say the navigation word different, adding similarities and differences to the teacher journal.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b>  <b>(read p. 21 &amp; signal)</b> “Signal when you hear our important word <b>different</b>. <b>(read the first sentence and have students signal)</b> Tell your partner what important word you heard. <b>(pause for response)</b> These are pictures of <b>different habitats</b> around the world—<b>habitats</b> that are not the same.”</p>

	<p><b>Divide students into groups and distribute a student journal to each group. You could say:</b> “Now we’re going to use our mural to help us practice our important words, <b>alike</b> and <b>different</b>. We will look at <b>different</b> animal homes and <b>habitats</b> on our mural and see if we can graph how they are <b>alike</b> and <b>different</b>. When you tell me our important words, <b>alike</b> and <b>different</b>, I will add them to a graphic organizer; I will help you add to your graphic organizer in your journal, too. Then we can put our organizers on the mural. Don’t forget to signal when you hear our important word <b>different</b>...”</p> <p><b>Work with students to complete the compare/contrast graphic organizers in their student journals using two habitats or homes from the class mural. You may want students to use the compare/contrast cards for Lesson #18 to think of comparisons (big/little, wet/dry, above ground/below ground, inside/outside, hot/cold) or to glue on their pages. (If using hula hoops, students can place the cards in the hula hoop diagram.) Ask students to signal when they hear different, and repeat the words alike and different.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “Authors write books for <b>different</b> reasons. They sometimes use important words to signal to the reader what type of information is in the book. That helps us understand what we read and hear. <b>Alike</b> and <b>different</b> are the important words that signal to us the author is comparing information. What word means two things are like each other? <b>(pause for response)</b> What word means not the same or unlike?” <b>(pause for response)</b></p>



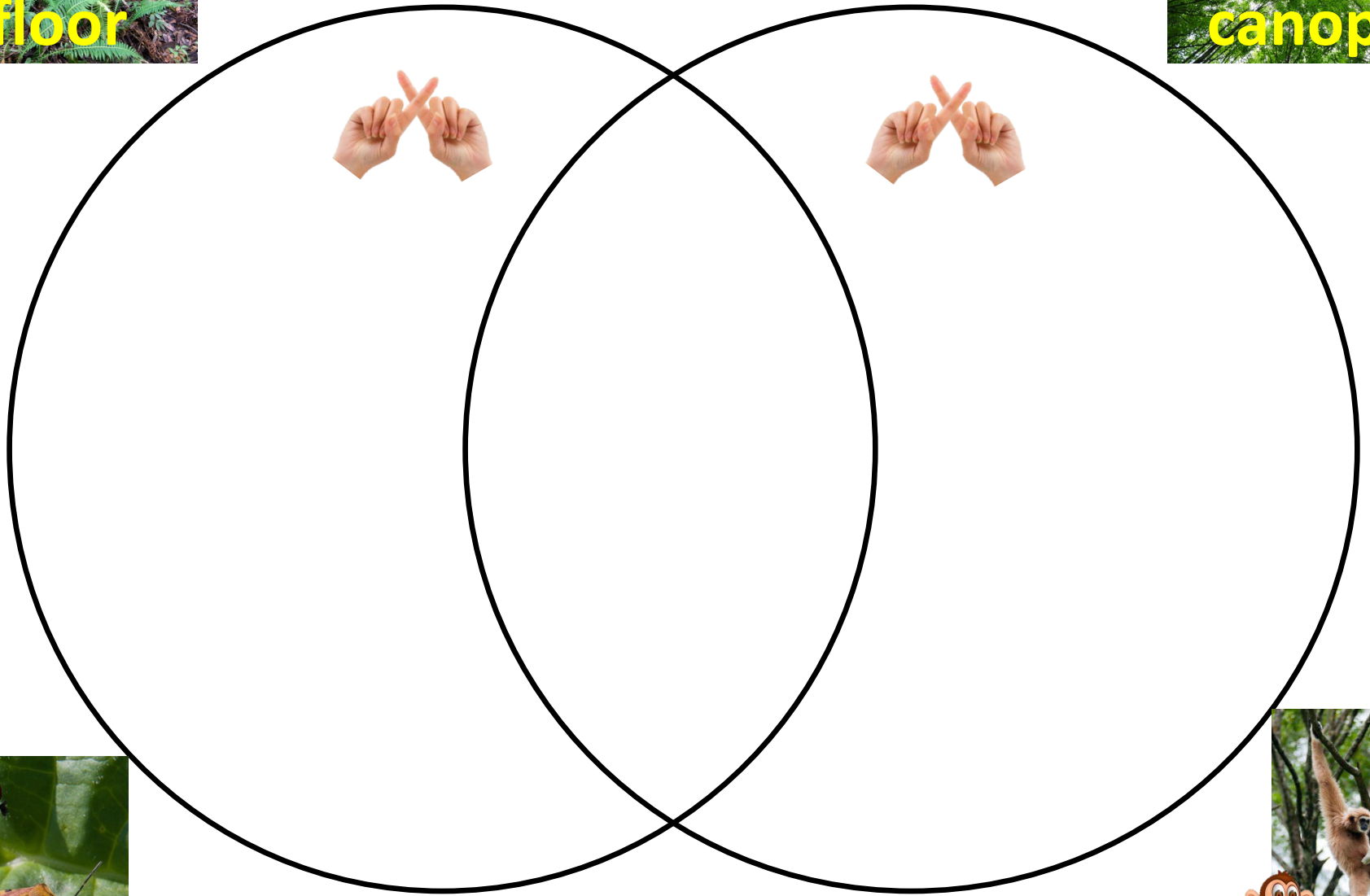




alike



Food



**sunlit  
zone**

**midnight  
zone**



alike



**Food**



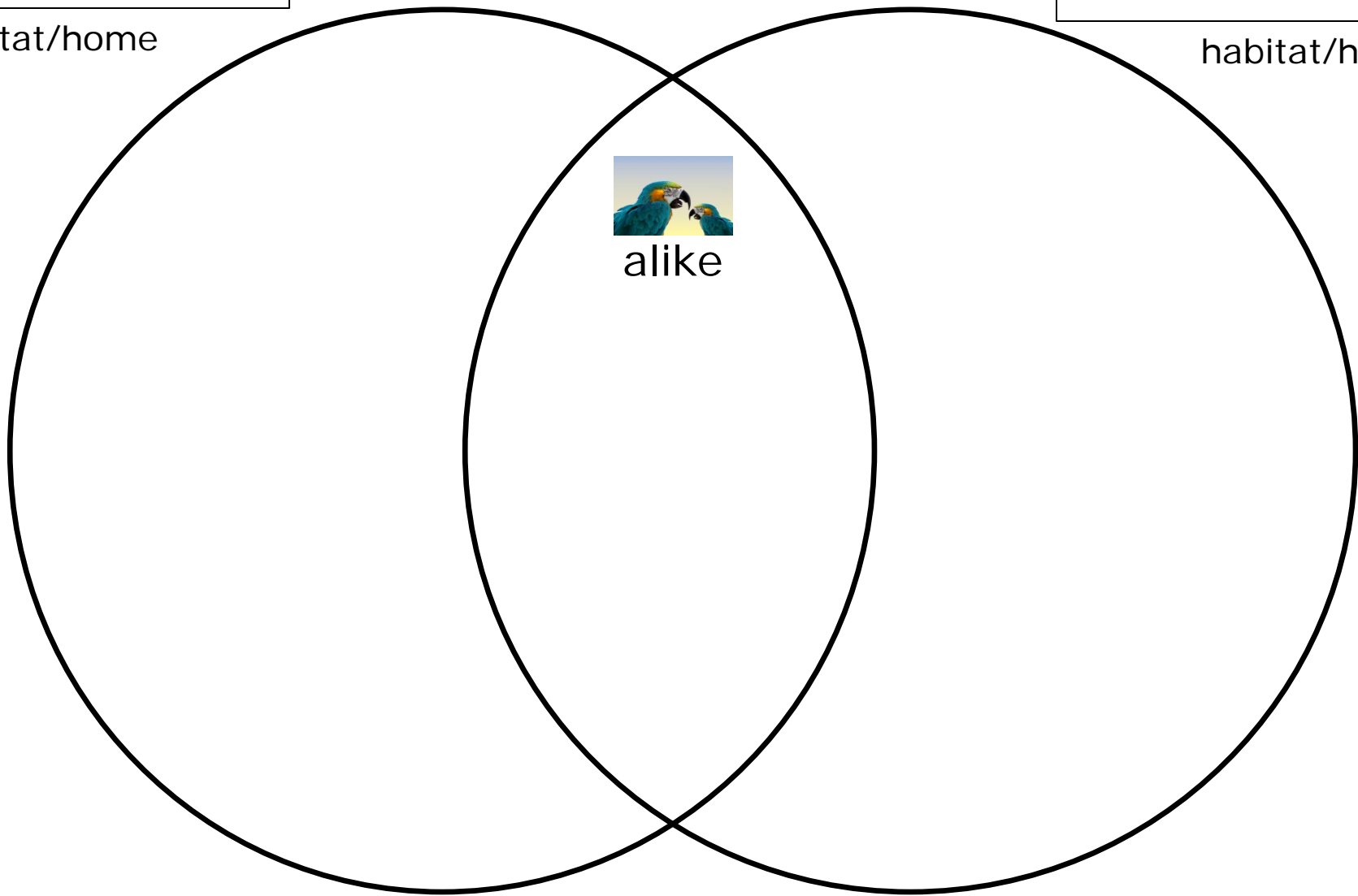
*Let's Know!* Teacher Journal – Animals – Lesson 18

Empty rectangular box for notes.

habitat/home

Empty rectangular box for notes.

habitat/home



alike

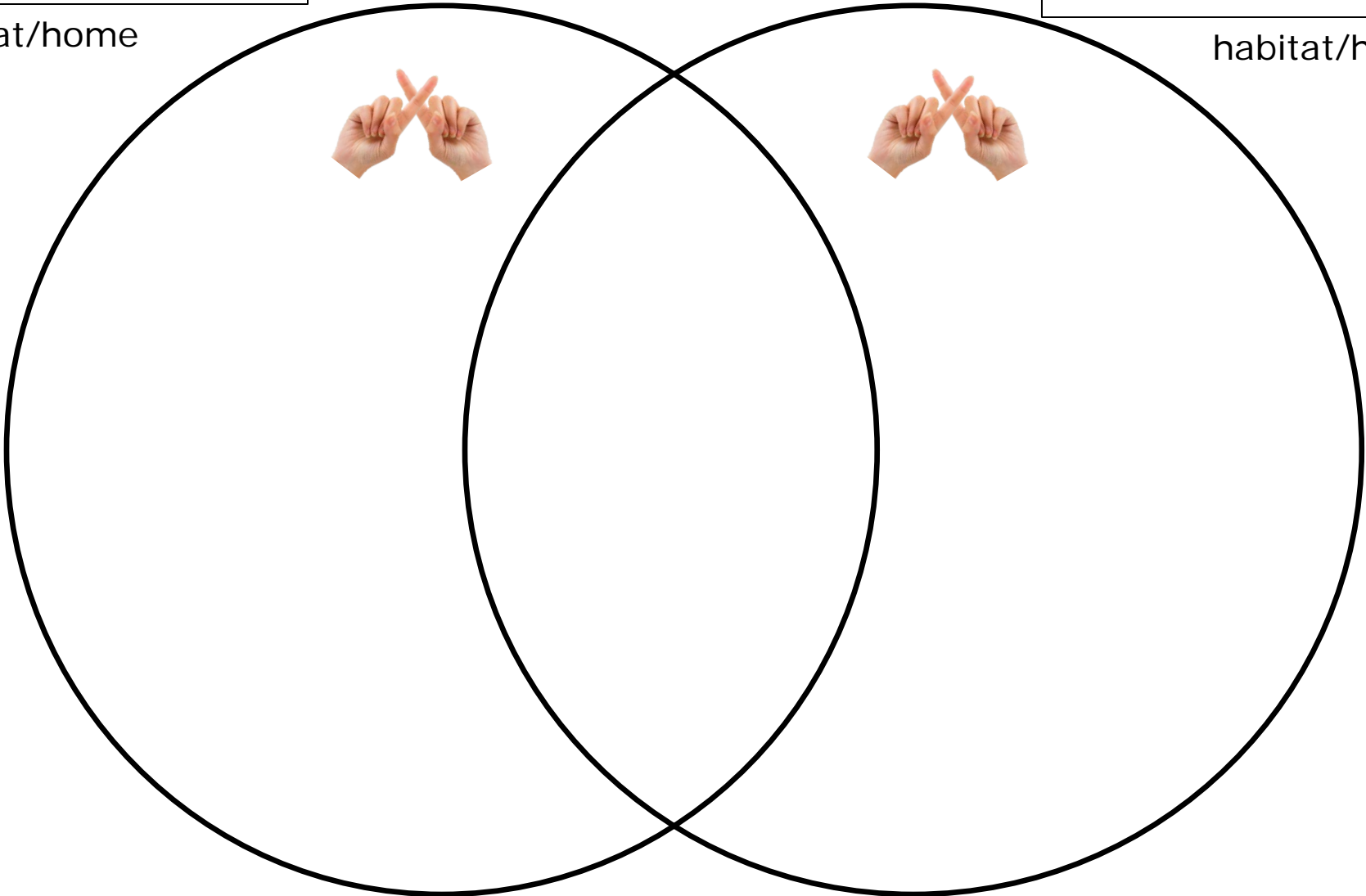
*Let's Know!* Teacher Journal – Animals – Lesson 18

Empty rectangular box for notes.

Empty rectangular box for notes.

habitat/home

habitat/home



# Let's Know!

## Student Journal – Animals – Lesson 18

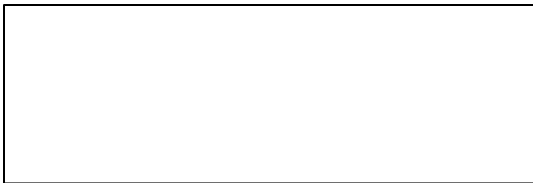
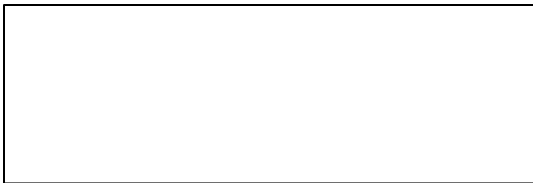
habitat/home

habitat/home



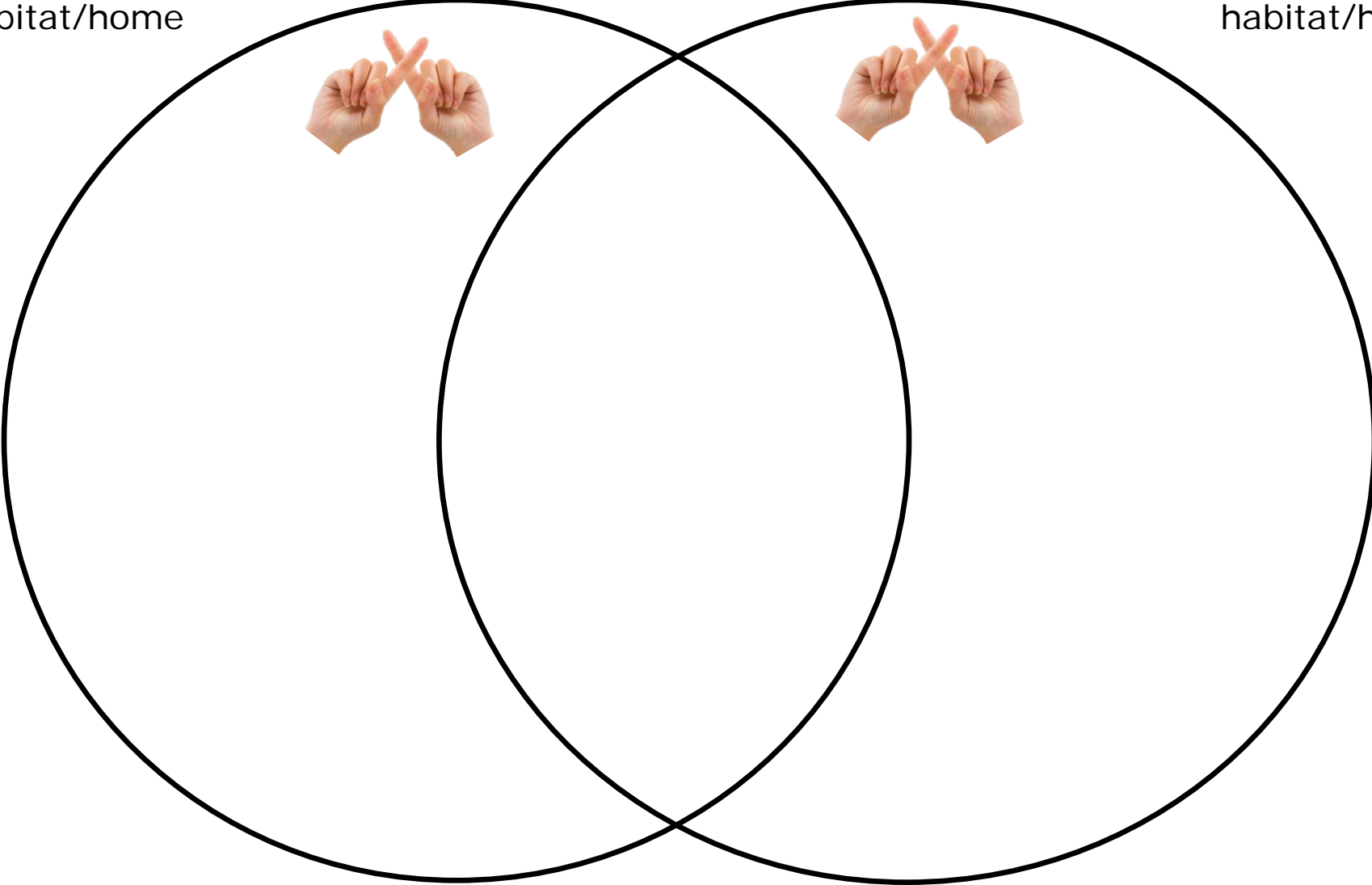
alike





habitat/home

habitat/home









# Compare and Contrast Cards

## Animals – Lesson 18



### Big/little



### Wet/dry



### Above ground/below ground





# Compare and Contrast Cards

## Animals – Lesson 18



### Inside/outside



### Hot/cold



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Practice identifying the main idea.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Bingo tokens</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li>Main idea signs for Lesson #19</li> <li>Main idea bingo cards for Lesson #19</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>You could hang the main ideas signs on the wall.</li> <li>You could cut the bingo card section of the main idea bingo cards out, if you prefer.</li> </ul> </li> <li>You will use the main idea signs for selected pages to practice finding main ideas. Display two signs to represent two choices for the main idea. Ask students to stand by the sign they think corresponds to the correct main idea.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  <b>(hold up a book with a picture of an [elephant] on the cover)</b> "This is a book about [goldfish]. Wait, that's not right! How do I know that? Because the illustrator or author put a picture of an [elephant] on the cover. The author is telling us that the main idea in this book is [elephants]. Good readers think about the main ideas in a book because it helps us understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear. Today you need to listen carefully to our book <u>Animal Habitats</u> to play a game about main ideas."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use the main idea signs to model identifying the main ideas of the text. You could say:</b>  <b>(read pp. 6–7)</b> "Now I need to decide what the main idea is on these pages. I have two signs to help me decide. This sign says <i>Animal Habitats</i>, and this sign says <i>Prairie</i>. The title of this chapter is <i>Animals in Their Habitats</i>, and there are pictures of <b>different</b> animal <b>habitats</b>, so I'm going to stand by the <i>Animal Habitats</i> sign because I think that is the main idea.</p> <p><b>(read pp. 10–11)</b> "Here we have two signs. One says <i>Animal Homes</i>, and one says <i>Rain Forest</i>. I think the rain forest is the main idea. <b>(stand by the sign that says Rain Forest)</b> The heading of the chapter is <i>The Rain Forest Habitat</i>, and each of the pictures shows an animal that lives in the rain forest."</p>	
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to share pages from <u>Animal Habitats</u>, but ask students to stand by the main ideas signs to identify the main ideas. You could elect to have them point to the signs or share the main ideas with a partner, rather than standing by the signs.</b></p>	



	<p><b>You could say:</b>  <b>(read pp. 8–9)</b> “Here are the choices for the main idea. Stand by the sign that says <i>What Animals Need</i> or stand by the sign that says <i>Animal Homes</i>. <b>(pause for students to make choices)</b> I think the main idea is <i>What Animals Need</i>. It’s the heading on these pages, and each of the pictures shows something animals need to <b>survive</b>.</p> <p><b>(read pp. 12–13)</b> “Do you think the main idea of this chapter is <i>Ocean</i> or <i>Prairie</i>? Stand by the sign that tells the main idea of this chapter. Look at the pictures and remember what I read for the title of this chapter.” <b>(pause for students to make choices; then discuss the correct answer)</b></p> <p><b>Continue to read the text and ask students to choose between two main ideas.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the main idea bingo cards and bingo tokens. Ask questions and have students place their tokens on the correct answer on their bingo cards.</b></p> <p><b>You could say:</b>  “Let’s keep practicing finding the main ideas when we read. You each have a bingo card with pictures that can represent the main idea from a chapter in our book, or from my teacher journal. I will read from our book, and you put a token on the picture for the main idea.</p> <ul style="list-style-type: none"> <li>• <b>(read pp. 16–17)</b> “Which do you think is the main idea on these two pages? Is it <i>desert habitat</i> or is it <i>underground holes</i>? Put your bingo token on the picture of the main idea.</li> <li>• <b>(read pp. 18–19)</b> “Do you think the main idea is <i>what animals need</i> or <i>the arctic habitat</i>?”</li> </ul> <p><b>Read pp. 8–15 of <u>Animal Habitats</u> and ask more questions to lead students to the main ideas on the bingo cards. You can also ask questions based on the teacher journal. Ask students to share the main ideas they choose and tell why.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “You are getting good at finding the most important information when you read! The main idea is the most important information. When we write our animal biologist reports about animal homes and <b>habitats</b>, we will be reporting on the main ideas about animal homes and <b>habitats</b>. Turn to your partner and tell him or her...</p> <ul style="list-style-type: none"> <li>• Is the main idea in <u>Homes of Living Things</u> animal homes or deserts?</li> <li>• Is the main idea in <u>Loud and Quiet</u>, loud and quiet animal sounds or the <b>prairie</b>?</li> <li>• Is the main idea in <u>Animal Habitats</u>, animal <b>habitats</b> or quiet animals?”</li> </ul>

### Deserts



Deserts are very dry places. There are some plants and animals that live in this habitat. Plants, like a cactus, survive by storing water. Animals, like tarantulas, survive by making shelters underground.

### Rain Forests



It rains a lot in the rain forest. Even though it rains, the temperatures are hot. Lots of different animals live in this habitat. They get food and shelter from the plants and trees.

### Grasslands



Grasslands are areas where most of the plants are grasses. Large herds of animals live here and eat grass. The grasslands do not have trees and bushes that hide many animals.

### Hives



A hive is a nest. Wasps and bees make and live in hives. Some beehives are built by people to raise bees and collect their honey.

# Animal Habitats





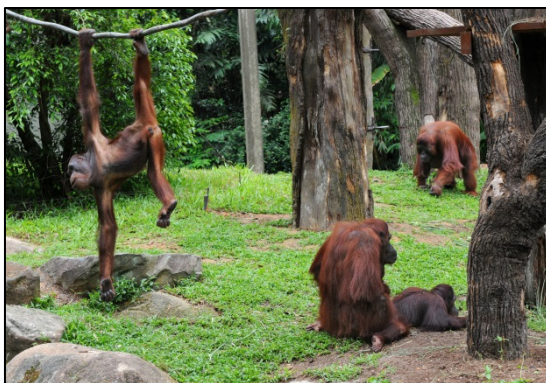
# Prairie



# Animal Homes



# Rain Forest





# Ocean



# What Animals Need



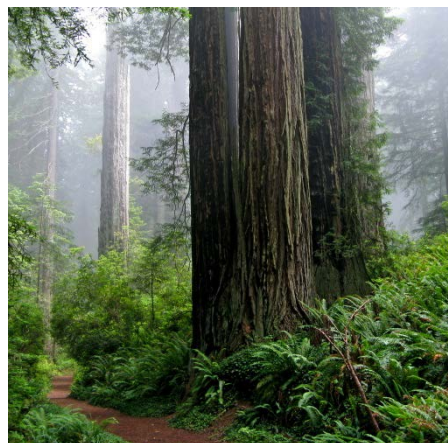
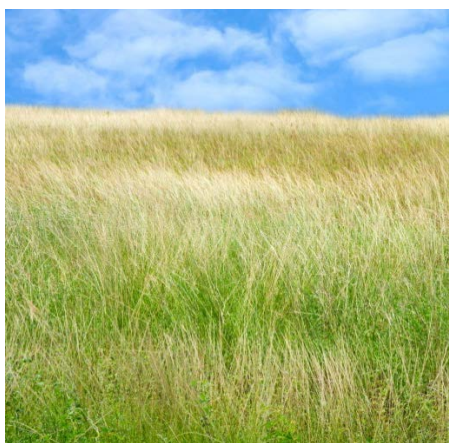


# Main Idea Bingo Cards

## Animals – Lesson 19



**B I N G O**



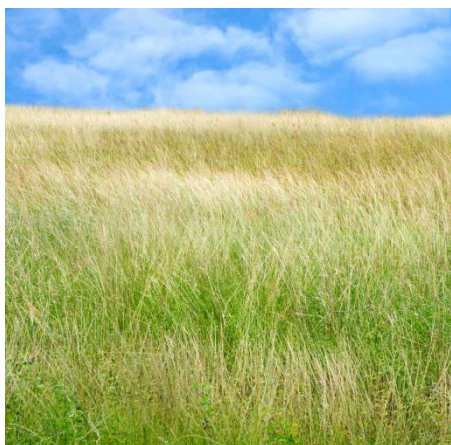


# Main Idea Bingo Cards

Animals – Lesson 19



**B I N G O**



**FREE**



**Food**      **Water**

**Shelter**





# Main Idea Bingo Cards

## Animals – Lesson 19



**B**

**I**

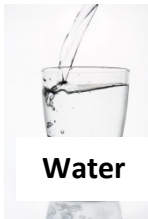
**N**

**G**

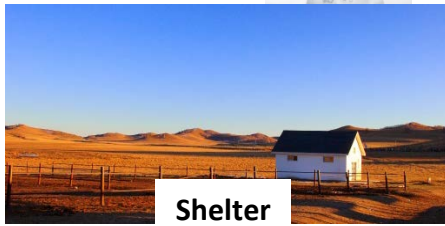
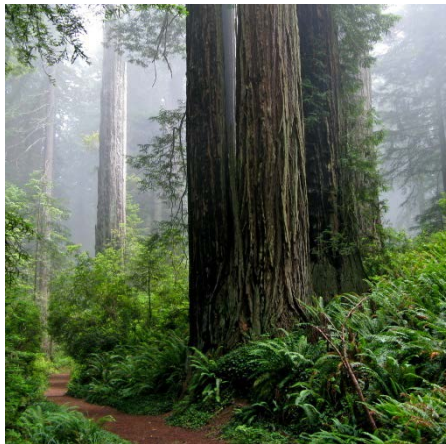
**O**



**Food**



**Water**



**Shelter**





# Main Idea Bingo Cards

## Animals – Lesson 19



**B**

**I**

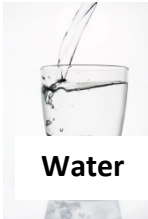
**N**

**G**

**O**



**Food**



**Water**



**Shelter**





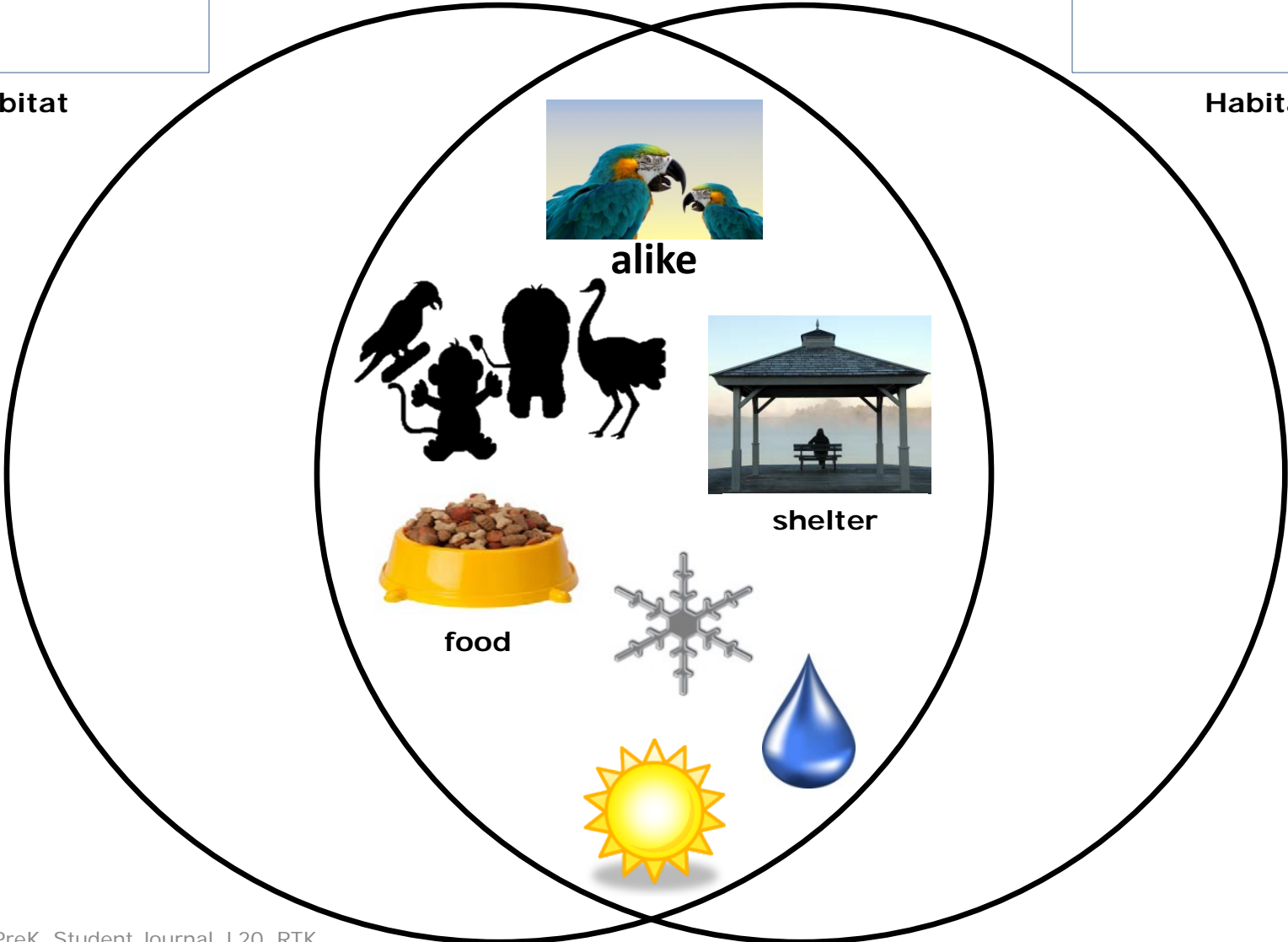
LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Dictate to a teacher how two animal <b>habitats</b> are <b>alike</b>.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Writing utensils</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>shelter, survive, prairie, insect</b></li> <li>Student Journal Lesson #20</li> <li>Read to Know Procedures (optional)</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>The I Do and We Do routines are combined in this lesson.</li> <li>After reading their books, have students dictate to a teacher how two <b>habitats</b> or homes they select are <b>alike</b>. Students can circle how their <b>habitats</b> or homes are <b>alike</b> on Student Journal Lesson #20.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: SHELTER, SURVIVE, PRAIRIE, INSECT</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "We got a new game at our house. None of us knew how to play so we took out the instructions and read the directions. That was the information we needed to learn how to play. Today you get to spend some time reading a book that you choose on your own. Reading is the most important way we learn new information. Every day in our unit, we've been reading about animals and their homes and <b>habitats</b>. Today when you read in your book, look for an interesting animal <b>habitat</b>. You are going to work with a partner to decide how two <b>habitats</b> are <b>alike</b>."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Review the Read to Know procedure; refer to the poster as needed. You could say:</b>          "Today is another lesson in which you get to spend some time reading a book that you choose on your own. We're going to continue to learn about animals and their homes. We can learn so many new and exciting things by reading. Here are the steps in today's lesson:</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, you will take your book to some place comfortable in the room and look through it for about 10 minutes.</li> <li>Then, you will do a project using what you learned.</li> <li>Finally, we'll share our projects with each other and learn about what everyone chose to read."</li> </ul>	

	<p><b>To establish a goal for children’s reading, you could say:</b>          “Your job while you’re reading is to think about animal <b>habitats</b>. As you read, look for an animal <b>habitat</b> that you can compare with another animal <b>habitat</b>. You and a partner are going to tell a teacher how your <b>habitats</b> are <b>alike</b>. Remember, <b>alike</b> means like each other.</p> <p>“There are so many interesting looking books. <b>(think aloud to model the book selection process)</b> I will look through a few... I think I will pick this book. It has a picture of... <b>(describe the cover of a book you choose)</b> Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading.”</p> <p><b>Allow students to choose books and read independently for about 10 minutes.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs and distribute Student Journal Lesson #20. You could say:</b>          “We were looking for animal <b>habitats</b> in our books. You each have a student journal page with a place to write about or draw two <b>habitats</b>. On one side we’ll write the name of the <b>habitat</b> you read about. On the other side we’ll write the name of the <b>habitat</b> your partner read about. In the middle there are some pictures that show how <b>habitats</b> might be <b>alike</b>. First, turn to your partner and discuss how your <b>habitats</b> are <b>alike</b>, or like each other. Then you can circle the pictures to show how your <b>habitats</b> are <b>alike</b>. When one of the teachers comes around we can help you write the names of your <b>habitats</b>. Then you and your partner can tell us how your <b>habitats</b> are <b>alike</b>.”</p> <p><b>Support students in comparing their two habitats and completing their journals. As time allows, pairs of students can share their graphic organizers and discuss the similarities between their habitats with the rest of the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today we compared how two <b>habitats</b> are <b>alike</b>. Animal biologists study animal <b>habitats</b> to learn more about animals. At home or at school, you can continue to read about animals and their homes. You can find new information in books, in magazines, and on websites. When you find out new information by reading, please share it with us. It will help us all be ready for our animal biologist reports that we are almost ready to write!”</p>

Circle how the two habitats are alike.

Habitat

Habitat








## WEEKLY LESSON PLANNER

### ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Read to Know</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Create a page about and dictate the main idea of the animal book read.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>Homes of Living Things</u> by Bobbie Kalman</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Blank pages for tabbed books</li> <li>Writing utensils</li> <li>Teacher's Bookshelf Books </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Read to Know Procedures (optional)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Story Images</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Story Images</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Story Images</li> <li>SMWYK Classroom Summary Sheet</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b> !		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Create a page about and dictate the main idea of the animal book read.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Blank pages for tabbed books</li> <li>Writing utensils</li> <li>Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Read to Know Procedures (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>The I Do and We Do routines are combined in this lesson.</li> <li>After reading their books, students will create a page for their animal homes tabbed books illustrating the main idea of the animal book they read. Have students dictate the main idea to a teacher.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you ever listened to a story or TV program but you weren't really paying attention? When the story was over you didn't really know what it was about. You didn't know what the most important information or the main idea was. Today is our last lesson in which we choose our own books to read. When you choose a book today, I want to think about what the main idea or most important information is in the book. Finding the main idea helps you understand what you read and hear."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Review the Read to Know procedure; refer to the poster as needed. You could say:</b>          "Today is another lesson in which you get to spend some time reading a book that you choose on your own. We're going to continue to learn about animals and their homes. We can learn so many new and exciting things by reading. Here are the steps in today's lesson:</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, you will take your book to some place comfortable in the room and look through it for about 10 minutes.</li> <li>Then, you will do a project using what you learned.</li> <li>Finally, we'll share our projects with each other and learn about what everyone chose to read."</li> </ul>	

	<p><b>To establish a goal for children’s reading, you could say:</b>          “Your job while you’re reading today is to find the main idea of your book. As you read, look at the pictures, the title, the headings, the captions—all of the information we have studied to help us find the main idea. After you read, you and a partner are going to tell each other what the main idea is in your books, and why you think it’s the main idea. Then you can draw a picture of your main idea, and I will come around and help you write about the main idea on your picture.</p> <p>“There are so many interesting looking books. <b>(think aloud to model the book selection process)</b> I will look through a few... I think I will pick this book. It has a picture of... <b>(describe the cover of a book you choose)</b> Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading.”</p> <p><b>Allow students to choose books and read independently for about 10 minutes.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>After reading, have students form pairs for a think-pair-share activity. You could say:</b>          “I hope you enjoyed your books. Now please turn to your partner and tell him what the main idea was in the book you read. Tell your partner why you picked that for the main idea. What information in your book helped you select the main idea?”</p> <p><b>Then have students create a page illustrating the main idea to add to their tabbed books. You could say:</b>          “Now we’re going to draw a picture and write a sentence to identify the main idea of the books we read. We’ll add this page to your tabbed books about animals and animal homes.”  <b>Circulate the room as students are drawing and have them dictate the main idea of their books to you.</b></p> <p><b>As time allows, invite volunteers to share the main idea pictures they drew and explain how they decided on the main idea.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “I’m really excited to read some of the books you shared about animals and animal homes. You may want to read a book one of your friends shared based on the main idea or most important information in the book. We can use our books to share information we learned with others. We are very lucky to have so many ways to learn new information through reading books, stories, magazines, reports, and websites. It’s important to share what we learn through reading so we all become smarter about the world we live in.”</p>



# LARRC

---

Language and Reading Research Consortium

---

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



SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use navigation and vocabulary words, <b>alike</b> and <b>different</b>.</li> <li>Use Words to Know in dictated text.</li> <li>Identify the main idea.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> by Michelle Kramer</li> </ul>
<b>Materials</b>			
<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Writing and drawing utensils</li> <li>Blank page (for book report covers)</li> <li>Scissors</li> <li>Glue</li> <li>Animal <b>habitats</b> mural</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit.</li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit.</li> </ul>	<ul style="list-style-type: none"> <li><u>Animal Habitats</u> book reports for Lesson #24 </li> <li>Animal biologist badges for Lesson #24 </li> <li>Animal <b>habitats</b> pictures for Lesson #24 </li> <li>Teacher Journal from Lesson #18</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b>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. <ul style="list-style-type: none"> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	



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

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b>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. <ul style="list-style-type: none"> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

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



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	CLOSE LESSON 24
<p><b>SHOW ME WHAT YOU KNOW!</b> Animals live in many <b>different</b> kinds of homes! We're going to be animal biologists reporting on how animal homes are <b>alike</b> and <b>different</b>!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Use navigation and vocabulary words, <b>alike</b> and <b>different</b>.</li> <li>• Use Words to Know in dictated text.</li> <li>• Identify the main idea.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Animal Habitats</u> by Michelle Kramer</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Writing and drawing utensils</li> <li>• Blank paper (for book report cover)</li> <li>• Scissors</li> <li>• Glue</li> <li>• Animal <b>habitats</b> mural</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• <u>Animal Habitats</u> book reports for Lesson #24</li> <li>• Animal biologist badges for Lesson #24</li> <li>• Animal <b>habitats</b> pictures for Lesson #24</li> <li>• Teacher Journal from Lesson #18</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to create their reports; you could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> <li>○ Complete a sample book report to use as a model during the I DO routine.</li> <li>○ To save time, you could precut the animal <b>habitats</b> pictures for Lesson #24.</li> <li>○ Display the class animal <b>habitats</b> mural that students created in the Text Mapping lessons earlier in the unit. You could also display Teacher Journal Lesson #18 to help students as they compare and contrast <b>habitats</b> in their reports.</li> </ul> </li> <li>• For the Close project, students will create book reports (pages provided with materials) on <u>Animal Habitats</u> in which they compare and contrast different <b>habitats</b>. <ul style="list-style-type: none"> <li>○ You could have students make their own book reports or you could have them work in pairs/small groups to complete a page to combine into a class book report.</li> <li>○ Students may be able to draw some illustrations for the book reports. The animal <b>habitats</b> pictures for Lesson #24 are included to help students identify similarities and differences between <b>habitats</b>, or to glue onto the book report pages instead of drawing.</li> </ul> </li> <li>• Pass out the animal biologist badges for students to wear during the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Today we're going to use all we've learned in the Animal unit about animal homes and <b>habitats</b> to be animal biologists! We're going to write a book report about our book <u>Animal Habitats</u>. Here's what we want to think about and include in our reports..."</p> <ol style="list-style-type: none"> <li>1) Find the main idea of the book.</li> <li>2) Compare two <b>habitats</b> using our Words to Know <b>alike</b> and <b>different</b>.</li> <li>3) Use our words: <b>habitat</b>, <b>alike</b>, <b>different</b>, <b>protect</b>, <b>shelter</b>, <b>survive</b>, <b>prairie</b>, and <b>insect</b>.</li> </ol> <p>Animal biologists study animals and tell us about animals in our world. Let's tell our friends and families how animal homes and <b>habitats</b> are <b>alike</b> and <b>different</b>."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Explain the book report by displaying the pages from the <u>Animal Habitats</u> book report for Lesson #24, or by sharing a prepared example. You could say:</b>  “Here is how I’m going to make my <u>Animal Habitats</u> book report...”</p> <ol style="list-style-type: none"> <li>1) I have a blank page for the cover of my report. <b>(describe ways to decorate cover)</b></li> <li>2) My first page is going to state the main idea in our book <u>Animal Habitats</u>. My page lists two choices for the main idea. <b>(explain how you chose the main idea; for example, by using the title, title page, pictures, table of contents, or chapter headings; then model illustrating, gluing on a picture, or circling a picture to indicate the main idea)</b></li> <li>3) On my next pages I will choose two <b>habitats</b> to compare. I’m going to decide how these two <b>habitats</b> are <b>alike</b> and <b>different</b>. <b>(think aloud as you model using one of the book report pages to draw pictures or glue animal habitats pictures that indicate similarities and differences)</b></li> <li>4) After I compare two <b>habitats</b>, I’m going to complete a sentence that describes how the two <b>habitats</b> are <b>alike</b> and <b>different</b>. A teacher will come around to help you write these sentences for your book. <b>(model completing the sentences from the last report pages)</b></li> <li>5) Now I have a book report on animal <b>habitats</b>. I can share this with my family and friends so they can learn about how animal homes are <b>alike</b> and <b>different</b>.</li> </ol> <p>Now it’s your turn to be animal biologists!”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Pass out the book report pages, and project or display <u>Animal Habitats</u>. You could say:</b>  “I will leave our book here so you can come and use it to help you compare animal <b>habitats</b>. If you need help thinking about ways two animal <b>habitats</b> are <b>alike</b> and <b>different</b>, you can look at the compare/contrast graphic organizers we made in an earlier lesson. <b>(draw attention to Teacher Journal Lesson #18)</b> Talk to your friends and partners about how <b>habitats</b> are <b>alike</b> and <b>different</b>. You can also look at our animal homes and <b>habitats</b> mural on the wall. We will be coming around to help you write sentences for your reports. I’m excited to see your reports and hear how your <b>habitats</b> are <b>alike</b> and <b>different</b>.”</p> <p><b>Assist students in completing the pages in their book reports.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b>  “Animal biologists help us learn about animals in our world. If you are finished with your report, please sit with your partner and tell each other the main ideas of our book, and how you compared your <b>habitats</b>—how they are <b>alike</b> and <b>different</b>.”</p> <p><b>As time allows, ask students to share some habitat comparisons with the rest of the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Thank you animal biologists! You made great reports for us to read about how animal homes and <b>habitats</b> are <b>alike</b>—like each other—and <b>different</b>—not the same or unlike. When we hear the words <b>alike</b> and <b>different</b>, it is a signal that the text will be comparing information. When we know what type of information is coming up in the book, we can be ready to look for it. That will help us understand what we read and hear and help us become terrific readers!”</p>

**Circle the main idea:**



**Animal Habitats**

or



**Cats and Dogs**

Is the main idea...

Cut out and glue



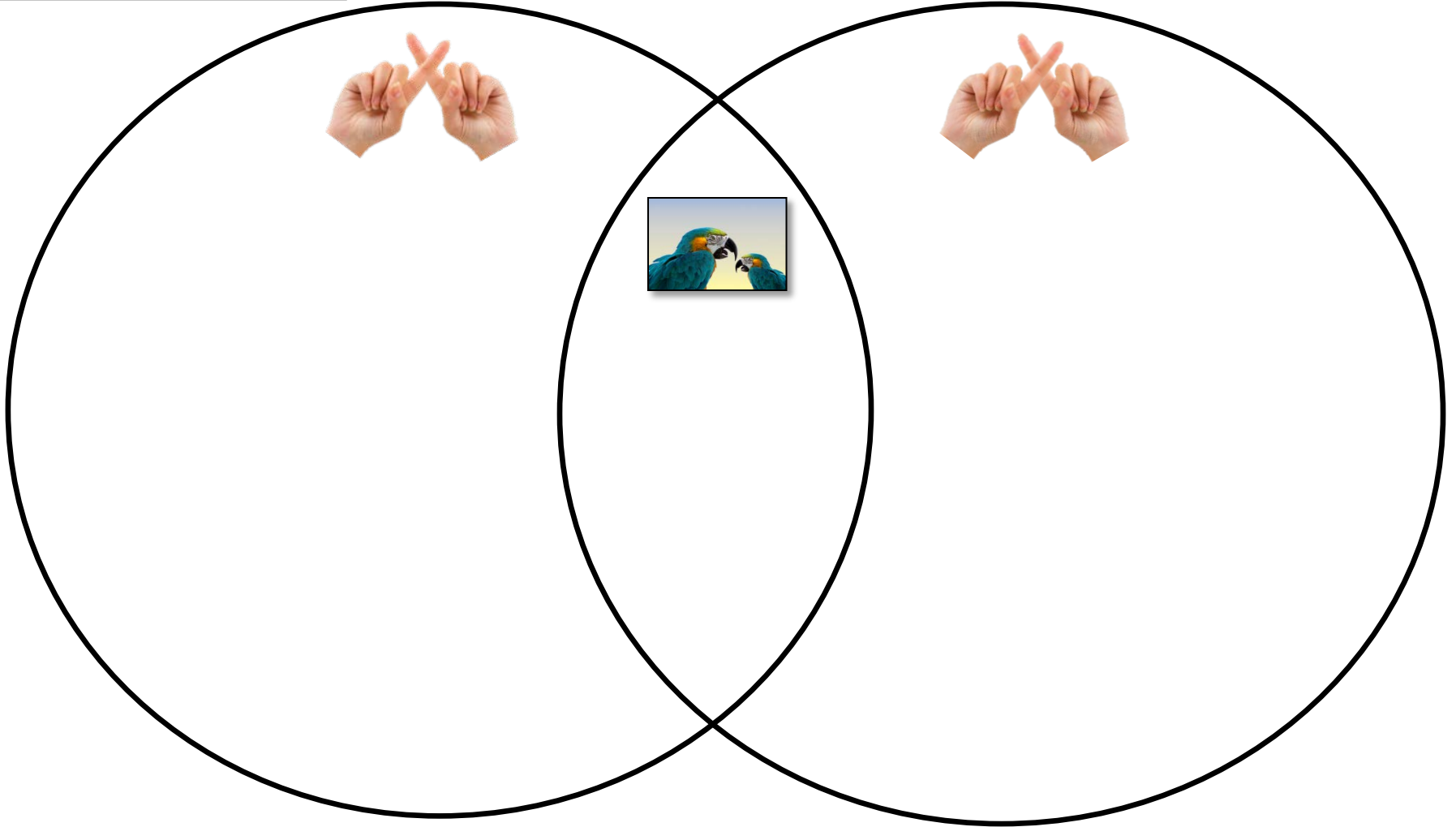
**Animal Habitats**

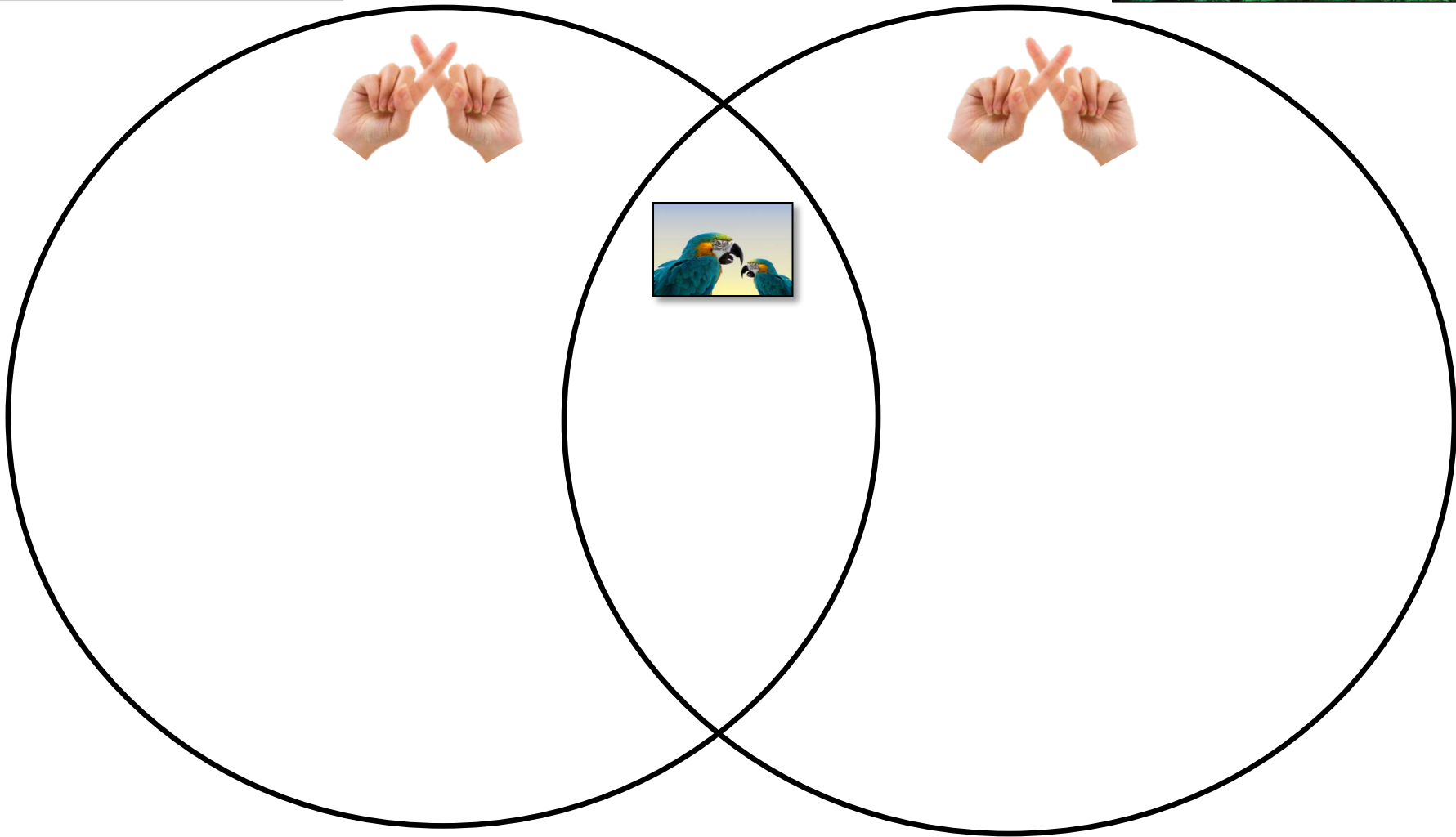
or

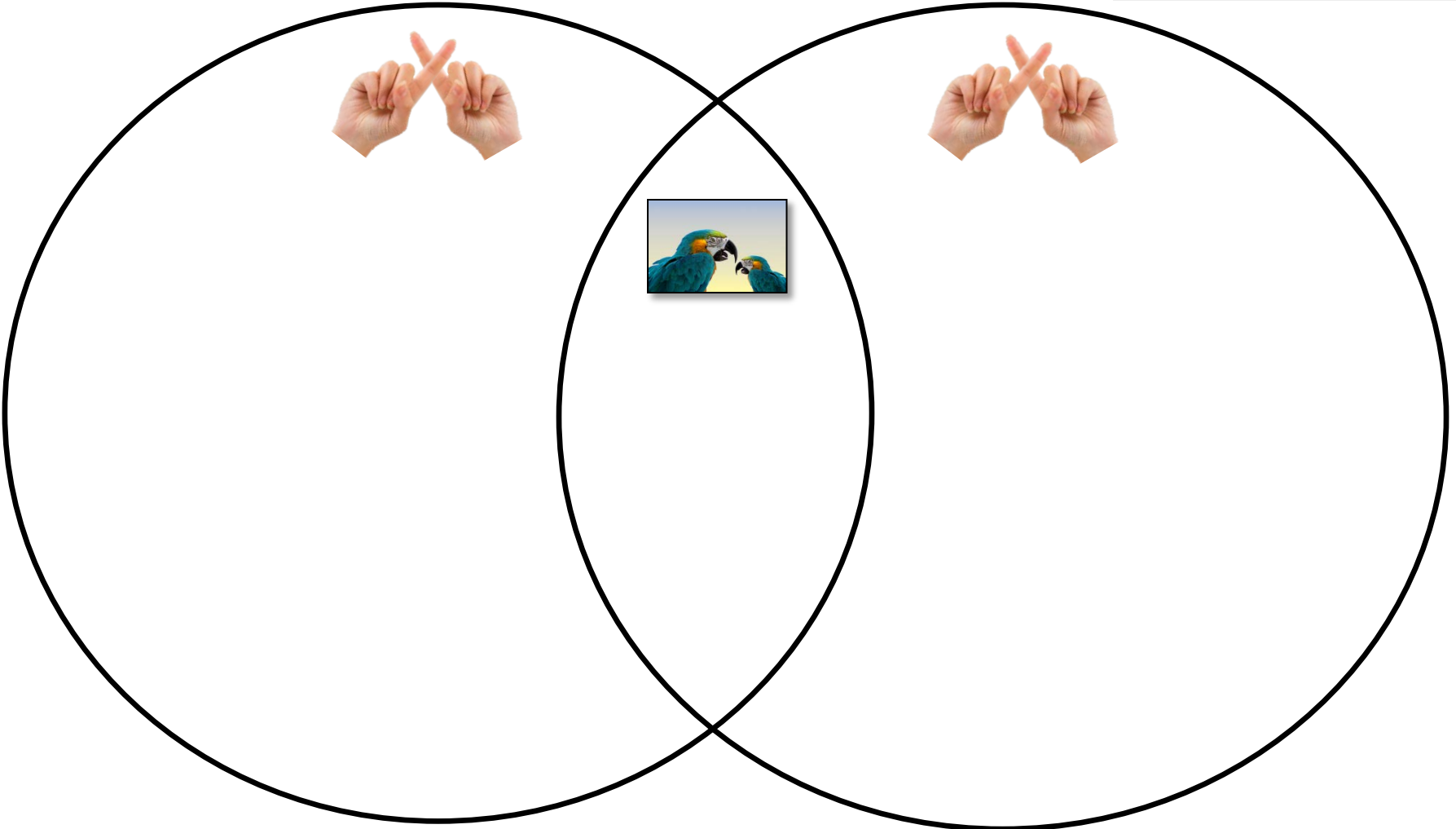


**Cats and Dogs**

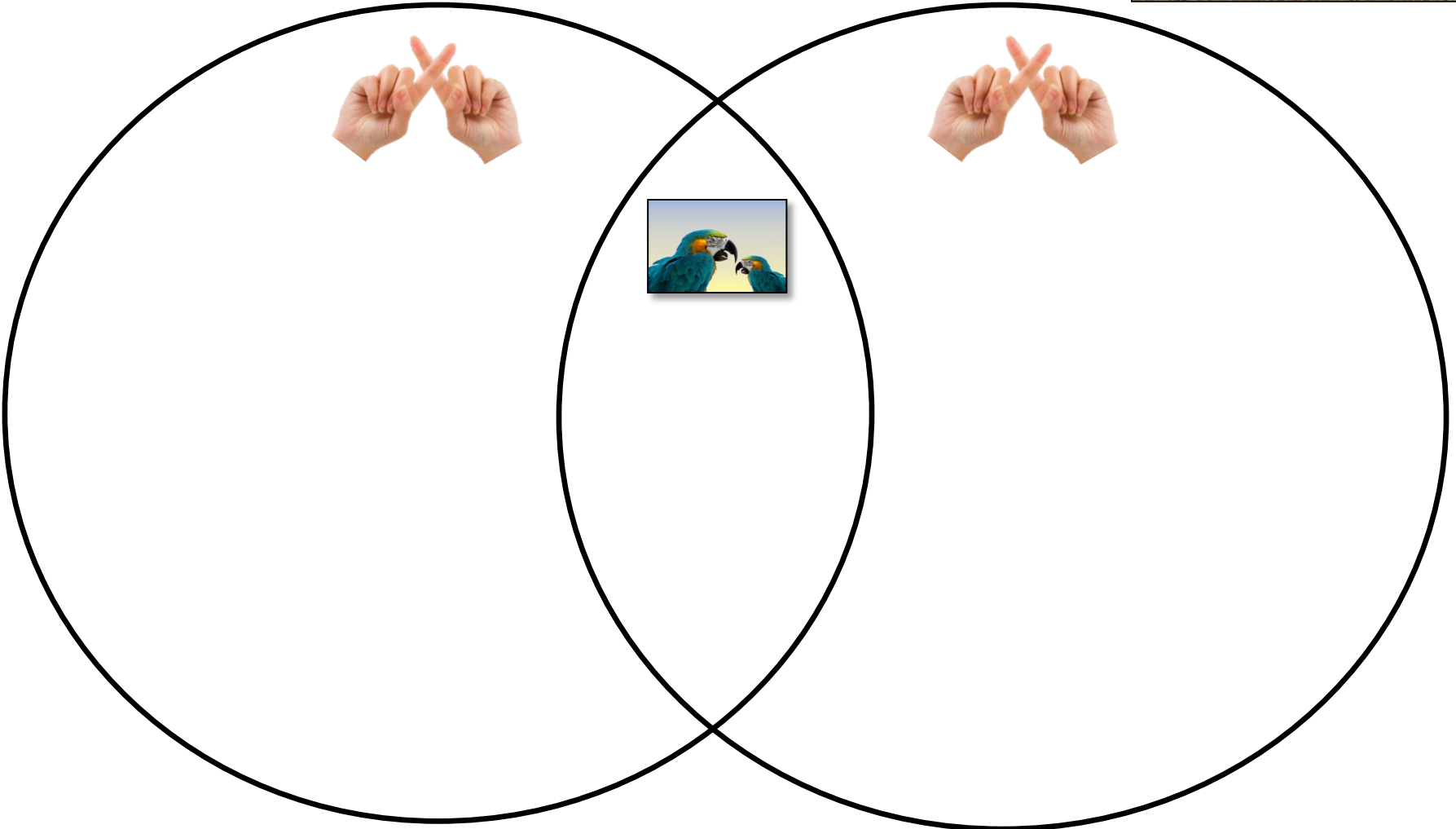












# How two habitats are **alike**...



A \_\_\_\_\_ and a \_\_\_\_\_  
are **alike** because they both have \_\_\_\_\_

---

---

---

---

# How two habitats are **different**...



A \_\_\_\_\_ and a \_\_\_\_\_

are **different** because one \_\_\_\_\_

\_\_\_\_\_

and one \_\_\_\_\_

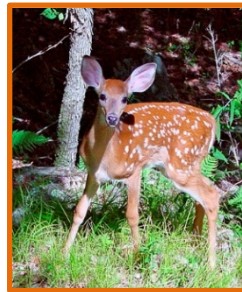
\_\_\_\_\_



### Animal Biologist



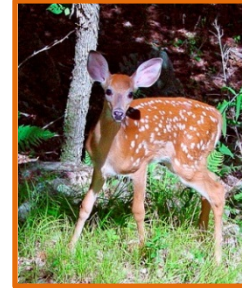
### Animal Biologist



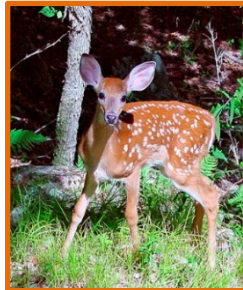
### Animal Biologist



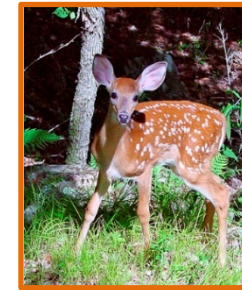
### Animal Biologist



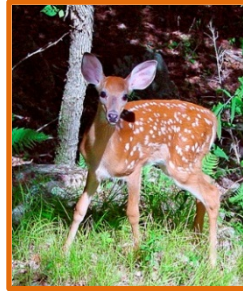
### Animal Biologist



### Animal Biologist



### Animal Biologist



### Animal Biologist



### Animal Biologist



### Animal Biologist





Animal Habitats Pictures – Animals – Lesson 24 *Let's Know!*



Big



Small



Wet



Dry



Above ground



Below ground



Inside



Outside



Cold



Hot



Food



Food







## Unit Resources

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



# Teacher's Bookshelf

## Animals – Pre-Kindergarten

### Required Books:

Homes of Living Things  
by Bobbie Kalman  
ISBN-10: 0778732282  
ISBN-13: 978-0778732280

Animal Habitats  
by Michelle Kramer  
ISBN-10: 1426350570  
ISBN-13: 978-1426350573

Loud and Quiet:  
An Animals Opposites Book  
by Lisa Bullard  
ISBN-10: 0736842764  
ISBN-13: 978-0736842761

### 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 homes and **habitats**, animal comparisons, or animal adaptations. Following is a list of suggested books you can check out from your school or public library to accompany the Animals unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

*Animal Homes* by Sonia Black & Pierre de Hugo  
ISBN-10: 0439297249  
ISBN-13: 9780439297240

*Footprints in the Snow* by Cynthia Benjamin  
ISBN-10: 0590466631  
ISBN-13: 9780590466639

*Tame and Wild* by Alison J. Auch  
ISBN-10: 0756502268  
ISBN-13: 9780756502263

*Big Red Barn* by Margaret Wise Brown  
ISBN-10: 0694006246  
ISBN-13: 9780694006243

*Backyard Habitats* by Kelley MacAulay  
ISBN-10: 0778729575  
ISBN-13: 9780778729570

*Wild Animals ABC: An Alphabet Book* by Michael Dahl  
ISBN-10: 0736826084  
ISBN-13: 9780736826082

*Who's Hiding Here?* by Yoshi  
ISBN-10: 0887080413  
ISBN-13: 9780887080418

*Safari Animals* by Paul Hess  
ISBN-10: 1840895624  
ISBN-13: 9781840895629

*My First Wild Animals* by Bettina Paterson  
ISBN-10: 0690047738  
ISBN-13: 9780690047738

*Animals in Winter* by Henrietta Bancroft  
ISBN-10: 0064451658  
ISBN-13: 9780064451659

*Animals and the Environment* by Jennifer Boothroyd  
ISBN-10: 0822586169  
ISBN-13: 9780822586166

*What Lives in a Shell* by Kathleen Weidner Zoehfeld  
ISBN-10: 0064451240  
ISBN-13: 9780064451246

*Let's Find Rain Forest Animals: Up, Down, Around*  
by Janice Behrens  
ISBN-10: 0531148742  
ISBN-13: 9780531148747

*Big Tracks, Little Tracks: Following Animal Prints*  
by Millicent E. Selsam  
ISBN-10: 064451941  
ISBN-13: 9780064451949

*What's It Like to Be a Fish?* by Wendy Pfeffer  
ISBN-10: 0064451518  
ISBN-13: 9780439328654

*A Nest Full of Eggs* by Priscilla Belz Jenkins  
ISBN-10: 0064451275  
ISBN-13: 9780064451277

*Under the Sea* by Anna Milbourne  
ISBN-10: 079451801X  
ISBN-12: 9780794518011

*Rainforest Animals* by Paul Hess  
ISBN-10: 1840895608  
ISBN-13: 9781840895605

*Polar Animals* by Paul Hess  
ISBN-10: 1840895616  
ISBN-13: 9781840895612

*Over in the Arctic: Where the Cold Winds Blow*  
by Marianne Berkes  
ISBN-10: 1584691107  
ISBN-13: 9781584691105

*From Tadpole to Frog* by Wendy Pfeffer  
ISBN-10: 0064451232  
ISBN-13: 9780064451239

*Forest Bright, Forest Night* by Jennifer Ward  
ISBN-10: 1584690674  
ISBN-13: 9781584690672

*A Walk in the Rainforest* by Kristin Joy Pratt  
ISBN-10: 1878265539  
ISBN-13: 9781878265531

*In the Pond* by Anna Milbourne and Mat Russell  
ISBN-10: 0794515444  
ISBN-13: 9780794515447

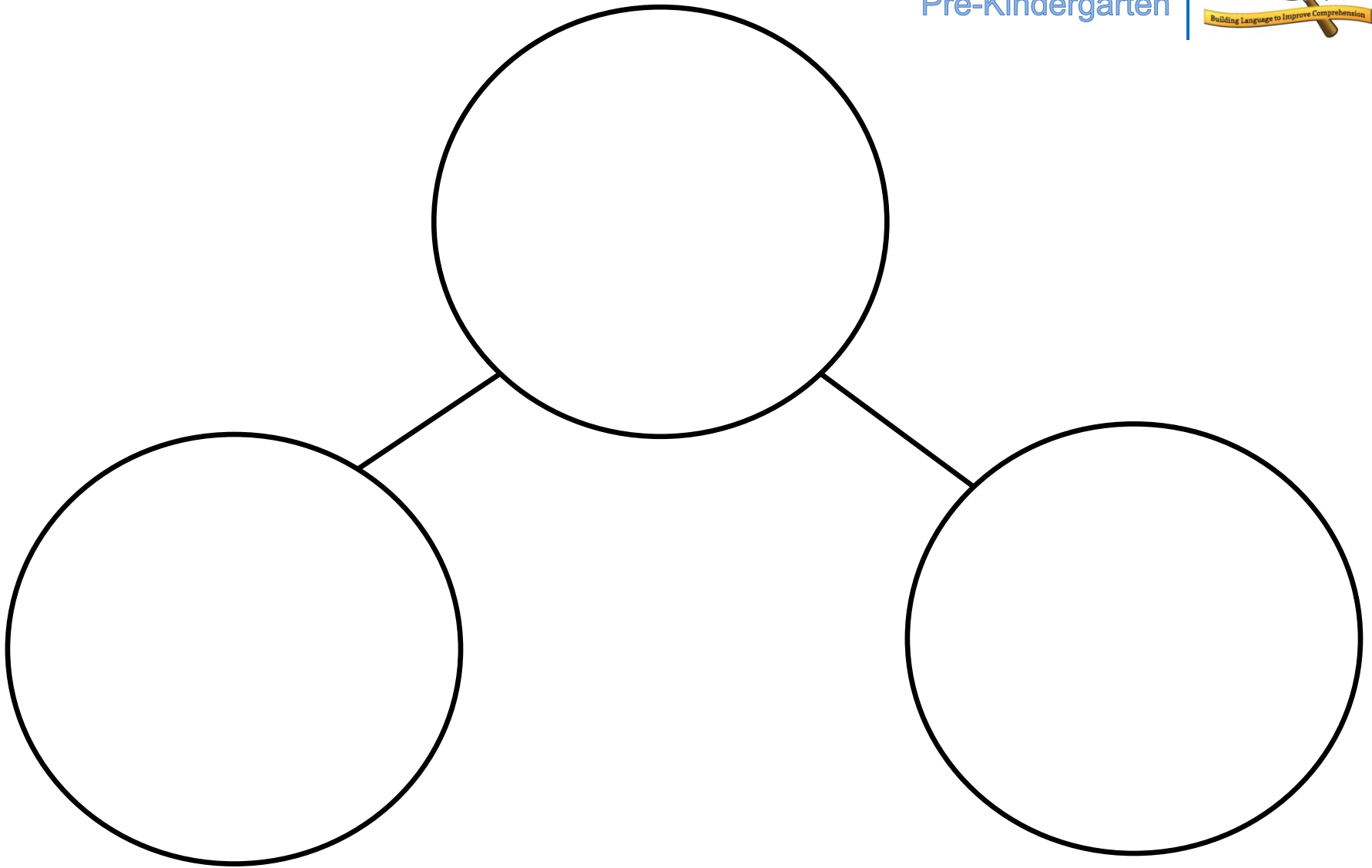
*The Animals' Winter Sleep* by Lynda Graham-Barber  
ISBN-10: 0966276167  
ISBN-13: 9780966276169

*Over in the Garden* by Jennifer Ward  
ISBN-10: 0873587936  
ISBN-13: 9780873587938

*Who Lives Here? Forest Animals* by Deborah Hodge  
ISBN-10: 1554530717  
ISBN-13: 9781554530717

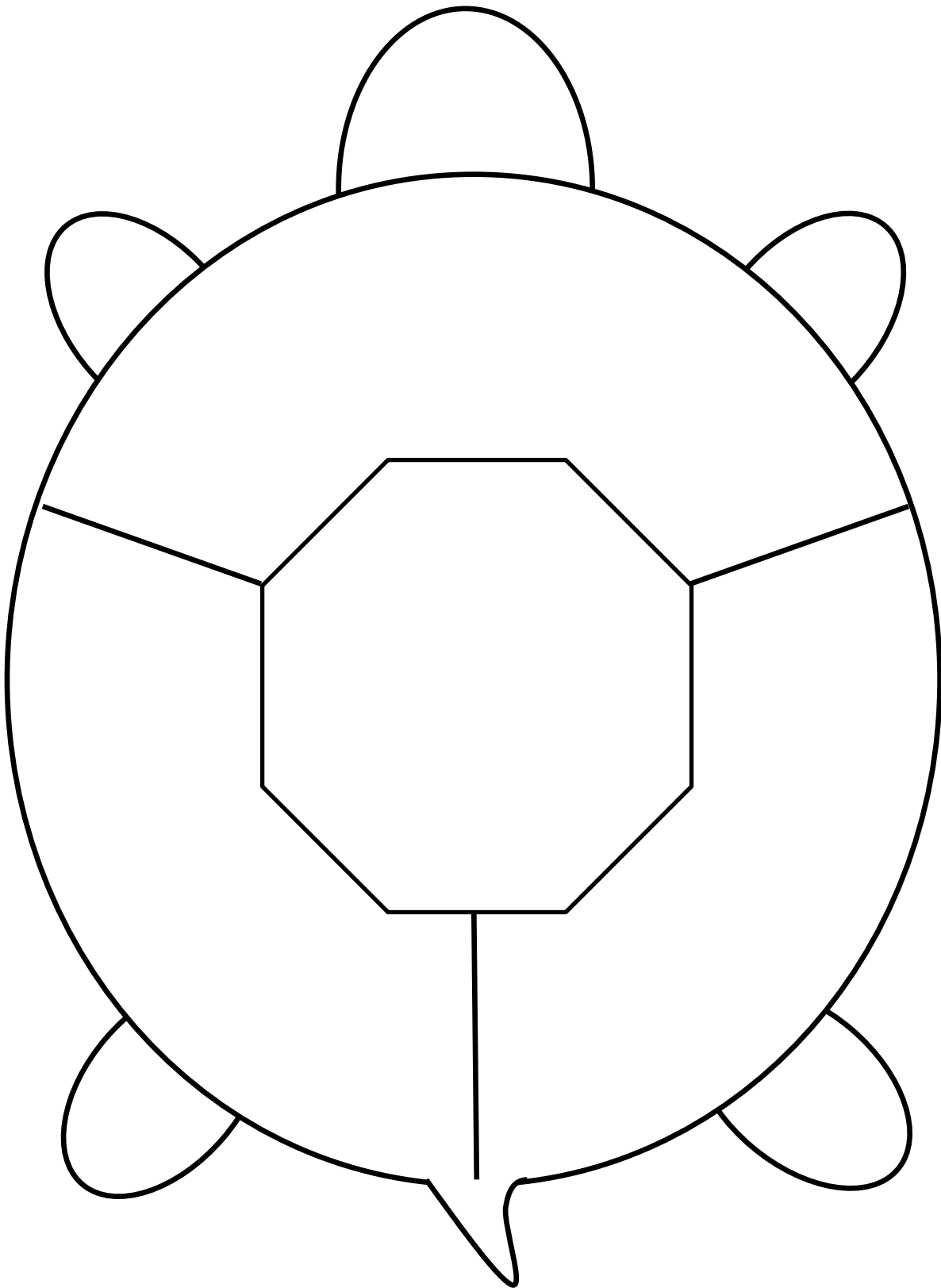
*Over in Australia: Amazing Animals Down Under*  
by Marianne Berkes  
ISBN-10: 1584691352  
ISBN-13: 9781584691358





# Turtle Word Web

Pre-Kindergarten





# Unit Vocabulary

## Animals – Pre-Kindergarten

### Habitat

The area where an animal likes to live



### Alike

Two things are like each other



### Different

Not the same or unlike



### Protect

To keep safe



### Shelter

Something that provides cover or protection



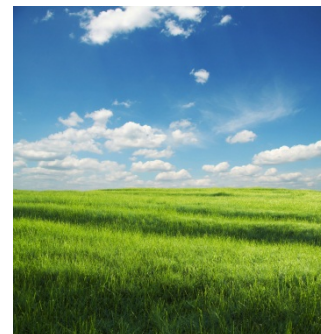
### Survive

To stay alive



### Prairie

Large area of flat grasslands



### Insects

Bug with a head, thorax, and abdomen and three pairs of legs





# Habitat





**Habitat**  
the area where  
an animal likes to live

# Alike







## Vocabulary Picture Card

Animals – Word 2 – Alike

# Alike

two things are like  
each other

# Different





Vocabulary Picture Card  
Animals – Word 3 – Different

**Different**  
not the same or unlike



# Protect





**Vocabulary Picture Card**  
Animals – Word 4 – Protect

**Protect**  
to keep safe



# Shelter







# Shelter

something that provides  
cover or protection

# Survive





Vocabulary Picture Card  
Animals – Word 6 – Survive

**Survive**  
to stay alive



# Prairie





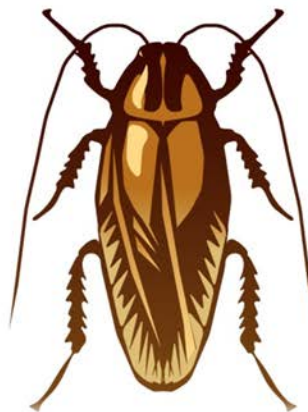
## Vocabulary Picture Card

Animals – Word 7 – Prairie

# Prairie

large area of  
flat grasslands

# Insect







# Insect

bug with a head,  
thorax, and abdomen  
and three pairs of legs

The area where an animal likes to live is called its habitat. Different animals like to live in different habitats.

If two people are alike, they are like each other in some way. Twin brothers are a lot alike!

If something is different, it is not the same as something else. Spiders are different from insects because spiders have four pairs of legs, but insects only have three pairs of legs.

When you protect something you keep it safe. Animals live in homes to protect them from the weather.



## 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.



Our class is visiting the butterfly garden at the zoo. The garden habitat has plants that provide food and shade for the butterflies.

Lions and tigers are alike. They are both members of the “big cat” family.

Wetland habitats are different than desert habitats. Wetland habitats have a lot of water, but deserts are very dry.

Birds build nests to protect their babies from predators. They do not live in nests after their babies grow up.



## 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.

Camels live in desert habitats. Deserts are hot, dry places.

We visited my grandparents this summer. They live in a community where all of the houses are alike.

Lions and tigers are different from each other. For example, lions live in large groups, but tigers prefer to live by themselves.

Many insects are the same color as their habitat. This helps protect them from animals that might eat them.



## 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.



The ocean has many different types of habitats. This is why so many different kinds of fish live in the ocean.

There are many kinds of insects. One way all insects are alike is that they have three pairs of legs.

Toads are a kind of frog, but their hind legs are different. Toads have short hind legs, but frogs have long hind legs for swimming and jumping.

Some desert animals live in burrows to protect them from the heat. Some even plug the entrance to their burrows to keep out the hot air.



## 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.

A shelter is something that covers and protects animals and people. Your home is your shelter.

Desert plants are amazing. They can survive for months without any water.

A prairie is a large area of flat grasslands. Very few trees grow on the prairie.

Insects are the most common type of animal on earth. All insects have a head, thorax, abdomen, and three pairs of legs.



## 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.



Animals build many different kinds of shelters. Birds build nests out of twigs and grass, and beavers build dens out of sticks and mud.

Antarctica is a very cold environment. Penguins are the only birds that can survive there.

Many prairie animals eat grass. There isn't much else to eat on the prairie.

Spiders are not insects. They have four pairs of legs and two body parts, but insects have three pairs of legs and three body parts.



## 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.

Animals need a shelter to cover and protect them. Our dog has his own doghouse to protect him from the weather.

Baby kangaroos are tiny when they are born. They need to live in their mother's pouch to survive.

Millions of buffalo once roamed the prairies. They fed on the grass as they roamed around.

Most insects have wings. All insects have a head, thorax, abdomen, and three pairs of legs.



## 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.



Coral reefs are shelters for many plants and animals. The coral reefs protect them from harm.

The hikers got lost in the forest. They survived for three days without water and food.

Prairie dogs live on prairies. Maybe that's how they got their name!

Insects can bug you! Mosquitoes, ants, and bees can ruin a picnic.



## 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.