



ANIMALS

GRADE 1

LARRC

Language and Reading Research Consortium

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

COPYRIGHT NOTICE ©2013

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

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 Bevens (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)

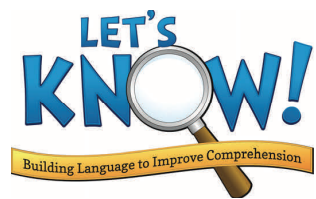
Task Force: This curriculum supplement was developed by a task force consisting of Laura Justice, Shelley Gray, Shara Brinkley, Stephanie Williams, Maria Adelaida Restrepo, Carol Mesa Guecha, Ileana Ratiu, Hope Dillon, Miki Herman, Marcie Mutters, Beau Bevens, Amber Sherman, Denise Meyer, Dawn Davis, 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

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



UNIT VOCABULARY

Habitat

The area where something normally lives or happens



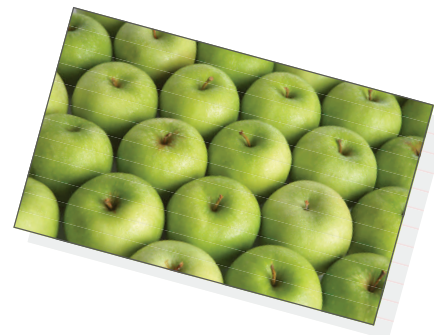
Mammal

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



Similarity

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



However

In whatever way ; But



Region

An area



Crevice

A narrow crack



Otherwise

In another or different way; Or else



Vegetation

The plants growing in an area



Grade 1 | **ANIMALS**

TABLE of CONTENTS

Study Resources

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

Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Unit Resources

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



UNIT OVERVIEW

ANIMALS

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

COMPARE AND CONTRAST

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

CLOSE PROJECT

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

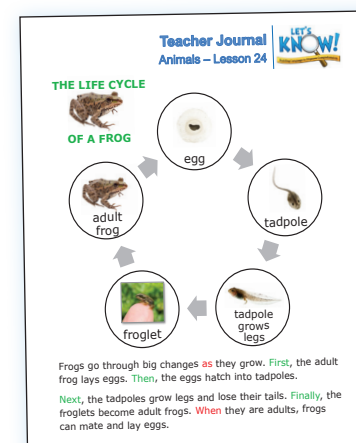
UNIT TEXTS

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

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

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

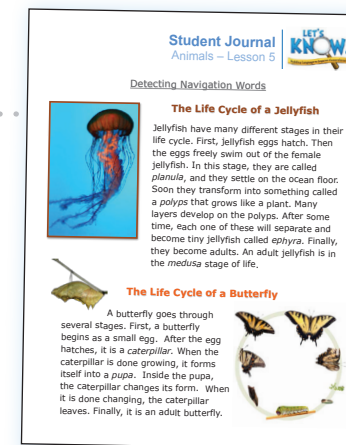
UNIT MATERIALS



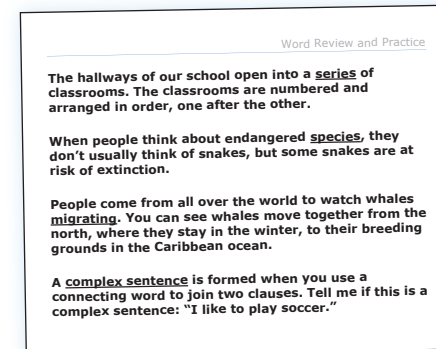
Teacher Journal*



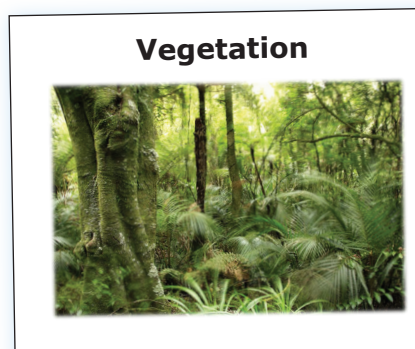
Comprehension Monitoring Icons



Student Journal



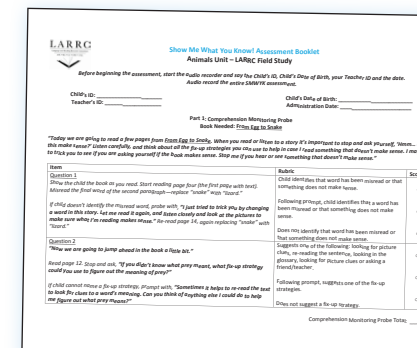
WRAP sets



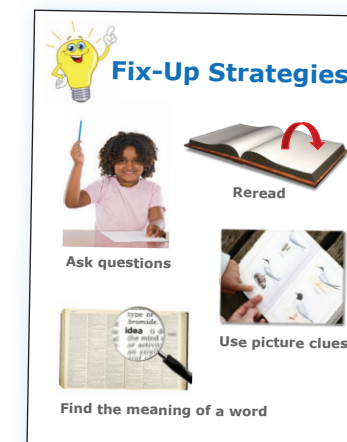
Vocabulary Picture Cards



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 | Words to Know |
| | Lesson 6 | Words to Know Practice |
| | Lesson 7 | Integration |
| | Lesson 8 | Integration Practice |
| Week 3 | Lesson 9 | Read to Me |
| | Lesson 10 | Integration |
| | Lesson 11 | Words to Know Practice |
| | Lesson 12 | Words to Know |
| Week 4 | Lesson 13 | Integration |
| | Lesson 14 | Integration Practice |
| | Lesson 15 | Words to Know |
| | Lesson 16 | Words to Know Practice |

| | | |
|---------------|-----------|------------------------|
| Week 5 | Lesson 17 | Read to Me |
| | Lesson 18 | Integration |
| | Lesson 19 | Integration Practice |
| | Lesson 20 | Words to Know Practice |
| Week 6 | Lesson 21 | Integration Practice |
| | | SMWYK Assessments |
| Week 7 | Lesson 22 | Stretch and Review |
| | Lesson 23 | Stretch and Review |
| | Lesson 24 | Close |



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



Study Resources

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



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

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

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

STEPS TO USING RICH DISCUSSION

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

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

Narrative texts...

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

Expository texts...

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

Guidelines for discussion:

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

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

I Do:

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

We Do:

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

You Do:

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

Close:

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



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

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

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

PREDICTING INVOLVES...

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

HELPING STUDENTS TO PREDICT...

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

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

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

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

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

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

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

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

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

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

Early on...

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

Later on...

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

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

5. *Independent use of the strategy.*

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

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

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

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

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

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

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

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

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

Early on...

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

Later on...

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

5. *Independent use of the strategy.*

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

References

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



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

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

I Do:

Begin by asking inferential questions and modeling making inferences.

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

We Do:

Gradually release responsibility for question generating and answering to students.

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

You Do:

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

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

(Narrative/Expository)

Close:

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

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

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

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

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



Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

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

I Do:

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

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

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

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph.

[Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

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

We Do:

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

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

[Continue reading and write students’ ideas on the chart.]

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

Early on...

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

Later on...

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

You Do:

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

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

Close:

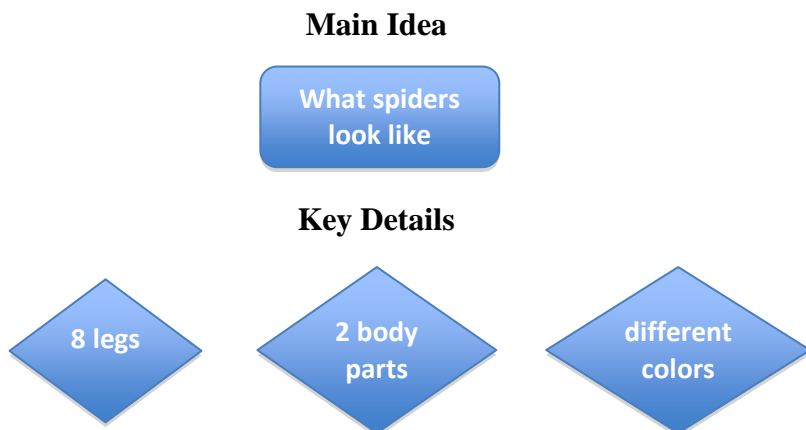
6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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

IDENTIFYING SUPPORTING DETAILS

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

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





Teaching Techniques

Integration – Summarizing

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

I Do:

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

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

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

We Do:

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

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

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

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

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

5) **Later on . . .**

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

You Do:

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

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

Close:

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



WEEKLY LESSON PLANNER

ANIMALS

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

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

Slideshow Script

Animals – Lesson 1



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

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

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

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

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

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

- How are they the same?

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

Possible answers include:

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

- How are they different?

Allow students chances to provide answers.

Possible answers include:

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

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

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

Cave Habitat



Rainforest Habitat



Outback Habitat



Coral Reef Habitat



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

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

CLOSE

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

You could say:

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



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



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

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

(mammal)

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

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

(similarity)

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

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

(however)

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

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

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

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

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

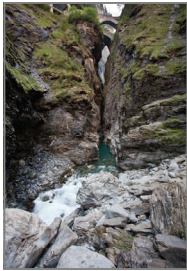
Word Strips – Animals – Grade 1 *Let's Know!*



habitat
the area where
something normally
lives or happens



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



crevice
a narrow crack



otherwise
in another or
different way;
or else



vegetation
the plants growing
in an area



however
in whatever way;
but



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



region
an area

LARRC

Language and Reading Research Consortium

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



Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

ANIMALS

| Week 2 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|---------------------|---|--|--|---|
| Lesson Type | Words to Know | Words to Know Practice | Integration | Integration Practice |
| Objectives | <ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade level texts. | <ul style="list-style-type: none"> Use target vocabulary correctly in spoken texts. | <ul style="list-style-type: none"> Identify the main idea in an informational text. | <ul style="list-style-type: none"> Identify the main idea and two or more key details of informational text. |
| Lesson Texts | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs | <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs |

Materials

| | | | | |
|-------------------------------------|--|--|---|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard | <ul style="list-style-type: none"> Dice and game pieces Bags or paper clips | <ul style="list-style-type: none"> Document camera Sticky notes | <ul style="list-style-type: none"> Chart paper or interactive whiteboard Sticky notes |
| Unit Materials Provided | <ul style="list-style-type: none"> Words to Know rings: habitat, mammal, similarity, however Teacher Journal Lesson #5 (print or digital) Student Journal Lesson #5 Word webs (optional) | <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: habitat, mammal, similarity, however Words to Know rings: habitat, mammal, similarity, however Game board for Lesson #6 Game cards for Lesson #6 | <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: habitat, mammal, similarity, however Student Journal Lesson #7 | <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: habitat, mammal, similarity, however Teacher Journal Lesson #8 Student Journal Lesson #8 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW LESSON 5 |
|--|--|---------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade level texts. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Words to Know rings: habitat, mammal, similarity, however Teacher Journal Lesson #5 (print or digital) Student Journal Lesson #5 Word webs (optional) | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> For this lesson, you will use the teacher journal to generate related words for the four Words to Know. You may use the digital or print version of the teacher journal or four blank words webs. Post copies of each web for children to reference during the You Do activity. During the We Do routine, guide students to generate related words. If they have trouble, refer to the suggested words below. You could teach some or all of the words that students don't generate on their own. WORDS TO KNOW <ul style="list-style-type: none"> habitat: The area where something normally lives or happens mammal: An animal that is born alive, is warm-blooded, and has hair similarity: The idea of looking, sounding, or feeling the same way however: In whatever way; But SUGGESTED RELATED WORDS <ul style="list-style-type: none"> habitat: (synonyms) <i>environment, home, surroundings</i>; (examples) <i>desert, arctic, forest, ocean, jungle</i> mammal: (synonyms) <i>creature, animal</i>; (examples) <i>dog, monkey, mouse</i>; (non-examples) <i>reptile, fish</i> similarity: (synonyms) <i>alike, comparable, related</i>; (antonym) <i>difference</i> however: (synonyms) <i>but, still, yet, whatever</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I just learned a new word yesterday. Learning new words is important and fun. I have heard a lot of you practicing and using the Words to Know over the past few days. It is important to try using new words every day. Today we are going to talk about words that are <i>related</i> to our Words to Know; then we are going to write some of the words in our journals. Soon, we will have HUGE vocabularies!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal (or word web); model generating related words. You could say: "Let's review our Words to Know. Find the word habitat on your word ring. A habitat is 'the area where something normally lives or happens.' The moose lives in an arctic habitat. Now I'm going to show you how to think of words that are related to, or belong with, the word. This is a word web to record the related words. The word habitat goes in the middle bubble of my word web. When I think of a habitat, I think of my <i>surroundings</i>; my habitat is my <i>surroundings</i>. I'll place <i>surroundings</i> in one of the outer bubbles. A <i>home</i> is a habitat, so let's add <i>home</i>, too. I could use the big word <i>environment</i>, right? Our related words for habitat are <i>surroundings, home, and environment</i>. We can also think of examples of habitats, like <i>desert, arctic, forest, ocean, or jungle</i>."</p> | |

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

Teacher Journal

Animals – Lesson 5



habitat



mammals



similar



however

environment

creature

alike

but

home

animal

comparable

still

surroundings

reptile

related

yet

different

whatever

Word: habitat

Definition: The area where something normally lives or happens

Related words _____



Word: however

Definition: In whatever way; But

Related words _____

Word: similarity

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

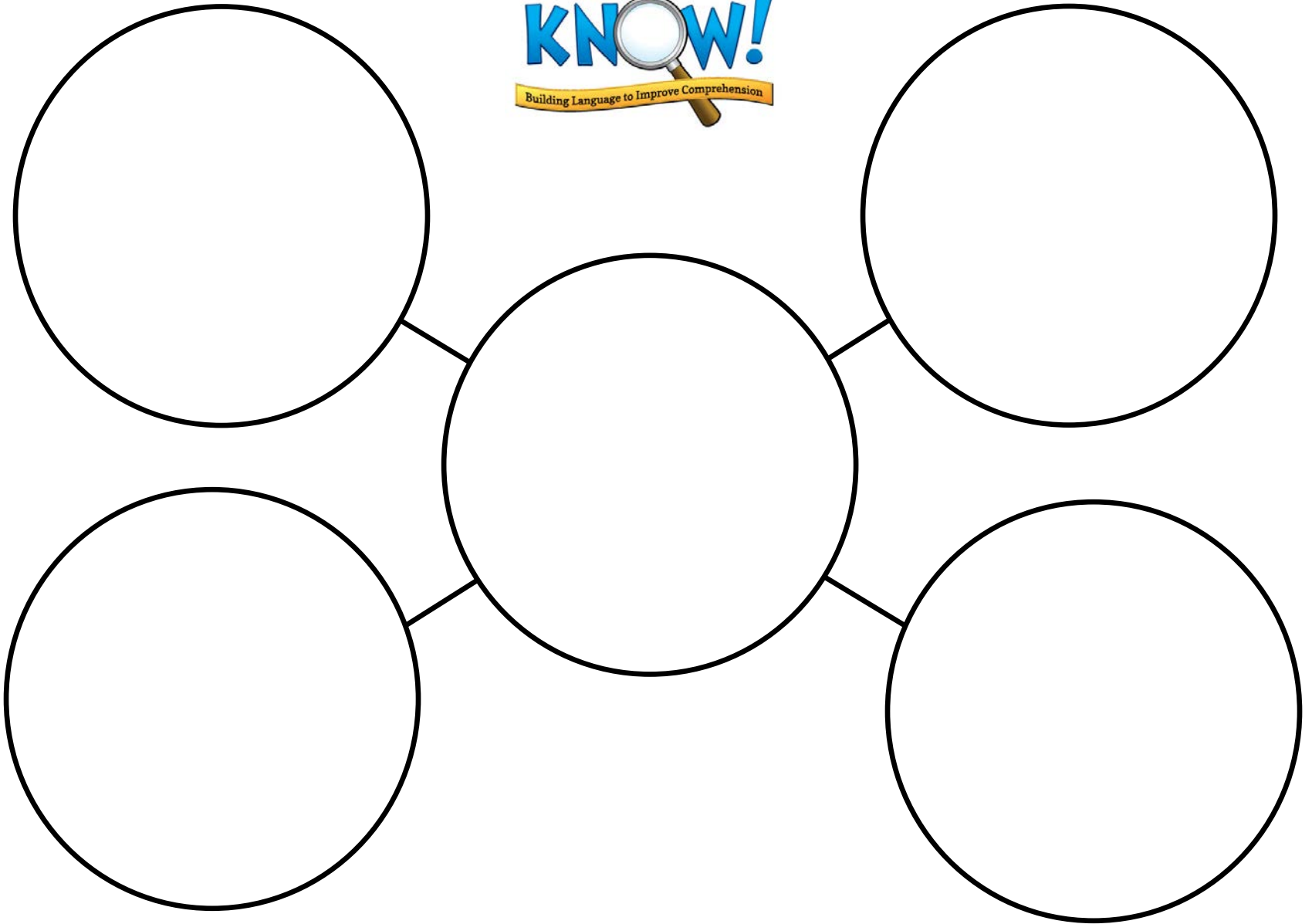
Related words _____



Word: mammal

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

Related words _____

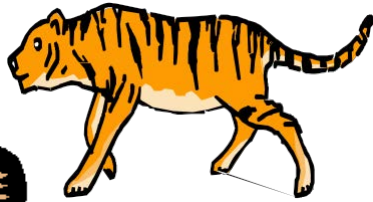


| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW PRACTICE LESSON 6 |
|--|--|------------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use target vocabulary words correctly in spoken text. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Dice and game pieces Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: habitat, mammal, similarity, however Words to Know rings: habitat, mammal, similarity, however Game board for Lesson #6 Game cards for Lesson #6 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... You could cut and bag the game cards for easy distribution. To play the game, each group of students will need a game board, a set of game cards, a die, and game pieces for each group member. Encourage students to refer to their Words to Know rings if they need help with a word during the game. <i>Save the game board for use in Lesson 19.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: HABITAT, MAMMAL, SIMILARITY, HOWEVER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "How many words do you know? You know a lot of words, and you learn new words every day. Knowing new words helps us to understand what people say and what we hear and read. Today we will be playing a game that will help us practice making sentences, matching pictures, and remembering definitions for our Words To Know."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know and their definitions, and provide example sentences.</p> <p>You could say: "First let's review our four Words to Know. Get out your word rings and find the words as we review them. Listen carefully; you will use these words in the game."</p> <ul style="list-style-type: none"> Similarity means 'the idea of looking, sounding, or feeling the same way.' You might say, 'There is a lot of similarity between those two dogs.' Habitat means 'the area where something normally lives or happens.' For example, kangaroos live in a grassland habitat. However means 'in whatever way' OR 'but.' You might wear your hair however you like it, or in whatever way you want to. Here is a sentence with the other meaning of this word: 'I have to clean my room often; however, I'm allowed to listen to music while I work.' A mammal is an animal that is born alive, is warm-blooded, and has hair. A bear is a mammal; it has a lot of hair." | |

| | |
|----------------------|--|
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into small groups and pass out the game boards, cards, and other materials.</p> <p>Demonstrate how to play today’s game. You could say: “For the game, every group will need a game board, set of cards, game pieces, and a die. Each card has a different task on it; you complete the task and then roll the die to move. If you need help reading, you can ask a group member. The game cards will ask you do one of four tasks:</p> <ol style="list-style-type: none"> 1) find the word that matches a definition, 2) identify a word using a picture, 3) say a related word, or 4) make a sentence using the word. <p>I will show you how to play... First, I will draw a card and read what it says. (draw a card) This card tells me, ‘[Make a sentence for the word: habitat.]’ My sentence could be, ‘[Kangaroos live in the grassland habitat.]’ Now I can roll the die and move the number of spaces on the die. Does anyone have any questions?”</p> <p>If necessary demonstrate two more turns until students understand how to play the game.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students start to play the game with their groups. You could say: “Now it’s your turn to play. Before we start, I want everyone in your group to roll the die, and whoever has the lowest number will go first. Remember when it is your turn, you need to draw a card, complete what it says, roll the die, and then move. It is then the next person’s turn. Have fun!”</p> <p>As students play, circulate to answer any questions and to monitor use of the Words to Know. If students have trouble, have them use their word rings as a reference.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Nice job! Today we practiced using our Words to Know as we played a game. I heard a lot of good sentences and definitions. I know you really understand what these words mean! I want you to turn to a partner, and each of you try to use this word in a sentence:</p> <ul style="list-style-type: none"> • similarity... • habitat... • however... • mammal... <p>Now go and use these words today and every day!”</p> |

go back one

go ahead one



End



Start

go back one

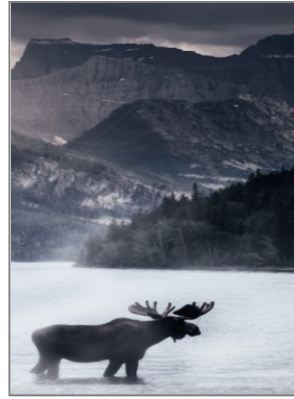
go ahead two

Say a related word for:

habitat

Say a related word for:

however



Make a sentence for the word:

mammal

Definition:

The area where something normally lives or happens

Make a sentence for the word:

habitat



Definition:

In whatever way;
But

Make a sentence for the word:

however

Say a related word for:

similarity



Definition:

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

Make a sentence for the word:

similarity

Say a related word for:

mammal



Definition:

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

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 7 |
|--|---|-------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: | | |
| <ul style="list-style-type: none"> Identify the main idea in an information text. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: habitat, mammal, similarity, however Student Journal Lesson #7 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Prepare sticky notes identifying the main idea for each paragraph specified in the I Do and We Do sections of the lesson. Suggestions from pp. 7, 8, 10, and 15 are included in the lesson routines. You can use a document camera to project the book pages you are reading so students can see the photos, graphics, and captions more clearly. If your students are not independent readers, you could display the student journal during the You Do activity and read the paragraphs and main idea choices aloud. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: HABITAT, MAMMAL, SIMILARITY, HOWEVER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you're trying to decide what movie you want to watch, how do you know what the movie is going to be about? You look at the pictures or the title and decide what the main topic or ideas in the movie might be. Then you decide if that's what you want to watch or not. The purpose of our lesson today is to find the main ideas in our book <u>Habitats of Australia</u>. Understanding the main idea helps understand what we read and that makes us better readers. We'll use some of the main ideas in our books to help us write our animal habitats riddle books at the end of the unit."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "We already know that a <i>main idea</i> is what the paragraph is about—the most important information. Let's think about some of the main ideas in <u>Habitats of Australia</u>.</p> <ul style="list-style-type: none"> (read p. 7) "This page gives us information about the emu. Every sentence I read tells us something interesting about emus. I think the main idea of this page is emus. The main idea is what the author wants us to know, the most important information. (read p. 8) "On this page, I read about the blue-tongued skink. I can see that the name of the animal—blue-tongued skink—is in bold, dark print. Everything I learned told me how the blue-tongued skink lives in the desert habitat. I think the main idea of this page is the blue-tongued skink." | |

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



The World of Snakes

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

Circle the Main Idea

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

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

Circle the Main Idea

How snakes hide **OR** Types of snakes

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

Circle the Main Idea

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



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

Circle the Main Idea

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

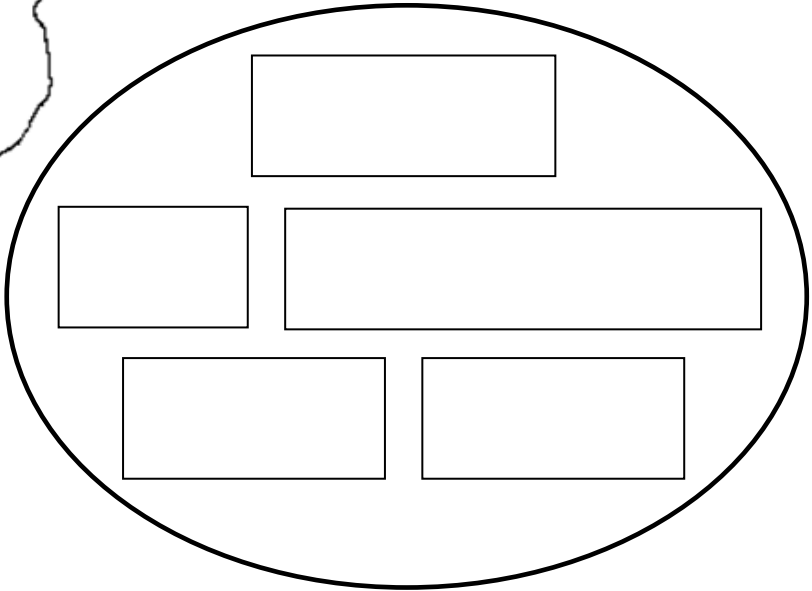
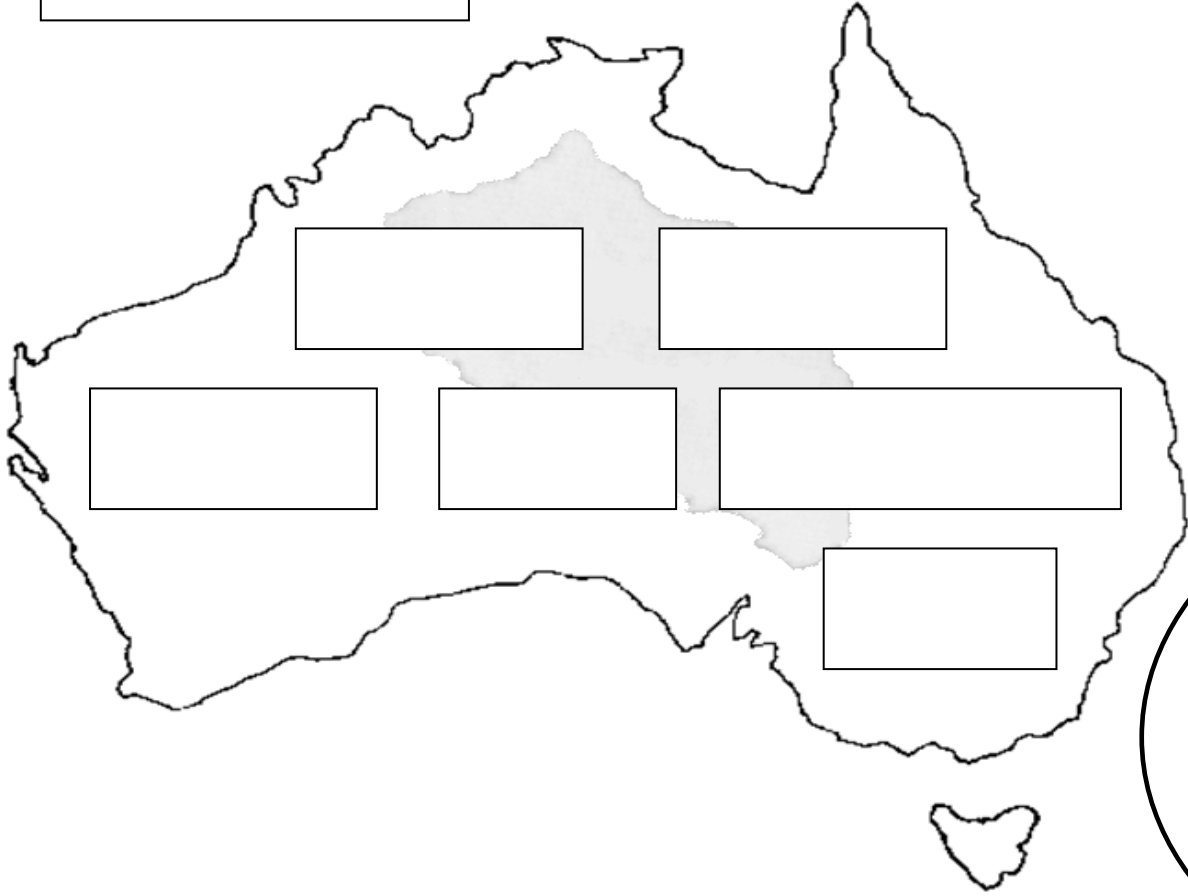
| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION PRACTICE LESSON 8 |
|--|---|----------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: | | |
| <ul style="list-style-type: none"> Identify the main idea and two or more key details of informational text. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: habitat, mammal, similarity, however Teacher Journal Lesson #8 Student Journal Lesson #8 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Preview the lesson text, and use sticky notes to mark pages on which you will model finding the main idea; you could mark pages 4, 8, and 9, which are used in the lesson routines. Be sure to read the captions and sidebars on selected pages in <u>Habitats of Australia</u>. Some information used in the lesson is found in these text features. <i>Save the student journal for use in Lesson 14 and the teacher journal for use in the Close lesson.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: HABITAT, MAMMAL, SIMILARITY, HOWEVER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "If you buy a turtle from the pet store, you'll need to provide a habitat for your turtle. You'll probably need a glass aquarium filled with gravel, a water bowl, a place to swim, and things to climb on. You have to give the turtle a good habitat so it will survive. Today we are going to practice finding the main idea and details in our book about the habitats of Australia. Remember, at the end of our unit, we will write a book about habitats. We have to be able to describe a habitat and provide details about that habitat. Today, let's find the main idea and details about one habitat in Australia—the Outback. Knowing more about this habitat will help us write our riddle books!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the Teacher Journal Lesson #8 and model finding main ideas and details from the text. You could say: "The big ideas, or main ideas, of a book are what the author wants us to know are most important. We can look through the pictures of this book and see the title and know that we are going to read about an Australian habitat. We can find the main idea of a book by looking at the title of the book or the titles of different chapters or parts of the book. We can also find main ideas by looking at the beginning of a paragraph or for words that appear many times. Let's open <u>Habitats of Australia</u> and see if we can find the main ideas.</p> <p>"At the top of page 4, it says 'The Outback Region.' That is the heading or the title of this chapter. So I think the next few pages will be about the Outback region of Australia. Hmm... That sounds like it could be our main idea. At the top of my page, I will write 'The Outback Region' after <i>Main Idea</i>..."</p> | |

| | |
|----------------------|---|
| | <p>“Now that we have our main idea, it’s time to find some details that go with it. All of the details that describe the Outback region of Australia will go inside the picture of Australia. (point to picture) The details that do not describe the Outback region will go in the circle. (point to circle) Let’s find some good details about the Outback habitat as we read...</p> <ul style="list-style-type: none"> • (read p. 4 and stop) Hmm... It says that the Outback region is ‘one of the driest places in the world.’ So, I think a good detail that describes the Outback region of Australia is <i>dry</i>. I’m going to write <i>dry</i> in the first box inside the picture of Australia. (add detail) If the Outback is <i>dry</i>, then I know it can’t be <i>wet</i>. So, inside my circle, I’m going to write <i>wet</i>. (add detail) • I found another detail. It says that the Outback is very <i>hot</i>. So, inside my picture of Australia, I’m going to write <i>hot</i>. (add detail) If the Outback region is <i>hot</i>, then it is NOT <i>cold</i>. This means that the detail <i>cold</i> belongs in the circle outside of Australia. (add detail) • There is another detail on this page. It says that the Outback has very few trees or shrubs. One word that describes trees or shrubs is vegetation. So, vegetation is a detail that does NOT belong with the Outback region. I think that’s a good detail for my circle. (add detail) <p>We have a good start on the details for our main idea. Let’s keep going.”</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read pp. 8–9 including the captions and sidebars. Guide students to help you find details to add to the teacher journal. You could say:</p> <p>“Now I want you to help me. Remember, if a detail belongs with the Outback, it goes inside the picture of Australia. If a detail does not go with the Outback, put it in the circle outside of Australia. Let’s see... Did anyone hear any details that describe the desert habitat of the Outback region? (pause for response; if no response, read the page again and emphasize sun) That’s right, the Outback is very <i>sunny</i>! Where should I write the word <i>sunny</i>? (pause) That’s right, inside the picture of Australia. Can anyone think of a detail that is the opposite of <i>sunny</i>? (pause) That’s right, <i>rainy</i>! So, if the Outback is <i>sunny</i>, it is NOT <i>rainy</i>. Where should I write <i>rainy</i>? (pause) That’s right, in our circle outside of Australia, because this is a detail that does not belong with the Outback region.</p> <p>“I think I heard another good detail in the green box on page 9. It says that the blue-tongued skink is the same color as the <i>sand</i>. So, the desert habitat of the Outback has a lot of sand, or it is <i>sandy</i>. Where should I write the word <i>sandy</i>? (pause) That’s right, on our picture of Australia.”</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journals to student pairs. You could say:</p> <p>“Now it’s your turn. With your partner, look at the words at the bottom of the page. If you think the word is a detail that belongs with the Outback region, write the word in the picture of Australia, and then cross it out. If you think the detail does not belong in the Outback, write it in the circle. There are also animals listed in your word box. If you think the animal lives in the Outback, write the animal in the picture of Australia. If the animal does not live in the Outback, write it in the circle. Make sure you and your partner agree on each word before you write it.”</p> <p>Circulate among students to provide support and feedback.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say:</p> <p>“Today we learned to find the main idea—the most important part—and details about that main idea. We can find main ideas in many places. Who can tell me what a main idea is? (pause for response) It’s what a paragraph or story is about, the most important idea. Finding key details helps us understand what we need to know about the main idea. As you read more and more, try to remember the main ideas. It will make you a GREAT reader!”</p> |

Details that belong

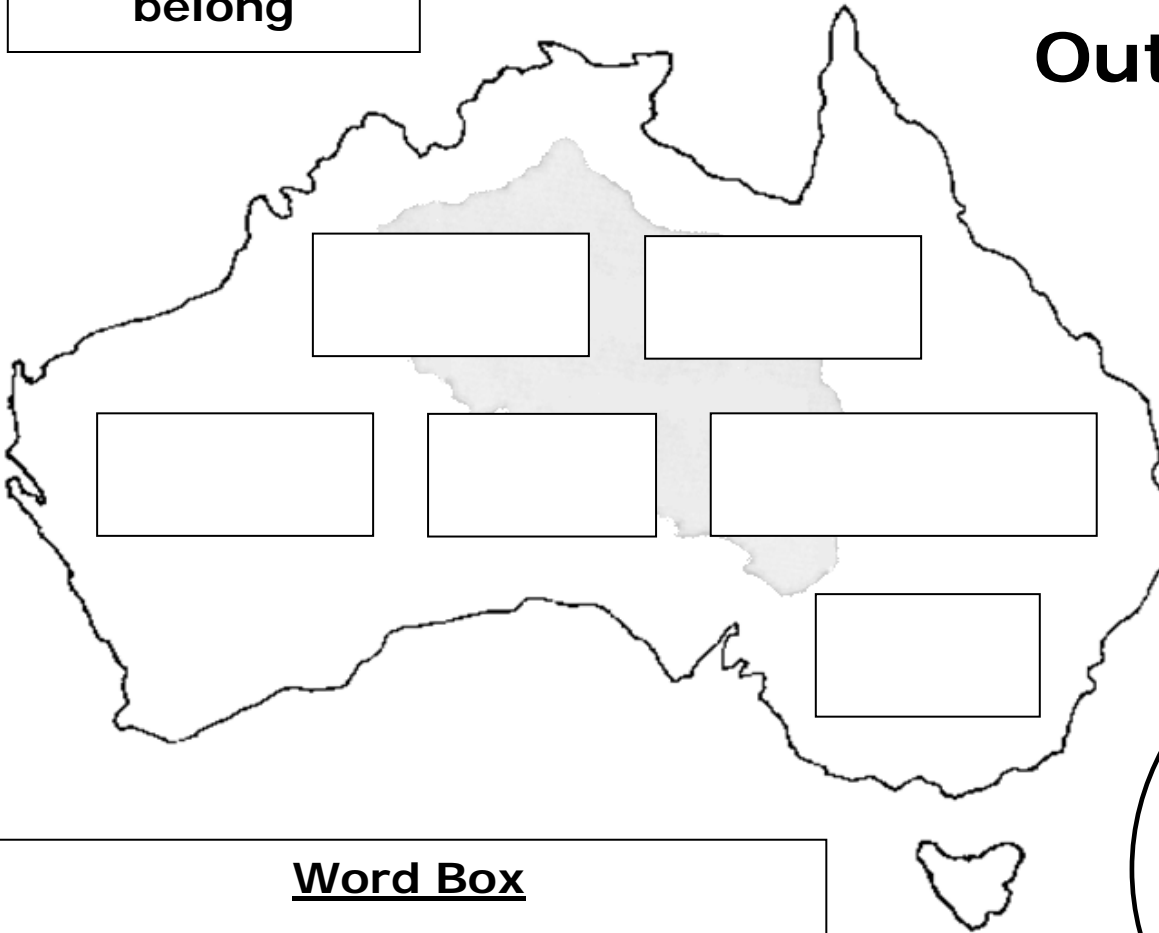
Main Idea: _____

Details that do NOT belong

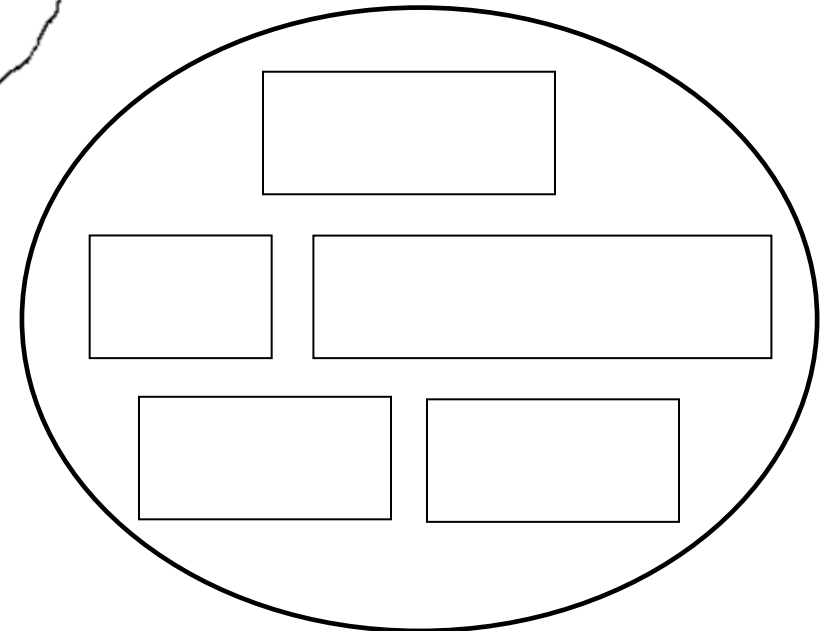


Details that belong

Main Idea Outback Region



Details that do NOT belong



Word Box

rainy sunny hot cold
vegetation sandy wet
dry kangaroo emu fish



WEEKLY LESSON PLANNER

ANIMALS

| Week 3 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
|---------------------|--|---|--|--|
| Lesson Type | Read to Me | Integration | Words to Know Practice | Words to Know |
| Objectives | <ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read independently. Begin to understand why predicting supports text comprehension. | <ul style="list-style-type: none"> Identify the main idea and two key details of informational text. | <ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings. | <ul style="list-style-type: none"> Define words by providing a definition. Use the words in spoken and written sentences. |
| Lesson Texts | <ul style="list-style-type: none"> Caves and Crevices by Sharon Katz Cooper | <ul style="list-style-type: none"> Caves and Crevices by Sharon Katz Cooper | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Caves and Crevices by Sharon Katz Cooper Habitats of Australia by Sandy Riggs Tropical Rain Forest by Libby Romero |

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My **Habitat?**"

TEACHING OBJECTIVE:

- Identify the main idea and two key details of an informational text.

TEACHING TECHNIQUE:

- Finding the Main Idea

LESSON TEXT:

- Caves and Crevices by Sharon Katz Cooper

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Chart paper or interactive whiteboard
- Sticky notes

UNIT MATERIALS PROVIDED:

- WRAP Set #4
- Vocabulary Picture Cards: **habitat, mammal, similarity, however**
- Teacher Journal Lesson #10
- Student Journal Lesson #10

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- Before the lesson...** You could preview Caves and Crevices and use sticky notes to mark pages on which you will discuss main idea; mark the examples from the lesson routines on pp. 4, 8, 16, and 20.
- You can add to the blank pages in the teacher journal or uncover information from the completed pages as you teach the lesson.
- Save the teacher journal for use in Lesson 24.*

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #4: HABITAT, MAMMAL, SIMILARITY, HOWEVER

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:

"Have you ever been reading or listening to a book and realized you don't know what the book is about? I have; that is why I had to develop special skills to help me know what is going on. When I read, I look for *main ideas* and *key details*. One way you can identify main ideas is by paying attention to words that are bold or repeated. You can also look at the headings on a page, or the first sentence in a paragraph. Main ideas are the most important ideas in a paragraph. To help us better understand the main idea, each paragraph has key details. Key details tell you more about the main idea. Today, we are going to work on identifying key details to help us understand the main idea."

I DO

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.

Display the teacher journal. Use the graphic organizer to identify main ideas and key details from the text. You could say:

"As I read this paragraph, I want to think about the main idea. **(read p. 16)** Giant salamanders is the *main idea*. The *key details* tell us more information about the main idea, giant salamanders. As I read it again, I am going to write down key details so I remember them.

- 'The giant salamander lives in caves in the United States and Asia.' A key detail here is that salamanders live in the United States and Asia. **(add or uncover details on chart)**
- 'It can grow to be more than three feet long...' That must be why it is called a *giant* salamander. '...That is about the same length as five soccer balls or a yard stick.' **(add or uncover details)**

As I read, I found details about where the giant salamander lives and how big it gets. These key details helped me understand more about the giant salamander."

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

Main Idea



Key Details



Main Idea



Key Details



Main Idea



Key Details



Main Idea

salamander



Key Details



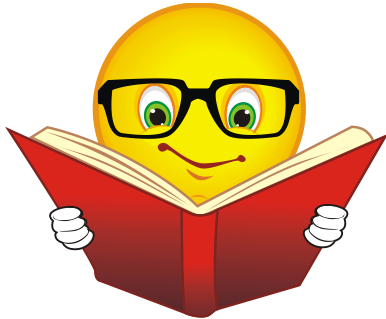
United States

Asia

three feet long

Main Idea

vampire bats



Key Details



drink blood

use teeth
to get blood
from animals

Main Idea

blind cavefish



Key Details



no eyes

no color on
their bodies

Main Idea

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

Caves are habitats

Caves are small

Crevice are habitats



Blank space for writing the main idea.



Key details

Caves are often filled with water.

Caves do not have any water.

Crevice are cracks in rock walls.

Animals cannot live in caves.

Crevice give animals places to hide.

Blank space for writing key details.

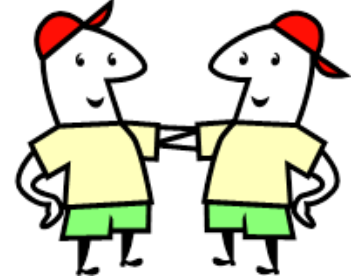
Blank space for writing key details.

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW PRACTICE LESSON 11 |
|---|---|-------------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Writing utensils UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #11 Game cards for Lesson #11 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Precut and shuffle the game cards for easy distribution. Today's game will begin as a whole group. Each student will have a game card with a Word to Know, its definition, its related words, or a picture. When you signal, they will search the room for other students with cards that match their words. Then they will join as a group to put their cards together. Once all cards are matched, individuals will trade cards and the group members will separate to find new groups with matches for their new words. To simplify the game, you could have students match two cards (e.g., the word and definition) rather than all four card categories. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I like to know what words mean. When I understand what a word means, I can figure out other words that mean the same thing and my vocabulary grows! This helps me communicate more clearly. We have been practicing with the words habitat, mammal, similarity, and however. Not only do we know each of these words, but we also know some related words. Today we are going to play two games that will help us practice using our Words to Know and their related words."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Distribute the cards and demonstrate how to play the game; reserve the habitat card for yourself. Read the directions, and have students with 'matching' habitat cards come to you.</p> <p>You could say: "Today, you are going to play a game called 'I Have... Who Has...' To play, you will get one card. The card will either be a word, a picture, a definition, or the related word for one of our Words to Know. The object of the game is to find three other people in the room who have cards for the same word. For example, <i>I have</i> a card with the word habitat. Look at your card... <i>Who has</i> the picture, the definition, or the related word cards for my word? Bring them to the front. Then we can put them together like a puzzle..."</p> <p>"Once you match your card, stay with your word group and wait. When all the words have been matched, each person will need to find someone in a different group and trade cards. Then you'll start again to find new friends with cards that match yours. Every few minutes I will ask you to freeze. When I say, 'Freeze,' you will stop where you are and switch cards with the person closest to you. Then the whole game starts again..."</p> | |

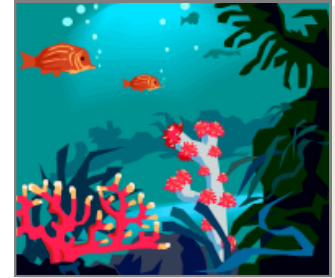
| | |
|----------------------|---|
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students play “I Have... Who Has...” for about [3-5] minutes; circulate the room to monitor their progress toward matching their cards and assist as needed.</p> <p>When all words have been matched, stop play to have students trade cards. You could say: “Freeze! Stop where you are. You did a good job matching your first cards. Now trade cards with someone else—someone not in your word group. When I say, ‘Go,’ walk around the room and find others who have the same word that you have on your card... Go!”</p> <p>After about [3-5] minutes, or when all cards have been matched, have students trade cards again. As time allows, repeat the process several times. Have students return to their seats at the end of the game.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #11. You could say: “You did a great job matching the words, pictures, definitions, and related words in our game today! In your student journal, you will find another matching game. For this game, draw a line between our Words to Know and the <i>pictures</i> that best describe them. When you get done, check with a partner and see if you have the same matches.”</p> <p>Circulate the room to provide support and feedback as students work.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You did a great job practicing your Words to Know. Let’s review one more time....</p> <ul style="list-style-type: none"> • Define habitat... • Give me a sentence using the word however... • What are some related words for mammal? • What word means, ‘the idea of looking, sounding, or feeling the same way’? <p>Wonderful! Knowing what words mean and how they relate to each other is very important. Learning words is just like a matching game. When you practice new words, you can use them to understand what people are saying and to talk more clearly with others. That’s a good thing!”</p> |

Directions: Draw a line matching the word to the pictures that best illustrate it.

similarity



habitat

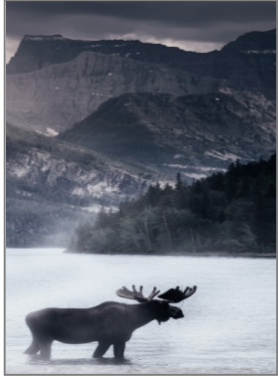




however



mammal



| | | | |
|---|--|--|--|
| <p>Related words:</p> <p>environment home surroundings</p> | <p>Related words:</p> <p>but still yet whatever</p> |  | <p>mammal</p> |
| <p>Definition:</p> <p>The area where something normally lives or happens</p> | <p>habitat</p> |  | <p>Definition:</p> <p>In whatever way; But</p> |
| <p>however</p> | <p>Related words:</p> <p>alike comparable related different</p> |  | <p>Definition:</p> <p>The idea of looking, sounding, or feeling the same way</p> |
| <p>similarity</p> | <p>Related words:</p> <p>creature animal reptile</p> |  | <p>Definition:</p> <p>An animal that is born alive, is warm-blooded, and has hair</p> |

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

(crevice)

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

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

(otherwise)

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

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

(vegetation)

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

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

YOU DO

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

Display the teacher journal. You could say:

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

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

CLOSE

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

You could say:

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

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

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

Teacher Journal

Animals – Lesson 12



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



WEEKLY LESSON PLANNER

ANIMALS

| Week 4 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 |
|---------------------|--|---|--|---|
| Lesson Type | Integration | Integration Practice | Words to Know | Words to Know Practice |
| Objectives | <ul style="list-style-type: none"> Identify the purpose of a text and discuss why the author may have made certain choices, including decisions to leave in or out certain information. | <ul style="list-style-type: none"> Identify the main idea and two or more key details of informational text. | <ul style="list-style-type: none"> Identify and describe semantic relationships among words occurring in texts. | <ul style="list-style-type: none"> Define target vocabulary by providing a simple definition. Identify and describe semantic relationships among content words. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |

Materials

| | | | | |
|-------------------------------------|--|--|--|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Writing utensils Sticky notes | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes | <ul style="list-style-type: none"> Document camera or interactive whiteboard | <ul style="list-style-type: none"> Game chips or tokens |
| Unit Materials Provided | <ul style="list-style-type: none"> Student Journal Lesson #13 | <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Teacher Journal Lesson #14 Student Journal Lesson #14 Student Journal from Lesson #8 | <ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Word webs (optional) | <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Words to Know rings: crevice, otherwise, region, vegetation Bingo cards for Lesson #16 Bingo call cards for Lesson #16 |



Digital/Tech



Prep Materials



Preview the Text



Game



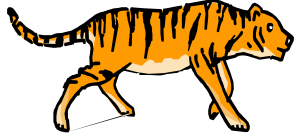
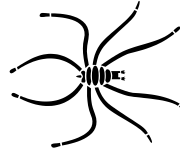








Save Materials

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

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

My Book about Caves and Crevices

| | | | |
|---|------------------|--|----------|
|  | bats |  | bat |
|  | tiger |  | spider |
|  | giant salamander |  | kangaroo |
|  | scorpion |  | crab |
|  | crevices |  | meadow |

Things I would include in my book:

Things I wouldn't include:

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION PRACTICE LESSON 14 |
|---|--|-----------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea and two or more key details of informational text. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Teacher Journal Lesson #14 Student Journal Lesson #14 Student Journal from Lesson #8 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Preview the book and use sticky notes to mark pages on which you will model finding the main idea; you could mark pp. 4-7, 18, and 26, which are used in the lesson routines. Fill in the teacher journal as you model finding the main idea and details; p. 2 of the journal is a completed version, so you may also uncover the details as you read. Students may want to use Student Journal Lesson #8 as a reference as they complete the You Do activity. <i>Save the teacher journals from Lessons 8 and 14 for use in Lesson 24.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #5: CREVICE, OTHERWISE, REGION, VEGETATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Once I visited a cave, and it was very interesting! The main thing I remember is that it was very dark inside. Today we are going to practice finding the main idea and details in our book about the cave habitat. Remember, at the end of our unit, we will write a book about habitats, so we want to be able to describe a cave habitat using a lot of details. Knowing the main idea and details will help us write our riddle book about animal habitats. Let's get started!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #14 and fill in the blanks as you read the text.</p> <p>You could say: "Remember that main ideas are what the author thinks are most important. We could look at the title and pictures in the book to know that we are going to read about a cave habitat. We can also look at the headings on a page, the first sentence of a paragraph, or listen for words that appear many times. Let's see if we can find the main idea!</p> <p>(read pp. 4-7) "I read a few pages in our book. So far the book is describing a cave habitat. I think this could be our main idea. Because I think the main idea is about the cave habitat, I will write <i>Cave Habitat</i> as my main idea. (fill in main idea)</p> | |

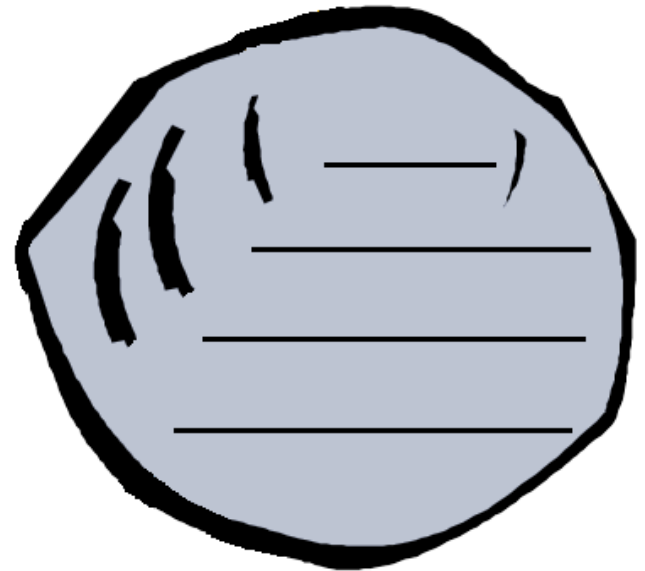
| | |
|----------------------|---|
| | <p>“Hmm... Now I need some details about this main idea. On my journal page, I have a picture of a cave and a picture of a rock. When I find a detail in our book about caves, I’m going to list it in the cave. Then I will think of a detail that is different, or opposite, and list it on the rock. The details that belong with caves will go inside the cave. The details that do not describe caves will go on the rock. Let’s see what details we can find in the book...</p> <p>(p. 7) “On this page, it says there is often water in caves, so I’ll write <i>wet</i> on a line inside the cave. (add detail) That’s a detail about caves. An opposite of <i>wet</i> would be <i>dry</i>, so I’ll write <i>dry</i> on the rock. (add detail) The book also talks about rock walls, so caves must be <i>rocky</i>. I’m could write <i>rocky</i> in the cave. I know that rocks are hard, so that means caves are NOT <i>soft</i> places. I’m going to write <i>soft</i> on the rock, too.” (add details to journal)</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading <u>Caves and Crevices</u>. Work with students to discuss the details and decide where to add them on Teacher Journal Lesson #14.</p> <p>You could say: (p. 18) “I think I found another detail about caves. It says that bats live in large groups called colonies. It looks like they are huddled together. One reason animals huddle together is too keep <i>warm</i>, which means that it must be <i>cool</i> inside caves. Where should I write <i>cool</i>? (pause for response) That’s right, in the cave. And where should I write <i>warm</i>? (pause for response) That’s right, on the rock.”</p> <p>(p. 26) “Let’s see, did anyone hear another detail that describes caves? (pause for response; if no response, read page again and emphasize <i>dark</i>) That’s right, caves are dark places. Where should I write the word <i>dark</i>? (pause for response) That’s right, inside our cave. Can anyone think of a word that is the opposite of dark? (pause) That’s right, <i>light</i> or <i>bright</i>! So, if caves are <i>dark</i>, they are NOT <i>bright</i>. Where should I write <i>bright</i>? (pause) That’s right, on our rock.”</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the student journal. Leave the teacher journal displayed for this activity; students may also want to retrieve their student journals from Lesson 8 for reference.</p> <p>You could say: “Now it’s your turn. Your student journal has a picture of a cave and a picture of Australia. Inside each picture, you have blank lines. Use the words at the bottom of the page to fill in these blanks. If you think a detail belongs with the cave habitat, write the detail on one of the blank lines in the cave. If you think the detail belongs with the Outback region, write it on one of the blanks in the picture of Australia. You can work with a partner if you want to; make sure you and your partner agree on each word before you write it.”</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned more about the main idea and details in our book <u>Caves and Crevices</u>. Then we used the details we found to compare two habitats. What’s an important detail about the Outback region? (pause for response) What about a detail about the cave habitat? (pause) Finding the main idea and details helps us understand and talk about what we’re learning. Tonight, try to share a detail about cave habitats or the Australian outback region with someone. It will help them learn about habitats, too.”</p> |

DETAILS
What it is

Main Idea: _____



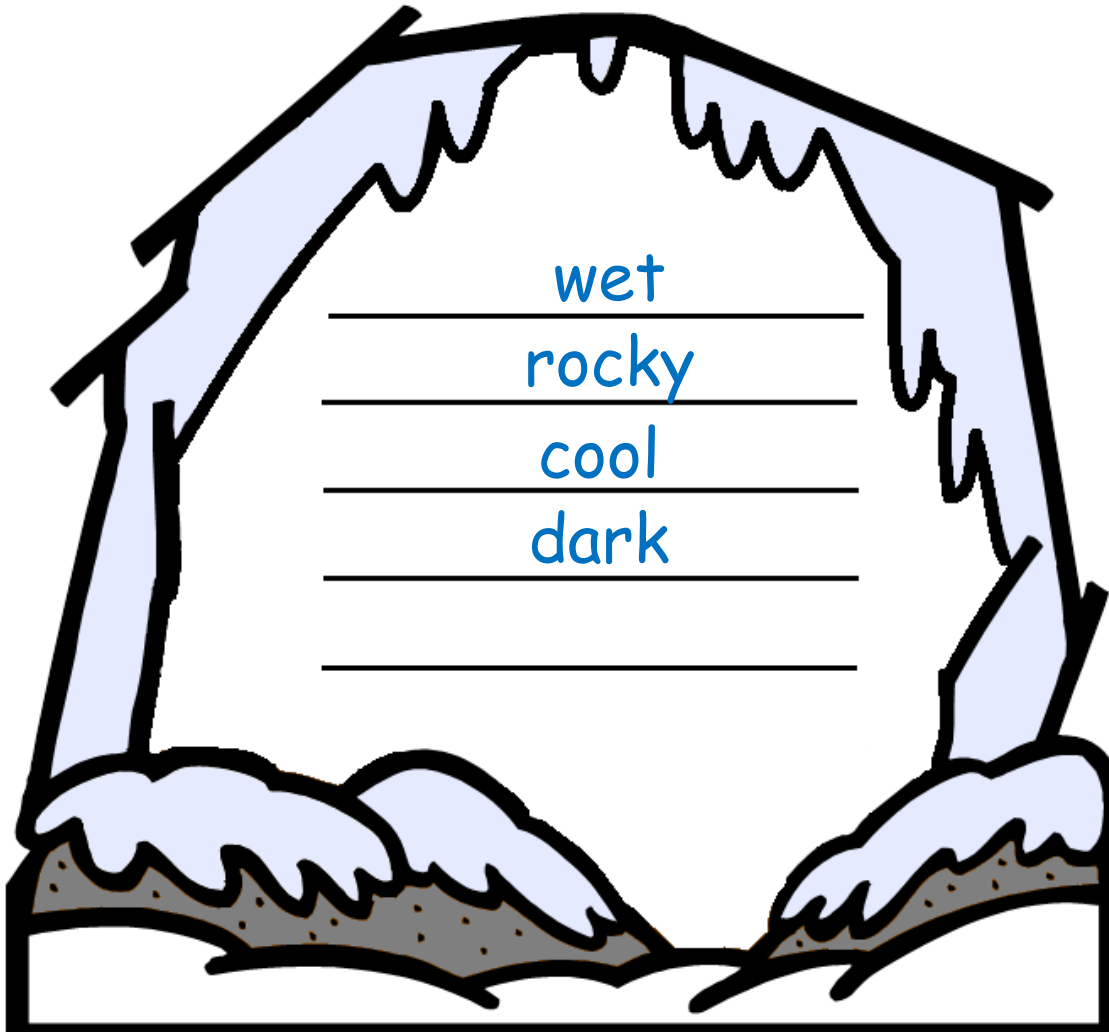
What it is NOT



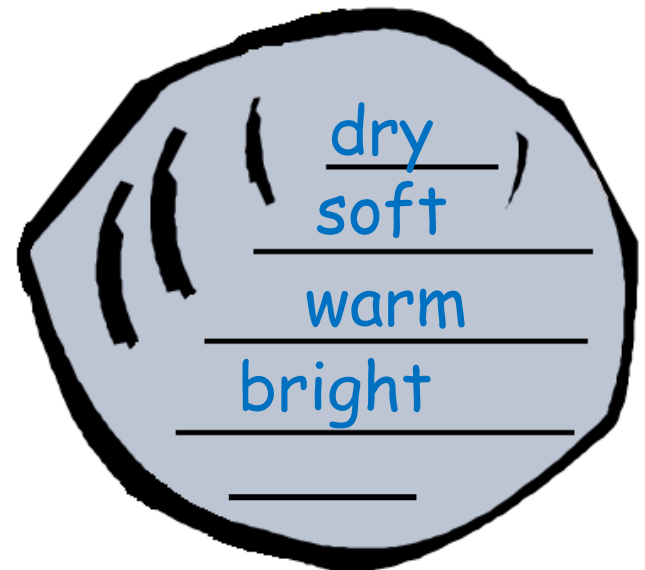
DETAILS

What it is

Main Idea: Cave Habitat

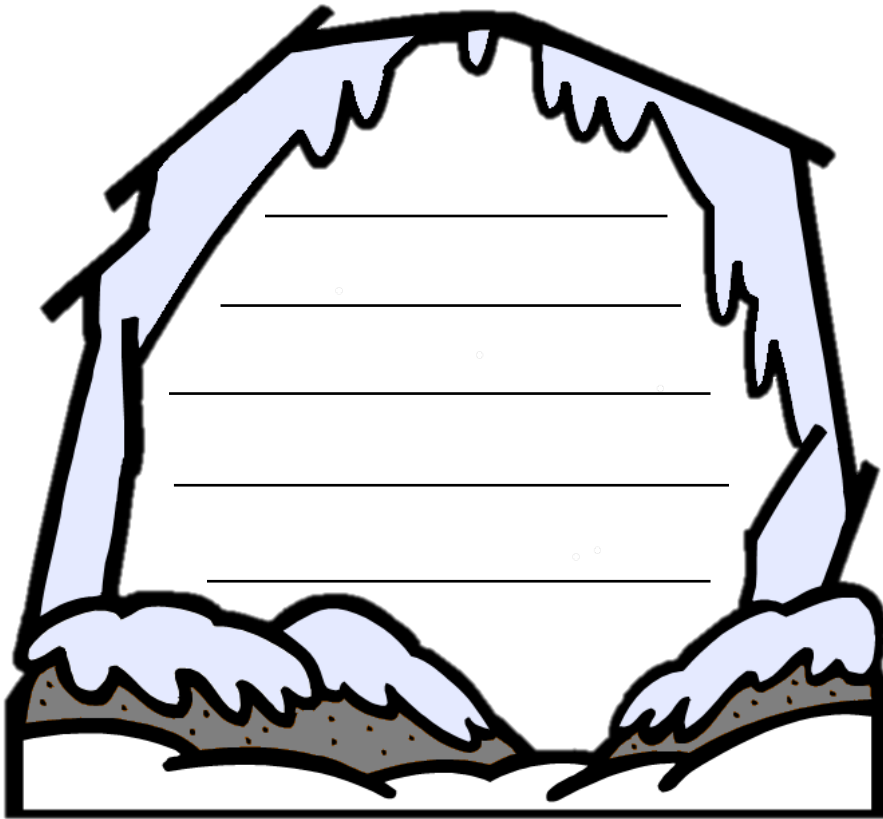


What it is NOT

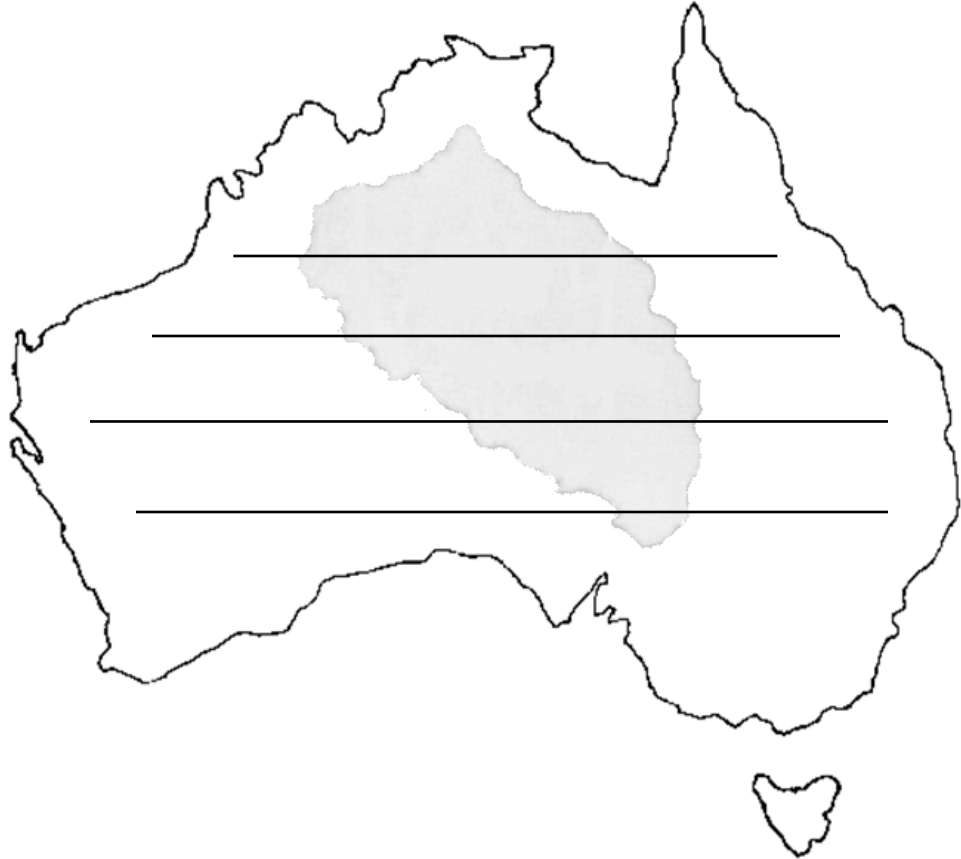


Main Idea: The cave habitat and Outback habitat

Details about the cave habitat:



Details about the Outback:



Word Box sandy dirty rocky cool wet sunny dark hot dry

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

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

Teacher Journal

Animals – Lesson 15



CREVICE



VEGETATION



OTHERWISE



REGION

split

plants

or then

territory

opening

greenery

besides

area

crack

grasses

another

place

region

Kangaroos live in the Outback **region**.

crevice

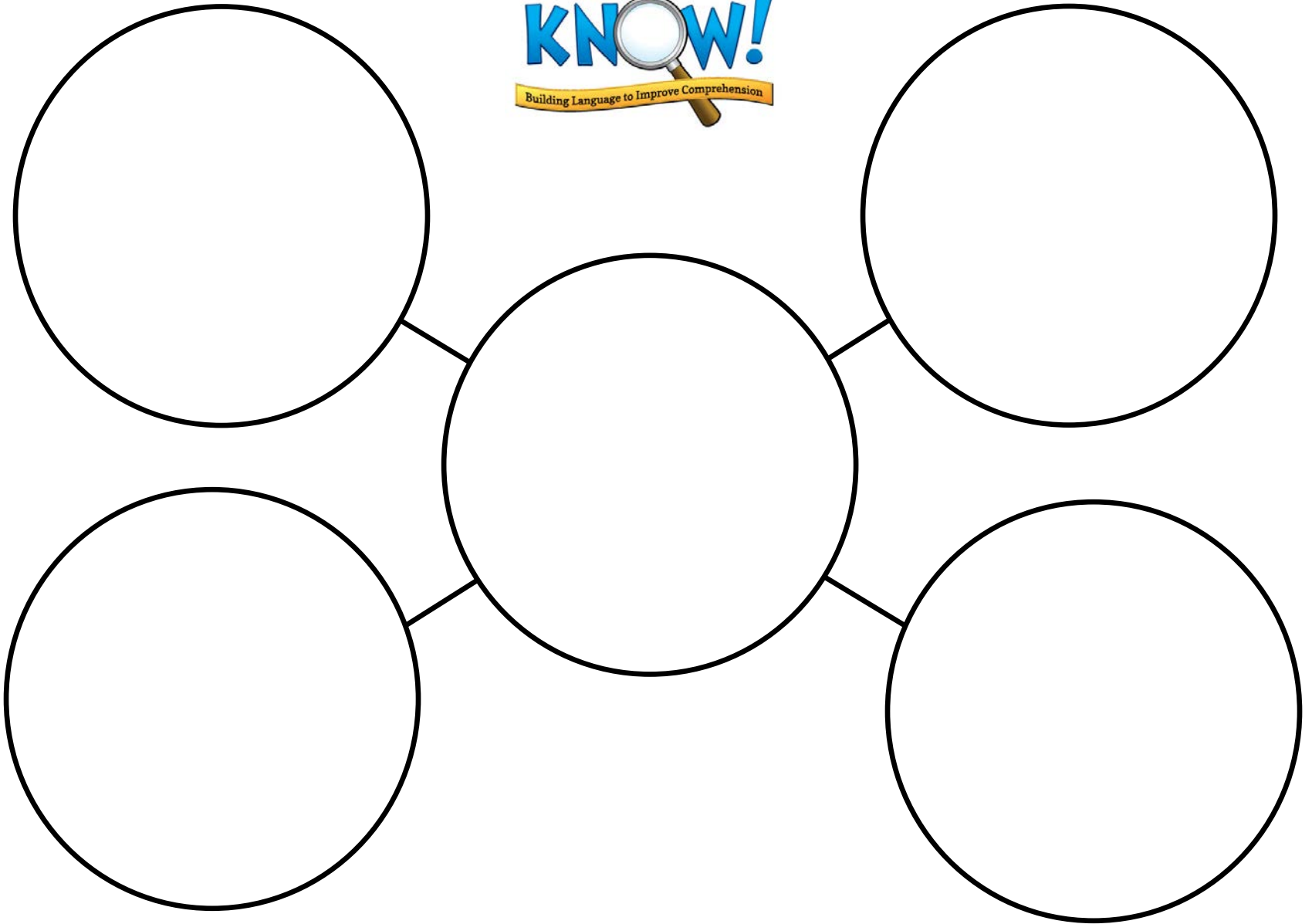
I dropped my house key down a **crevice** in a rock.

otherwise

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

vegetation

All **vegetation** needs some water.



| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW PRACTICE LESSON 16 |
|--|---|-------------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat?" | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary by providing a simple definition. Identify and describe semantic relationships among content words. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Game chips or tokens UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Words to Know rings: crevice, otherwise, region, and vegetation Bingo cards for Lesson #16 Bingo call cards for Lesson #16 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Precut the bingo call cards; draw the cards and read them aloud as you play the game. Have students play the game in pairs. Let them know they need to agree on a word before they place a chip. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #6: CREVICE, OTHERWISE, REGION, VEGETATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to play bingo! I remember playing it with my family at holidays and having a fun time. Today, we're going to practice our Words to Know—crevice, otherwise, region, and vegetation—by playing bingo. First, I'll review the definitions for each word and then we will play the bingo game by matching a Word to Know with definitions and related words. The more we talk about words we're learning, the easier it is to actually understand when we listen and use the words when we speak."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Let's review our Words to Know before we play bingo..."</p> <ul style="list-style-type: none"> The first word is crevice. Find crevice on your word ring. Say the word crevice... Crevice means 'a narrow crack.' A crevice can be a crack in a rock. Often insects can live in a crevice. The next word is otherwise. Find otherwise on your word ring. Say the word otherwise... Otherwise means 'in another or different way' OR 'or else.' I need to get enough sleep every night; otherwise I will be sleepy in the morning. I eat breakfast, lunch, and dinner every day; otherwise I would be hungry. The third word is region. Find region on your word ring. Say region... Region means 'an area.' We read that Australia has three regions, or areas: the Outback, Tasmania, and the Great Barrier Reef. Each region has different habitats. The last word is vegetation. Find vegetation on your ring. Say vegetation... It means 'the plants growing in an area.' Many types of vegetation or plants live in rain forests. Different vegetation grows in each layer of a tropical rain forest. <p>"Now we're ready to play bingo with our Words to Know!"</p> | |

| | |
|----------------------|--|
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute bingo cards to each pair of students and explain how to play the bingo game.</p> <p>You could say: “You and your partner will share a bingo card. The words on your bingo card include the four Words to Know—crevice, otherwise, region, and vegetation—and other related words. If I read a definition, find the word and put a chip on it. When I say a related word, say the Word to Know and then put a chip on the related word.</p> <p>“For example, if I read, ‘Put a chip on the Word to Know that means a narrow crack,’ you would put a chip on... (pause for response) Yes, on crevice! If I say ‘A <i>crack</i> is a narrow break. <i>Crack</i> is related to which word? Cover the word <i>crack</i>,’ where would you put your chip? Decide with your partner... (pause for response) Good, you would put a chip on <i>crack</i> if it’s on your bingo card. The game is over when one pair covers all the words on their card and calls out, ‘Bingo!’ Remember that you and your partner need to agree on the word before you put a chip on it. Are there any questions about how we’re going to play bingo?”</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Read aloud the bingo call cards. Give students time to work with their partners to decide where to put their bingo chips. You could say: “After I read each card, work with your partner to decide which word matches what I say. Remember to say ‘Bingo!’ when you cover all the words on your card. Let’s go! Here is your first clue...” Monitor the words students choose as you read the call cards.</p> <p>If you have enough time to play an additional game, have students exchange their bingo cards with another pair.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We learned even more about our Words to Know today. Tell your partner the word that matches this definition...”</p> <ul style="list-style-type: none"> • the plants growing in an area (vegetation) • an area (region) • in another or different way OR or else (otherwise) • a narrow crack (crevice) <p>“Now I’ll say a related word for each Word to Know and you will tell me the Word to Know...”</p> <ul style="list-style-type: none"> • <i>crack</i> (crevice) • <i>or then</i> (otherwise) • <i>territory</i> (region) • <i>grasses</i> (vegetation) <p>The more we know about words and related words, the more we understand when we read and listen.”</p> |

Bingo Card
Animals – Lesson 16



B I N G O

region

crevice

vegetation

otherwise

FREE

area

plants

crack

or else

Bingo Card
Animals – Lesson 16



B I N G O

place

region

crevice

vegetation

FREE

otherwise

grasses

split

or then

Bingo Card
Animals – Lesson 16



B I N G O

country

greenery

region

crevice

FREE

vegetation

otherwise

opening

or else

Bingo Card
Animals – Lesson 16



B

I

N

G

O

territory

grasses

crack

besides

FREE

region

crevice

vegetation

otherwise

Bingo Card
Animals – Lesson 16



B I N G O

| | | |
|-----------|-------------|---------|
| otherwise | vegetation | crevice |
| region | FREE | place |
| plants | opening | or else |

Bingo Card
Animals – Lesson 16



B I N G O

country

otherwise

vegetation

crevice

FREE

region

greenery

slit

or then

Bingo Card
Animals – Lesson 16



B I N G O

place

grasses

otherwise

vegetation

FREE

crevice

region

crack

besides

Bingo Card
Animals – Lesson 16



B I N G O

place

plants

split

otherwise

FREE

vegetation

crevice

region

or then

| | |
|---|--|
| <p>Put a chip on the Word to Know that means 'a narrow crack'.</p> | <p>Put a chip on the Word to Know that means 'in another or different way' OR 'or else.'</p> |
| <p>Put a chip on the Word to Know that means 'an area'.</p> | <p>Put a chip on the Word to Know that means 'the plants growing in an area'.</p> |
| <p>A <u>crack</u> is a narrow break. <u>Crack</u> is related to which word? Cover the word <u>crack</u>.</p> | <p>When it rains, and you're outside, use an umbrella <u>or else</u> you'll get wet. <u>Or else</u> is related to which word? Cover the phrase <u>or else</u>.</p> |
| <p>An <u>area</u> is a level piece of ground. <u>Area</u> is related to which word? Cover the word <u>area</u>.</p> | <p>A <u>plant</u> is a young tree, vine, shrub, or herb. <u>Plant</u> is related to which word? Cover the word <u>plant</u>.</p> |
| <p>A <u>place</u> is a specific space. <u>Place</u> is related to which word? Cover the word <u>place</u>.</p> | <p><u>Grasses</u> are green plants. The word <u>grasses</u> is related to which word? Cover the word <u>grasses</u>.</p> |
| <p>A <u>split</u> is a narrow break. <u>Split</u> is related to which word? Cover the word <u>split</u>.</p> | <p>An <u>opening</u> is something that is open. <u>Opening</u> is related to which word? Cover the word <u>opening</u>.</p> |
| <p><u>Greenery</u> is plants that are green. <u>Greenery</u> is related to which word? Cover the word <u>greenery</u>.</p> | <p>A <u>territory</u> is a tract of land. <u>Territory</u> is related to which word? Cover the word <u>territory</u>.</p> |
| <p>A <u>country</u> is a nation. <u>Country</u> is related to which word? Cover the word <u>country</u>.</p> | <p>She ate a hotdog but not much <u>besides</u>. <u>Besides</u> is related to which word? Cover the word <u>besides</u>.</p> |
| <p>The campers went to sleep after lights out <u>or then</u> they couldn't go on the hike. <u>Or then</u> is related to which word? Cover the word <u>or then</u>.</p> | |



WEEKLY LESSON PLANNER

ANIMALS

| Week 5 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|---------------------|--|--|--|--|
| Lesson Type | Read to Me | Integration | Integration Practice | Words to Know Practice |
| Objectives | <ul style="list-style-type: none"> Identify when text contains information that does not make sense. Participate in class discussions and conversations using higher-level language. | <ul style="list-style-type: none"> Identify the main idea and two or more key details of an informational text. Integrate information from different expository texts to compare and contrast. | <ul style="list-style-type: none"> Integrate information from expository texts for a specific purpose (to compare and contrast habitat details). | <ul style="list-style-type: none"> Define target vocabulary by providing a simple definition. Use target vocabulary words correctly in spoken contexts. Identify and describe semantic relationships. |
| Lesson Texts | <ul style="list-style-type: none"> Tropical Rain Forests by Libby Romero | <ul style="list-style-type: none"> Habitats of Australia by Sandy Riggs Tropical Rain Forests by Libby Romero | <ul style="list-style-type: none"> Caves and Crevices by Sharon Katz Cooper Habitats of Australia by Sandy Riggs Tropical Rain Forests by Libby Romero | <ul style="list-style-type: none"> N/A |

Materials

| | | | | |
|-------------------------------------|--|--|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Scissors and glue | <ul style="list-style-type: none"> Dice and game tokens Sticky notes | <ul style="list-style-type: none"> Dice and game pieces/tokens Bags or paper clips |
| Unit Materials Provided | <ul style="list-style-type: none"> Fix-Up Strategies Poster | <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Teacher Journal Lesson #18 Habitat sort cards for Lesson #18 | <ul style="list-style-type: none"> Game cards for Lesson #19 Game board from Lesson #6 | <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: shelter, survive, prairie, insect Words to Know rings (all 8 words) Game board for Lesson #20 Game cards for Lesson #20 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

CLOSE

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

You could say:

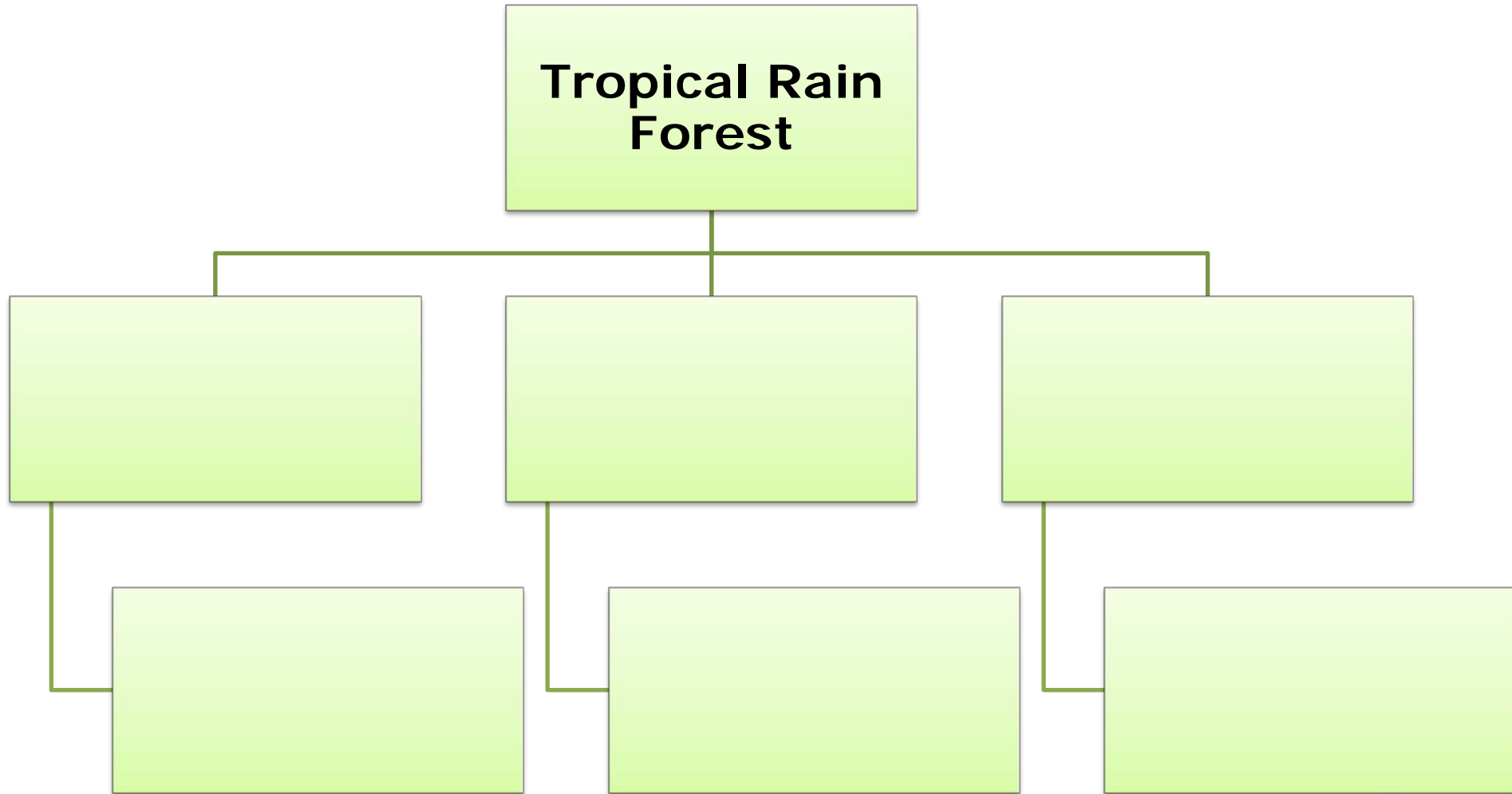
“Today you did a great job of listening and discussing the ideas from the book. I really liked how you used your thumbs to show if you understood what was read. Turn to someone and tell them three fix-up strategies we used to understand unknown words today. **(allow brief talk time)** Good thinking!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

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION LESSON 18 |
|--|--|--------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify the main idea and two or more key details of an informational text. Integrate information from different expository texts to compare and contrast. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXTS: <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs <u>Tropical Rain Forests</u> by Libby Romero TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Scissors and glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Teacher Journal Lesson #18 Habitat sort cards for Lesson #18 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could precut the habitat sort cards to save time. Alternately, students can cut out the pictures before sorting them for the You Do activity. Students will sort the cards using the chart on the second page. This lesson could run longer than 30 minutes. Monitor the time to ensure students have ample time to complete the You Do activity. During the I Do routine, model finding the main idea and supporting details from <u>Tropical Rain Forests</u> to complete the first graphic organizer in the teacher journal. During the We Do segment, work with students to use the lesson texts to complete the organizers. You can add details to the charts as you go, or uncover information from the completed charts on teacher journal, pp. 3–6. <i>Save the teacher journal for use in the Close Lesson.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #7: CREVICE, OTHERWISE, REGION, VEGETATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I want to buy new running shoes, I might try on two pairs, compare how they're the same and different, and then choose the pair I want. I <i>compare</i> and <i>contrast</i>. Today we're going to find main ideas and details about two habitats, decide how they're the same and different, and then sort pictures by their habitat. Finding the main idea and details helps us understand what we read. Comparing and contrasting helps our brains organize the information we know. Then we can share the information with others!"</p> | |

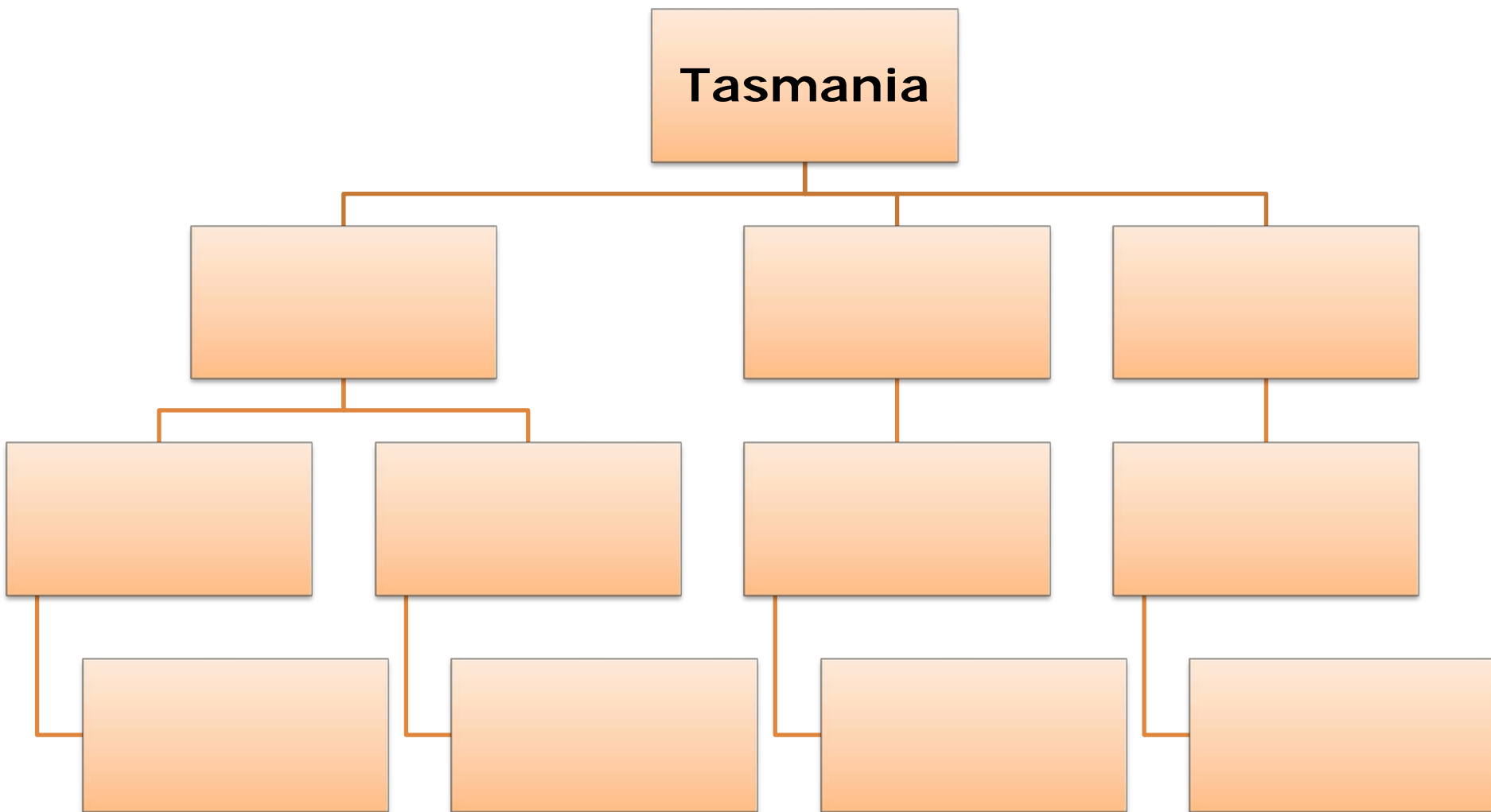
| | |
|---------------------|--|
| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Use the lesson texts to help you fill in the graphic organizer for each habitat—the tropical rain forest and Tasmania.</p> <p>You could say: “First, I want to know what the tropical rain forest habitat is like. (read aloud the paragraph on <u>Tropical Rain Forests</u>, p. 4) The information on this page includes a main idea and details. The main idea—what this chapter is about—is the tropical rain forest habitat, so I’ll write it in the top box of my chart... Now I need two or three key details. I see three here; first, a tropical rain forest is a warm and wet habitat. Tropical rain forests also have a lot of plants, <i>and</i> a lot of animals. I’ll put those three details under the main idea on my chart. Now let’s see if we can find some more information about these key details...”</p> <p>Read pp. 6–7 to fill in the chart under <i>plants</i>. Then read p. 8 to fill in the box below <i>wet, warm</i>.</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Turn to pp. 10–11, and invite students to help you finish the <i>Tropical rain forest</i> organizer.</p> <p>You could say: “Let’s work together to find information about the animals in the rain forest. I’ll read these pages, and you listen for animals that live in the rain forest and tell me what to write... (read pp. 10–11 and add animals to the organizer) Now we know a lot about the tropical rain forest! We know that it’s wet and warm, that there are many plants in the four layers of the rain forest, and that many animals live in the rain forest. We have organized information about the rain forest using this chart.”</p> <p>Then turn to chapter 2 of <u>Habitats of Australia</u> to begin filling out the <i>Tasmania</i> organizer from the teacher journal. Have students help you identify details that support the main idea.</p> <p>You could say: “Now let’s see what we find about Tasmania from the book about Australia... The heading tells me our main idea—the Tasmania region. The first paragraph helped me identify three ideas about Tasmania—three types of habitats in this region are the dry forest, the coast, and lakes. So, I will add <i>dry forest</i>, <i>coast</i>, and <i>lakes</i> to the boxes below my main idea. Let’s keep reading to find out more information about these ideas...”</p> <p>(continue reading pp. 10–11) “These pages told us more details about the dry forest habitat. They tell us what plants and animals live there, so let’s put <i>animals</i> and <i>plants</i> on our chart. Now I want you to help me finish our chart...”</p> <ul style="list-style-type: none"> • What kind of plants, or vegetation, is in the forest of Tasmania? (pause for response) Okay, it is a forest with dry trees and bushes, very different than the tropical rain forest. Let’s add these ideas to our chart below <i>plants</i>... • What animal lives there? (pause for response) Yes, the Tasmanian devil! Let’s write his name under <i>animals</i>.” <p>Continue to add details from <u>Habitats of Australia</u>, pp. 12–15 to the teacher journal. The completed charts from teacher journal, pp. 3–6 can assist you.</p> |

| | |
|----------------------|---|
| | <p>Divide students into pairs and distribute the habitat sort cards (and compare/contrast organizers from the second page). Help students sort the similarities between the two habitats using what they have just learned about each.</p> <p>You could say: “You have some cards to sort with your partner. The cards show pictures for each habitat—the rain forest and Tasmania. We are going to sort the cards and glue them on the compare/contrast organizer. First, let’s look at how these two habitats are the same. Who can find one similarity between the two? They both have... (pause for response) Animals! Good thinking. Both the rain forest and Tasmania have animals. So find the picture that says <i>animals</i> and glue it in the middle box that says <i>Both</i>. Let’s talk about the weather. Both habitats have weather, even though it is very different. Find the picture that says <i>weather</i> and glue it in the middle box. What other similarity can you find?” (pause for response)</p> <p>If students are able to finish the compare/contrast organizer independently, you can move to the You Do segment at this point. If they need more assistance, continue the lesson as a group.</p> |
| <p>You Do</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you can sort the remaining pictures into either the tropical rain forest or Tasmania habitats. Decide which habitat each picture belongs in and glue it into the correct box.” Monitor students’ progress and assist when necessary. You may want to display the habitat organizers from the teacher journal for students to reference.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We learned a lot about rain forest and Tasmania today! First, we identified the main ideas and details; then we organized the information into a chart. Finally, we used the information to compare and contrast two habitats. Wow! You learned and organized information like professional students! Now you know how to find and organize information so you can remember it. That’s what great students do.”</p> |

Tropical Rain Forest



Tasmania



**TROPICAL
RAIN FOREST**

BOTH

TASMANIA

Tropical Rain Forest

wet, warm

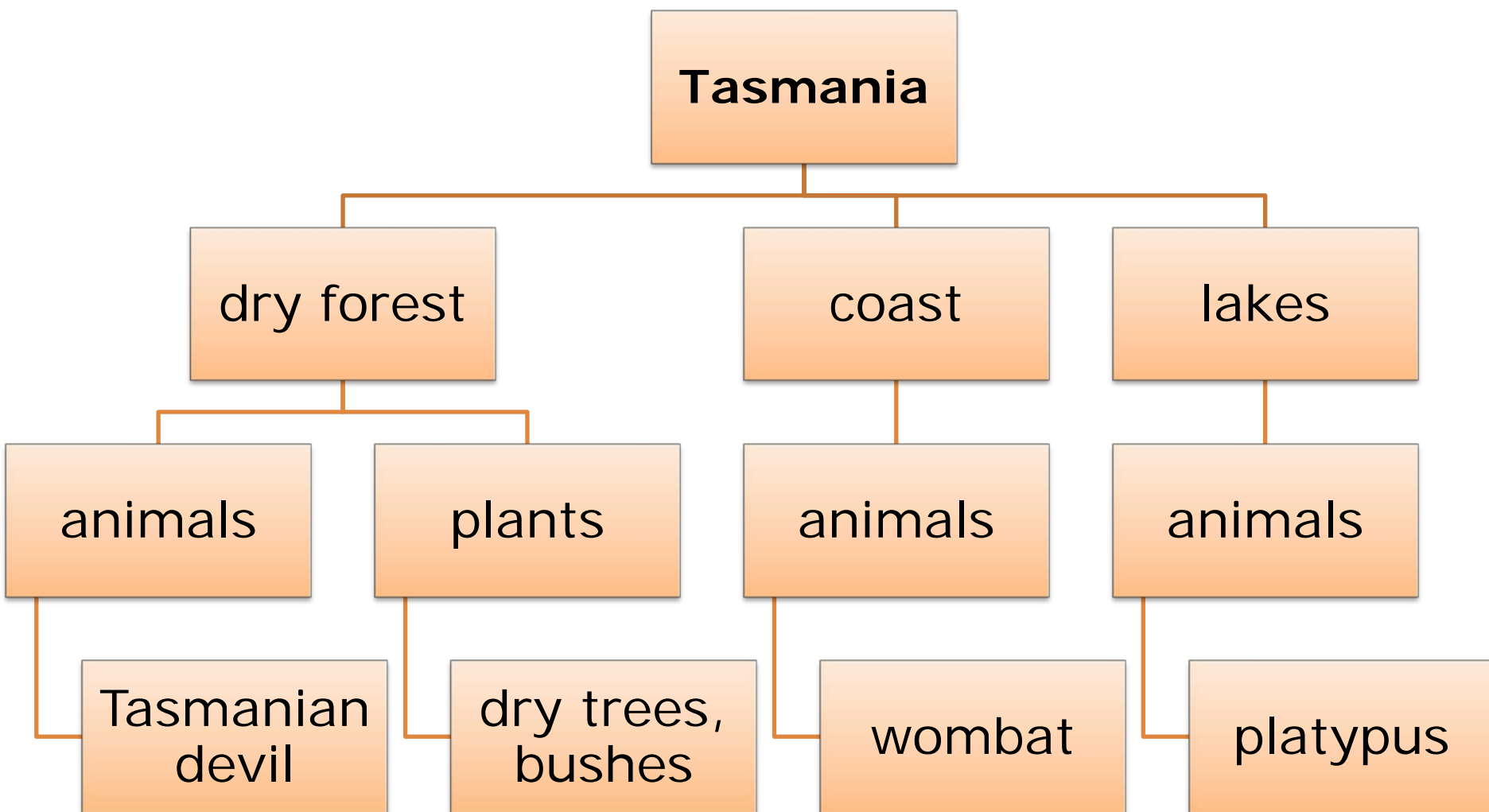
400" rain
68-86°

plants

four layers

animals

ants, howler
monkey,
jaguar, toucan

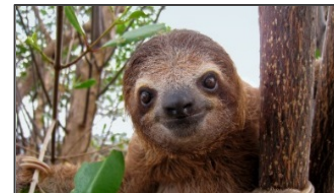


| TROPICAL RAIN FOREST | BOTH | TASMANIA |
|---|--|---|
| <p>ants, howler monkey, jaguar, toucan</p> <p>four layers</p> <p>wet, warm</p> | <p>animals</p> <p>vegetation</p> <p>weather</p> | <p>Tasmanian devil, wombat, platypus</p> <p>dry trees, bushes</p> <p>dry</p> |

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



jaguar



sloth



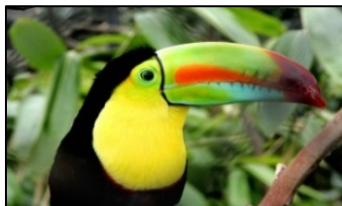
Tasmanian devil



monkey



kangaroo



toucan



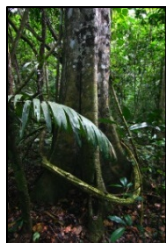
tree frog



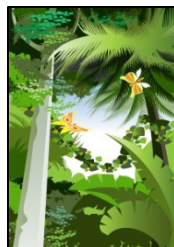
wombat



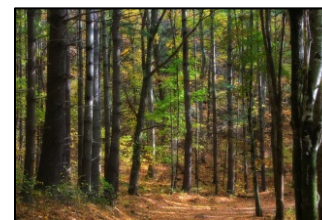
koala



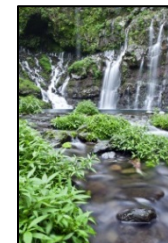
vegetation



four layers



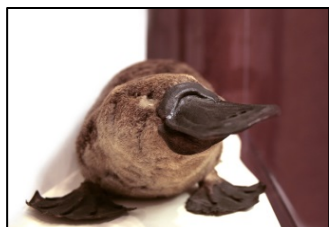
dry



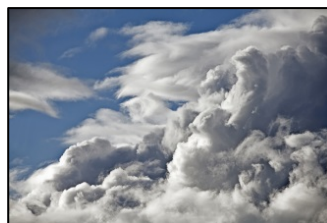
wet, warm



parrot



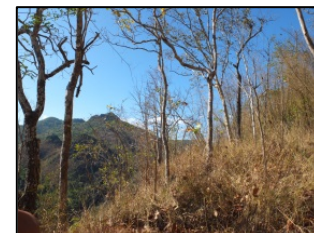
platypus



weather



animals



dry trees, bushes

**TROPICAL
RAIN FOREST**

BOTH

TASMANIA

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION PRACTICE LESSON 19 |
|---|--|-----------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Integrate information from expository texts for a specific purpose (to compare and contrast habitat details). | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXTS: <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper <u>Habitats of Australia</u> by Sandy Riggs <u>Tropical Rain Forests</u> by Libby Romero TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Dice and game tokens Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Game cards for Lesson #19 Game board from Lesson #6 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Mark selected passages in the texts with sticky notes for easy reference during the lesson. There are two sheets of game cards for each group, one with habitat descriptors and one with animal cards. Precut the animal cards from p. 2; leave the habitat descriptors on p. 1 intact. To play the game, students will place the animal cards face down. One child will choose an animal card and read it, and then say a word from the habitat descriptors that either describes or doesn't describe the animal's habitat. Then the group must come to a consensus that the descriptive word is correct; if so, the child can roll a die and move his or her game piece forward on the game board. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When your family is getting ready for a trip, I'll bet you spend time looking at information about where you're going to help you plan. Sometimes you find a travel book with lots of details about your destination. You can find information on the internet, too. Then you can compare the information from different sources to decide where you will go and what you might do on your trip. Today we're going to compare details about habitats from different books. We'll use the information to get ready to write our riddle books about habitats."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model finding details from lesson texts to compare and contrast information about different habitats. As you find descriptors for each habitat, point them out on p. 1 of the game cards.</p> <p>You could say: "I'm going to read a passage about a habitat and then think about the words that describe it.</p> <ul style="list-style-type: none"> (read p. 4 in <u>Habitats of Australia</u>) The book says that the Outback in Australia is very <i>dry</i>. I know it can't be <i>wet</i>. If it's <i>dry</i>, the vegetation is probably <i>brown</i>, not <i>green</i>. It's probably <i>hot</i>, not <i>cold</i>. The book mentions an animal that lives here—the kangaroo. Now I know that the habitat of a kangaroo is hot, dry and brown, NOT cold, wet and green. (read p. 10) Here's another example. The habitat of the Tasmanian devil is <i>dry forest</i>. So, I know it wouldn't be <i>wet</i> or <i>cool</i>." | |

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Work with students to continue exploring details about animals' habitats using the lesson texts. If they have trouble generating ideas, display the habitat descriptors from p. 1 of the game cards and have them draw details from them.

You could say:

"Now let's work together to find more details about **habitats**."

- First, let's think of some animals that live in caves... vultures, bats, scorpions, and insects. Okay, now let's think about what their **habitat** is like...

(read p. 8 in Caves and Crevices)

- The book says animals poo and die in caves. So would we use the word *dirty* or *clean* to describe the cave **habitat**? **(pause for response)** Right, caves are *dirty*. So a word that does not describe a cave would be... *clean*!
- Besides being dirty, what other words describe cave **habitats**? Are they *bright* or *dark*? **(pause for response)** Yes, caves are dark.
- What are the walls made of? **(pause for response)** Yes! They are made of rocks, so you could say cave **habitats** are *rocky*, not *soft*.

So we could describe a cave **habitat** as dirty, rocky, and dark, NOT clean, soft and bright.

- Let's look at one more **habitat**, the rain forest. Which animals live in the rain forest **habitat**? **(pause for response)** Jaguars, toucans, tree frogs, parrots, and monkeys are some animals that live in the rain forest. Now let's think about their **habitat**...

(read pp. 4–8 in Tropical Rain Forests)

- How would you describe a tropical rain forest? **(pause for response)** Good ideas! A rain forest is *wet*, *warm*, and *very green* with *lots of vegetation*.
- What words would not describe a tropical rain forest? **(pause for response)** *Dry*, *cool*, and *brown* are some words that do not describe the rain forest.

Now we know that a rain forest is wet, warm, and green, NOT dry, cool, and brown.

Great job thinking about our two **habitats**, the cave and the rain forest. We will use these ideas as we play our game today!"

Distribute a game board, tokens, and a set of game cards to each group of students. Then demonstrate how to play the game. You could say:

"Now that we have gathered information about **habitats**, let's play a **habitat** game. Each group has a set of animal cards and another card that lists words that describe their **habitats**. I'll show you how to play... I'll draw a card. This card says 'I am a toucan. Find a word to describe my **habitat**.' Now I'll look on the large card and choose a word that describes the toucan's **habitat**. I know a toucan lives in the rain forest, so I could choose any of these words: *warm*, *wet*, *green*, *lots of vegetation*. Then if my group agreed, I could roll the die and move my game piece ahead. Another card says, 'I am a toucan. Find a word NOT in my **habitat**.' What words could I choose? **(pause for response)** Yes! *Cold*, *cool*, *brown*, *dry*, *dry forest*, *rocky*... All of these do NOT describe a rain forest where the toucan lives. Then if my group agreed, I could roll and move my game piece."

Have students play a practice round. You could say:

"In your groups, set up the game and let the [youngest] student draw a card. Then we'll share our answers as a class. After that you can play on your own."

If students are not able to play independently at this point, you can answer the questions as a group and have students roll and move on their group's game board. If they are ready, move onto the You Do activity.

| | |
|--------|--|
| YOU DO | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you’re on your own. Draw cards, answer the questions, and have fun!”</p> <p>Monitor the groups, providing support as necessary.</p> |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We wanted to know how the habitats in our books are alike and different. Which habitat is dry? (pause for response) Yes, Australia, especially the Outback. Which habitats are wet? (pause for response) Good thinking! A rain forest and a cave are both wet. We are comparing and contrasting details about habitats so we can write our riddle books! Now you can use what you know about comparing and contrasting whenever you hear and read information.”</p> |

brown



Lots of vegetation



dry forest



hot



bright



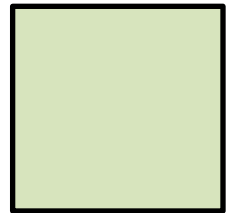
rocky



soft



green



dirty



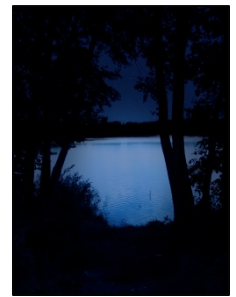
clean



cool



dark



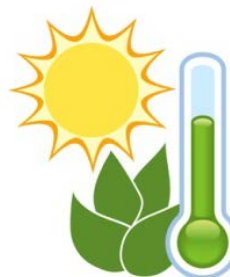
dry



wet



warm



cold



I am a toucan.



Find a word to describe my habitat.

I am a toucan.



Find a word NOT in my habitat.

I am a Tasmanian devil.



Find a word to describe my habitat.

I am a Tasmanian devil.



Find a word NOT in my habitat.

I am a wombat.



Find a word to describe my habitat.

I am a wombat.



Find a word NOT in my habitat.

I am a kangaroo.



Find a word to describe my habitat.

I am a kangaroo.



Find a word NOT in my habitat.

I am a vulture.



Find a word to describe my habitat.

I am a vulture.



Find a word NOT in my habitat.

I am a scorpion.



Find a word to describe my habitat.

I am a scorpion.



Find a word NOT in my habitat.

I am a tree frog.



Find a word to describe my habitat.

I am a tree frog.



Find a word NOT in my habitat.

I am a jaguar.



Find a word to describe my habitat.

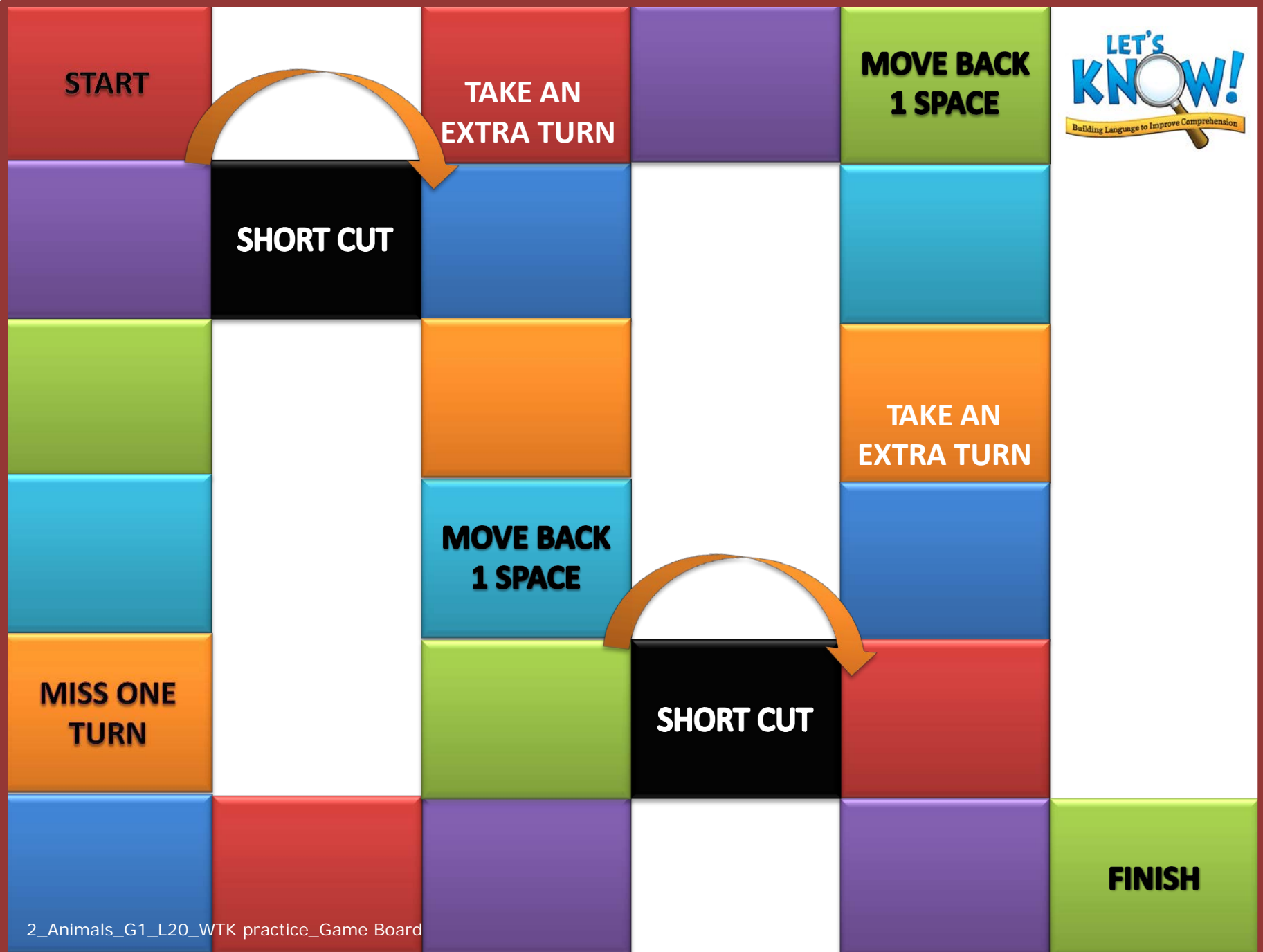
I am a jaguar.

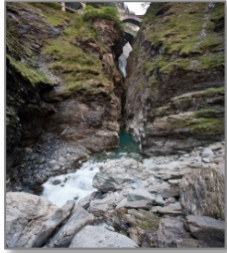


Find a word NOT in my habitat.

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | WORDS TO KNOW PRACTICE LESSON 20 |
|---|--|-------------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat?" | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary by providing a simple definition. Use target vocabulary words correctly in spoken contexts. Identify and describe semantic relationships. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Dice and game pieces/tokens Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set # 8 Vocabulary Picture Cards: crevice, otherwise, region, vegetation Words to Know rings (all 8 words) Game board for Lesson #20 Game cards for Lesson #20 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Precut and bag or paper clip the game cards for each group of four students. It will save time to alphabetize the eight Words to Know on the word rings; however, this is optional. To play the game, students will draw a card placed face down and either say the word, define the word, say a related word, or use the word in a sentence. Then they roll the die and move tokens on the game board. Students may use their word rings and their group members as a reference. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #8: CREVICE, OTHERWISE, REGION, VEGETATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I'm learning a new word, the first time I use it, I really wonder if I'm using it correctly or if I know how to define the word. The more practice I get in using the word, the more often I use it because I understand what it means. Today, we're going to practice using all eight of our Words to Know: crevice, habitat, however, mammals, otherwise, region, similarity, and vegetation. We'll review the words and then play a game that asks you to say the word, give the definition, use the word in a sentence, or say a related word. As we know more about words, we can use them more often. We want to be able to understand and use many words."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know. You could say: "Grab your Words to Know ring, and we'll review all eight words quickly.</p> <ul style="list-style-type: none"> The first word is crevice, which means 'a narrow crack.' Next, habitat means 'the area where something normally lives or happens.' The third word is however, which means 'in whatever way' OR 'but.' A mammal is an animal that is born alive, is warm-blooded, and has hair. | |

| | | | | | | | | | |
|---|--|-----------------------------------|---------------------------------------|---|---------------------------------|---------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| | <ul style="list-style-type: none"> • The next word is otherwise, which means ‘in another or different way’ OR ‘or else.’ • The sixth word is region, which means ‘an area’. • Similarity means the ‘idea of looking, sounding, or feeling the same way.’ • Our last word is vegetation, or the plants growing in an area.” <p>Explain the game cards for Lesson #20. You could say: “There are four kinds of game cards for each Word to Know. Each card will have a picture and then one of these words: <i>word, definition, sentence</i> or <i>related word</i>.</p> <ul style="list-style-type: none"> • If your card has a picture of similarity with the word <i>definition</i> on it, you would say the definition—‘looking, sounding or feeling the same way.’ • If your card has a picture of similarity with the word <i>sentence</i>, you have to say a sentence; for example, ‘There’s a similarity between me and my sister.’ • Then if you had the similarity card with <i>related word</i> on it, you could say <i>alike</i> or <i>related</i>. • Finally, if you got the picture of similarity with <i>word</i> printed on it, you just say the word—similarity—and that’s it. <p>Does everyone understand?”</p> | | | | | | | | |
| WE DO | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into groups and distribute the game boards and cards.</p> <p>Demonstrate how to play the game with a group of students. You could say: “I’m going to show you how to play today’s vocabulary game with this group. First we’ll shuffle the cards and place them face down on the [floor/desk]. Then we’ll each choose a game piece and put it on <i>START</i>. Now the [youngest] in the group goes first. He or she draws a card and looks at what it says to do. Let’s start... [Student X] will draw a card. There’s a picture of [vegetation] and the word [<i>definition</i>] on it, so you need to [give a definition]... Good! Now throw the die and move your token that number of spaces on the game board. Now it’s [Student Y’s] turn to draw a card...”</p> <p>After a few turns or when students understand the instructions, move on so each group can play the game independently.</p> | | | | | | | | |
| YOU DO | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn to play the game. Remember that your word rings and your group will help you if you don’t know the word, a related word, or the definition. If you have questions, ask your group. I’ll be coming around to see you use your words!”</p> <p>Circulate among groups, providing feedback on students’ sentences, related words, and definitions and offering assistance when needed.</p> | | | | | | | | |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we reviewed all of our Words to Know by playing a game. We really know our words now, right? I’m going to say a related word and I want you to say the Word to Know that goes with the word. Ready?”</p> <table border="0" style="width: 100%;"> <tr> <td>• <i>crack</i> (crevice)</td> <td>• <i>or then</i> (otherwise)</td> </tr> <tr> <td>• <i>environment</i> (habitat)</td> <td>• <i>area</i> (region)</td> </tr> <tr> <td>• <i>but</i> (however)</td> <td>• <i>alike</i> (similarity)</td> </tr> <tr> <td>• <i>animals</i> (mammals)</td> <td>• <i>plants</i> (vegetation)</td> </tr> </table> <p>I’ll be listening for our Words to Know and related words when I hear you working in our classroom!”</p> | • <i>crack</i> (crevice) | • <i>or then</i> (otherwise) | • <i>environment</i> (habitat) | • <i>area</i> (region) | • <i>but</i> (however) | • <i>alike</i> (similarity) | • <i>animals</i> (mammals) | • <i>plants</i> (vegetation) |
| • <i>crack</i> (crevice) | • <i>or then</i> (otherwise) | | | | | | | | |
| • <i>environment</i> (habitat) | • <i>area</i> (region) | | | | | | | | |
| • <i>but</i> (however) | • <i>alike</i> (similarity) | | | | | | | | |
| • <i>animals</i> (mammals) | • <i>plants</i> (vegetation) | | | | | | | | |





Definition



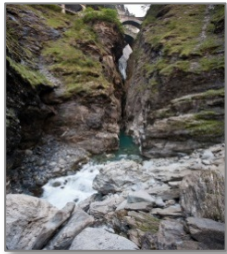
Definition



Definition



Definition



Word



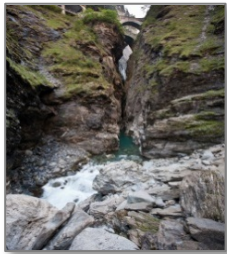
Word



Word



Word



Sentence



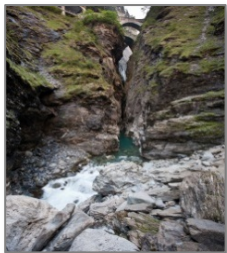
Sentence



Sentence



Sentence



Related word



Related word



Related word



Related word

Game Cards – Animals – Lesson 20 *Let's Know!*



Definition



Definition



Definition



Definition



Word



Word



Word



Word



Sentence



Sentence



Sentence



Sentence



Related word



Related word



Related word



Related word



WEEKLY LESSON PLANNER

ANIMALS

| Week 6 | Lesson 21 | Assessment | Assessment | Assessment |
|---------------------|--|--|--|--|
| Lesson Type | Integration Practice | SMWYK | SMWYK | SMWYK |
| Objectives | <ul style="list-style-type: none"> Identify the main ideas and two or more key details of an informational text. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper <u>Habitats of Australia</u> by Sandy Riggs <u>Tropical Rain Forest</u> by Libby Romero | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper | <ul style="list-style-type: none"> <u>Caves and Crevices</u> by Sharon Katz Cooper |

Materials

| | | | | |
|-------------------------------------|--|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended |
| Unit Materials Provided | <ul style="list-style-type: none"> Teacher Journal Lesson #21 | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) |



Digital/Tech



Prep Materials



Preview the Text



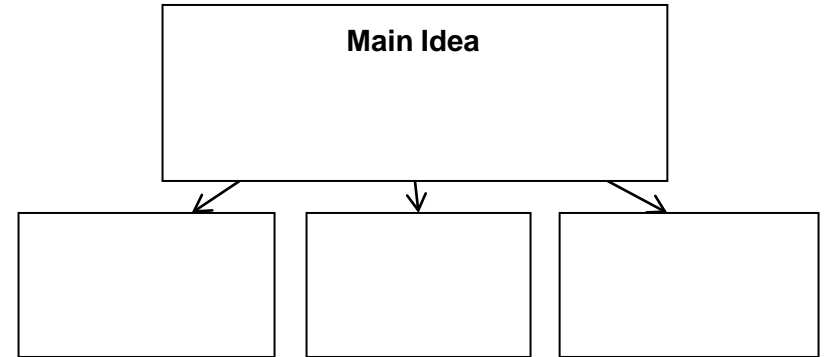
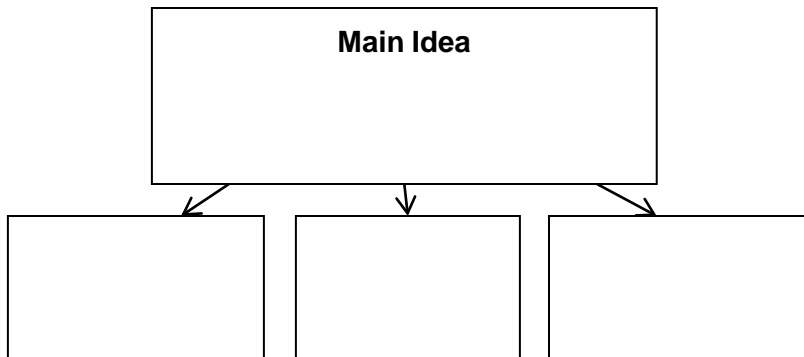
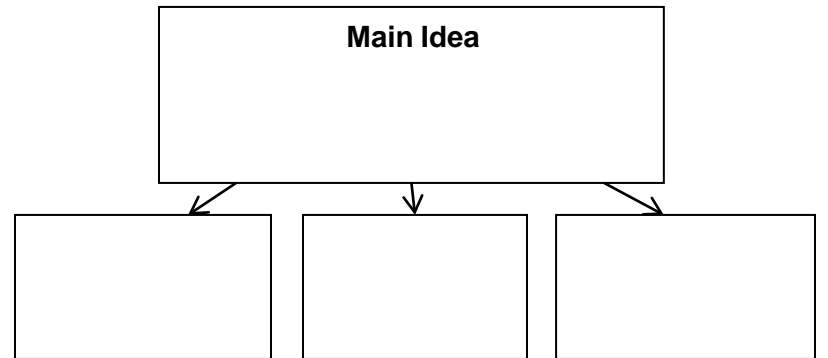
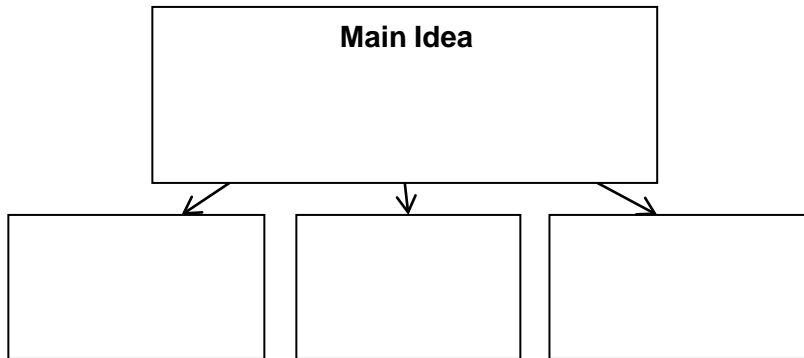
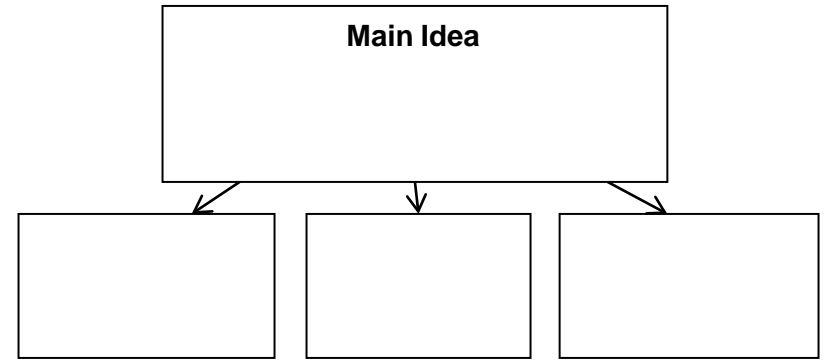
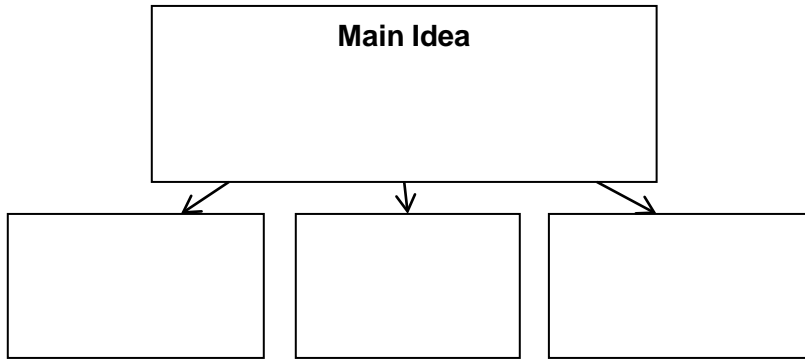
Game

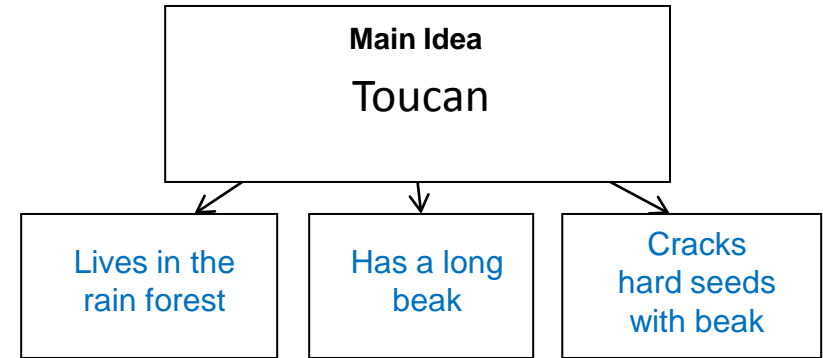
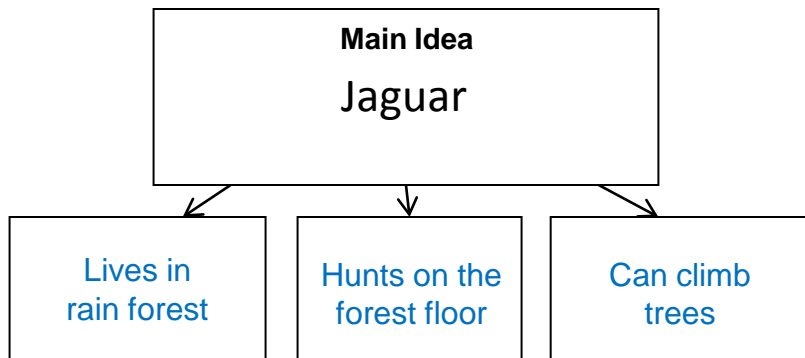
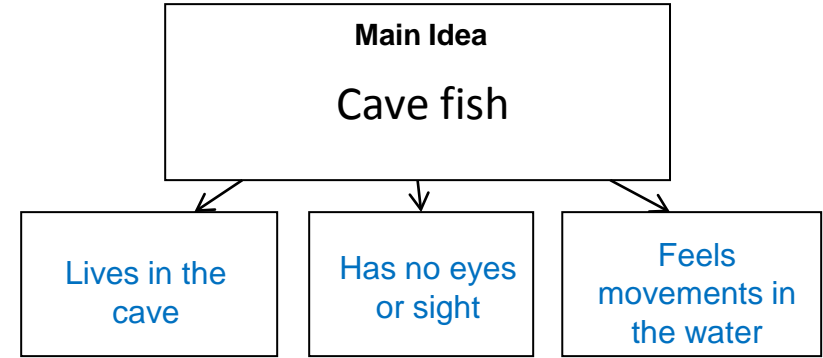
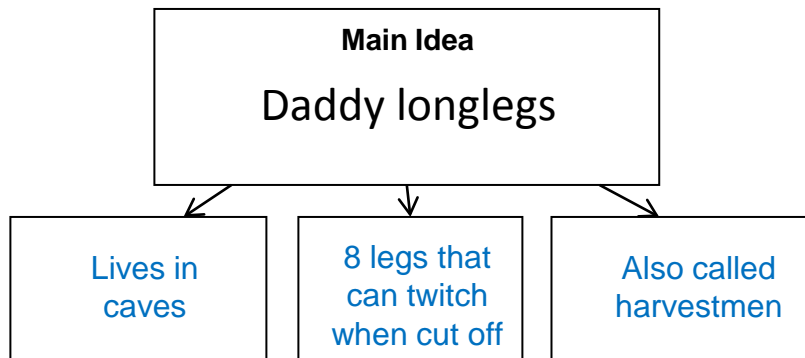
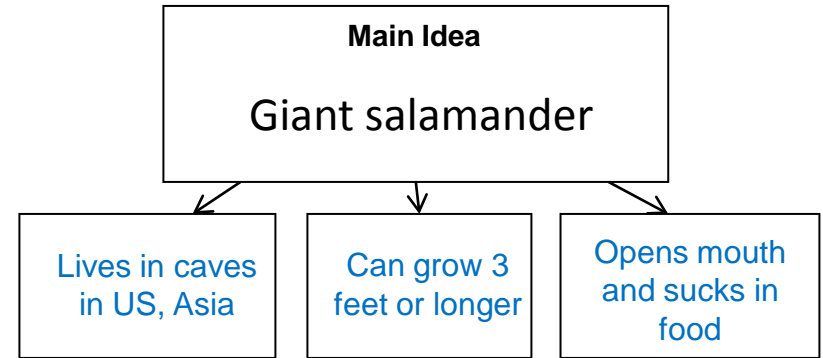
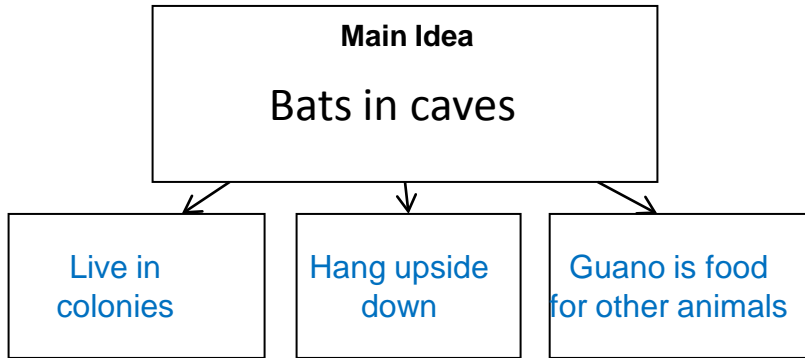


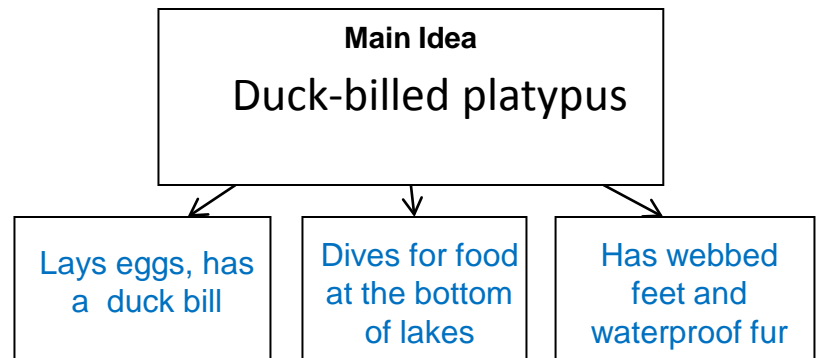
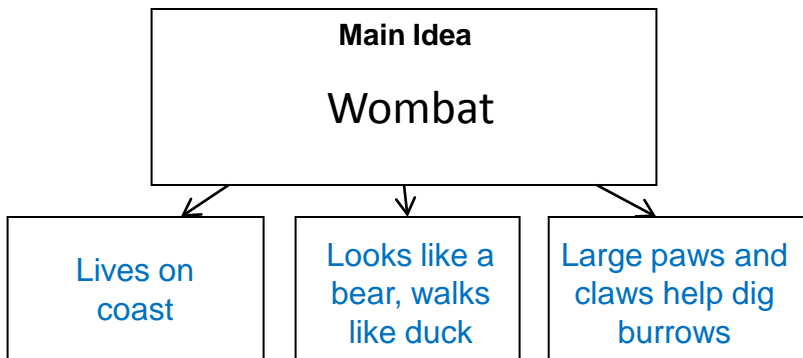
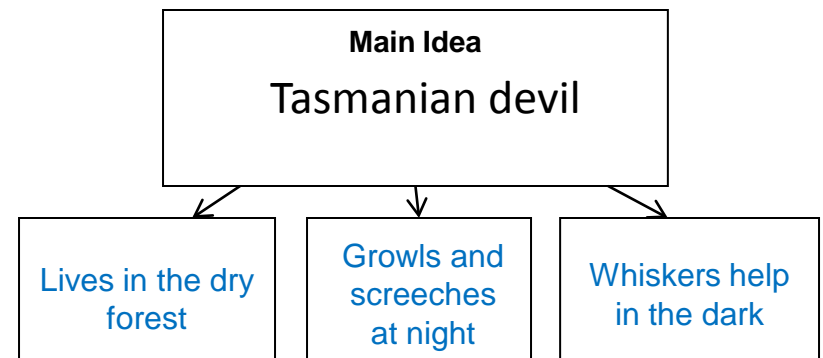
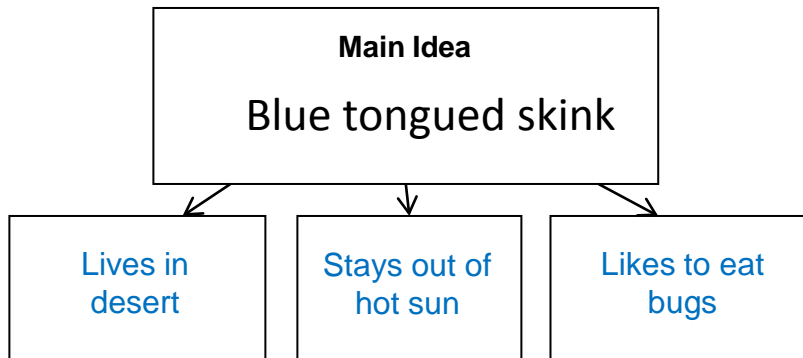
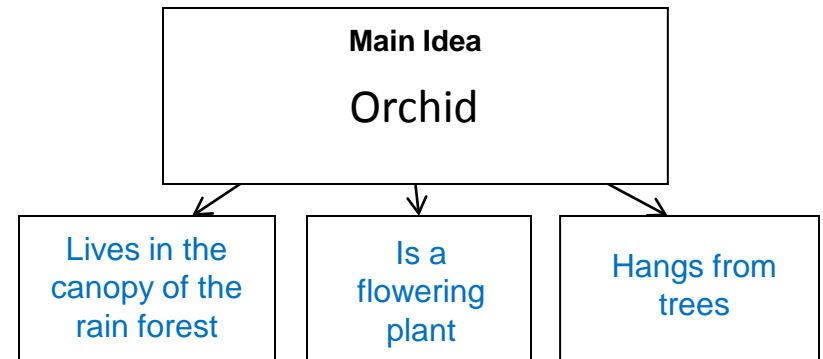
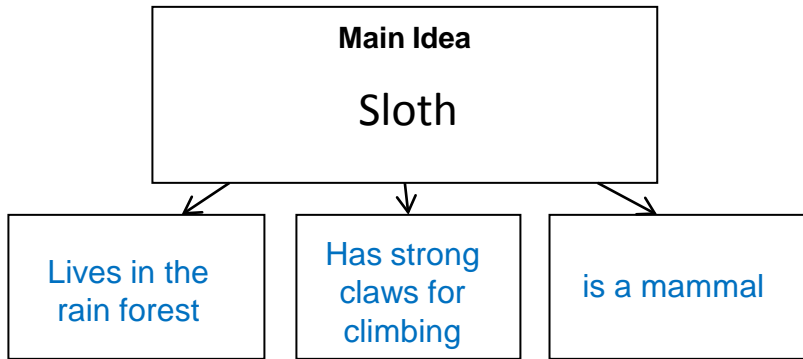
Save Materials

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | INTEGRATION PRACTICE LESSON 21 |
|--|--|-----------------------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea and two or more key details of an informational text. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXTS: <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs <u>Caves and Crevices</u> by Sharon Katz Cooper <u>Tropical Rain Forests</u> by Libby Romero TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #21 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could precut the cards from pp. 4-5 of the teacher journal. Use sticky notes to mark the following selections used in the lesson (or other pages on which you will discuss main ideas and details). <ul style="list-style-type: none"> <u>Caves and Crevices</u>: pp. 10-11, 16-17, 18, 26-27 <u>Tropical Rain Forests</u>: pp. 11, 12, 13 <u>Habitats of Australia</u>: pp. 8, 10-11, 12-13, 14-15 To avoid taking too much time filling in the teacher journal during the You Do routine, you could read the text and uncover the main idea and details from the completed charts on pp. 2-3. For the You Do activity, you will be reading the key details, or clues, from the cards (pp. 4-5 of the teacher journal) aloud to students; alternate habitats to make it interesting. Give each group a turn to answer a question. Alternately, you could also choose to have teams answer the questions in writing. They could number 1-5 for each question, and then write a group answer beside each number. Keeping score is optional. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I talk about my vacation to friends, I tell them the <i>main idea</i> and <i>key details</i>. If I told them everything, my friends would be bored! Finding the main ideas and key details helps us understand and remember what we're reading or hearing, without including the information that's not as important. Today we are going to practice finding the main idea and key details. Then we'll play a game about habitats and the animals that live in them. This will be fun!"</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Demonstrate how to identify the main idea and key details from a text using the graphic organizer on Teacher Journal Lesson #21. If you prefer, you may uncover the completed details on p. 2 rather than filling them in.</p> <p>You could say: "Knowing the <i>main idea</i> helps us to know what a paragraph is mostly about. <i>Key details</i> give additional information about the main idea. The key details will be especially helpful for the game we are going to play later, so listen carefully..."</p> | |

| | |
|----------------------|---|
| | <p>(Caves and Crevices, p. 18) “I am going to use this page to fill in the main ideas and details on my chart. Let’s see... The main idea is that bats live in caves, so I will write <i>Bats in caves</i> as my main idea. (add to chart) Now I need to find some details to add below my main idea. This says bats live in colonies. That is important information about <i>bats in caves</i>, so I will add <i>live in colonies</i> to my organizer. (add to chart) Some other key details are that bats hang upside down and that their guano makes food for other animals.” (add details to chart)</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Complete the charts from Teacher Journal Lesson #21, inviting students to help you find the main ideas and key details from the lesson texts. You could say: “Now you can help complete the graphic organizers. As I read, remember to listen for the <i>main idea</i> and <i>key details</i> so we can write the information on the chart.”</p> <p>Read the following pages from the lesson texts, including the sidebars and captions.</p> <ul style="list-style-type: none"> • <u>Caves and Crevices</u>, pp. 16-17, 10-11, and 26-7 • <u>Tropical Rain Forests</u>, pp. 11-13 • <u>Habitats of Australia</u>, pp. 8-15 <p>Quickly fill in or uncover the main idea and details on the teacher journal.</p> <p>Divide students into small groups, and explain how you will play today’s game. You could say: “Now we are going to play a game called ‘What am I?’ using key details to find the main idea, or animal. Your group will use the details I read as clues to figure out which animal I am talking about. Each group will have 5 chances to guess the animal. You can earn from 1–5 points depending on how many clues it takes to find the answer. Let’s try one together. Talk to your group after each clue to see if you can figure out the answer. Since this is a practice round, don’t say the answer, just raise your hands quietly, and when I’ve read all the clues, I will call on a group to answer.</p> <ul style="list-style-type: none"> • To get 5 points, answer the following clue: I am a bird and my habitat is the grasslands. • For 4 points: I like it best during the hottest part of the day because I can run to cool down. • 3 points: I can’t fly. • 2 points: I have long legs. • 1 point: I am an e ____ (emu) <p>Alright! What am I? Can anyone tell me which animal is the main idea? (pause for response) Great job, everyone!”</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Read the clues on the cards from pp. 4-5 of the teacher journal. Give each group a turn to answer the questions. You could say: “Now let’s play. I will give each group clues and a chance to answer a question. Remember, you need to work together to come up with an answer. If it’s not your turn to guess, think in your head, but don’t blurt out an answer—wait for the group whose turn it is to figure it out. Here’s your first detail...”</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Great job! Before we end, turn to your partner and explain how <i>key details</i> help you understand the <i>main idea</i>. Now that we have played the ‘What am I?’ game, I think we all have a better understanding of why details are important to the main idea. When you read, take the time to identify the main idea and key details. Your understanding will increase, and you will become a better reader.”</p> |







| | |
|---|--|
| <p>5 points: I am a flying mammal, and my habitat is a cave.</p> <p>4 points: I live in a colony.</p> <p>3 points: My guano feeds other creatures that live in the cave.</p> <p>2 points: I like to hang upside down.</p> <p>1 point: I am a b_____. (bat)</p> | <p>5 points: I am a big amphibian, and my habitat is a cave.</p> <p>4 points: I live in the United States and Asia.</p> <p>3 points: I get food by opening my mouth and sucking in anything nearby.</p> <p>2 points: I can grow to be longer than 3 feet.</p> <p>1 point: I am a giant s_____. (giant salamander)</p> |
| <p>5 points: I am a fish, and my habitat is a cave.</p> <p>4 points: I don't have eyes, and I cannot see.</p> <p>3 points: I have no color on my body.</p> <p>2 points: I move around by feeling movements in the water.</p> <p>1 point: I am a blind c_____. (cavefish)</p> | <p>5 points: I am a spider and my habitat is a cave.</p> <p>4 points: I have 8 legs.</p> <p>3 points: If one of my legs falls off it can twitch by itself.</p> <p>2 points: I am sometimes called a harvestman.</p> <p>1 point: I am a daddy l_____. (daddy longlegs)</p> |
| <p>5 points: I am a bird, and my habitat is the rain forest.</p> <p>4 points: I have a long beak.</p> <p>3 points: I use my long beak to crack hard seeds.</p> <p>2 points: My beak is very colorful.</p> <p>1 point: I am a t_____. (toucan)</p> | <p>5 points: I am a mammal, and my habitat is the rain forest.</p> <p>4 points: I have sharp claws for climbing.</p> <p>3 points: I like to hang on trees.</p> <p>2 points: I have shaggy fur.</p> <p>1 point: I am a sl_____. (sloth)</p> |

| | |
|---|--|
| <p>5 points: I am a mammal, and my habitat is the rain forest.</p> <p>4 points: I hunt on the forest floor.</p> <p>3 points: I can climb trees to get my prey.</p> <p>2 points: My fur is dotted for camouflage.</p> <p>1 point: I am a j_____. (jaguar)</p> | <p>5 points: I am a flowering plant, and my habitat is the rainforest.</p> <p>4 points: I live close to the canopy.</p> <p>3 points: I hang off a tree so I can get sunlight.</p> <p>2 points: I do not grow on the ground.</p> <p>1 point: I am an or_____. (orchid)</p> |
| <p>5 points: I am a lizard, and my habitat is the desert.</p> <p>4 points: I love to eat bugs.</p> <p>3 points: I like to stay out of the sun when it is really hot.</p> <p>2 points: My tongue isn't the same color as yours.</p> <p>1 point: I am a blue tongued s_____. (blue tongued skink)</p> | <p>5 points: I am a mammal, and my habitat is the lake.</p> <p>4 points: I lay eggs.</p> <p>3 points: I dive for food at the bottom of the lake.</p> <p>2 points: I have webbed feet, waterproof fur, and a duck bill.</p> <p>1 point: I am a duck-billed pl_____. (platypus)</p> |
| <p>5 points: I am a marsupial, and my habitat is the dry forest.</p> <p>4 points: I eat small or dead animals.</p> <p>3 points: My whiskers help me find my way in the dark.</p> <p>2 points: I make scary growls and screeches and am only awake at night.</p> <p>1 point: I am a T_____. (Tasmanian devil)</p> | <p>5 points: I am a mammal, and my habitat is the coast.</p> <p>4 points: I live on the coast because it is perfect for burrowing.</p> <p>3 points: I have large paws and claws that help me dig tunnels for my nest.</p> <p>2 points: I look like a small bear and waddle like a duck.</p> <p>1 point: I am a w_____. (wombat)</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 |
|-------------------------------------|--|--|--|
| Lesson Type | Stretch and Review | Stretch and Review | Close |
| Objectives | <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. | <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. | <ul style="list-style-type: none"> Bring the unit to a close by completing a final project that incorporates compare and contrast. Use vocabulary from the unit in written text. |
| Lesson Texts | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs <u>Tropical Rain Forests</u> by Libby Romero <u>Caves and Crevices</u> by Sharon Katz Cooper |
| Materials | | | |
| Lesson Materials You Provide | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Selected by teacher | <ul style="list-style-type: none"> Crayons, colored pencils, or markers Construction paper Scissors Stapler Sample of a completed book |
| Unit Materials Provided | <ul style="list-style-type: none"> You could reuse any materials provided for the unit. | <ul style="list-style-type: none"> You could reuse any materials provided for the unit. | <ul style="list-style-type: none"> Student Journal Lesson #24 Teacher Journals from Lessons #8, 10, 14, 18 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

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

| LET'S KNOW! GRADE 1 | ANIMALS COMPARE AND CONTRAST | CLOSE LESSON 24 |
|---|--|--------------------|
| SHOW ME WHAT YOU KNOW! You'll write and illustrate your own riddle book, "What's My Habitat ?" | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Bring the unit to a close by completing a final project that incorporates compare and contrast. Use vocabulary from the unit in written text. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXTS: <ul style="list-style-type: none"> <u>Habitats of Australia</u> by Sandy Riggs <u>Tropical Rain Forests</u> by Libby Romero <u>Caves and Crevices</u> by Sharon Katz Cooper TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Crayons, colored pencils, or markers Construction paper Scissors Stapler Sample of a completed book UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #24 Teacher Journals from Lessons #8, 10, 14, 18 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to complete the Close project; you could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Create a sample book to share with students as a model of the Close project; see the I Do routine. Prepare one copy of Student Journal Lesson #24 for each student; this will be a tabbed book. <ul style="list-style-type: none"> To save time, you could precut the tabbed book pages for students. Or, instruct students to cut out the pages on the dotted lines. Provide a piece of construction paper folded in half for each student's book cover. Be sure to allot time for students to share their finished books with their classmates. Students will choose an animal they have learned about during the unit. They will write a riddle book about the animal's habitat using information from the lesson texts and previous lessons. It would be helpful to display the previous teacher journals for students to reference. It would be advantageous to have additional adults in the room to help students write and assemble their books, if possible. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like riddles? You have to think about the clues to come up with an answer. I love them! Today is our last lesson in the Animals unit. We have learned so much about different animal habitats, like caves, coral reefs, the Outback, and tropical rain forests. Today you will write a riddle book about an animal's habitat. Pick an animal and habitat that you learned about this unit and thought was really interesting. Think about words that <i>describe</i> the habitat. You will give clues about your habitat and see if your classmates can guess what it is. We want to share what we know about animals and their habitats with others!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Define a riddle and explain today's task. You could say: "A riddle is like a puzzle. In a puzzle, you have pieces that you put together to make the puzzle, little pieces of a bigger picture. When you write a riddle, you give clues; your reader puts the clues together to figure out the answer. For example, I'll give you some clues. See if you can tell me what I am thinking about..."</p> | |

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

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



I am a _____
_____.

By _____

It is NOT _____
_____ where I live.

It is very _____
_____ where I live.

It is also _____
_____ where I
live. Guess where I live. . .

I live in _____

_____.



Unit Resources

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



Teacher's Bookshelf

Animals – Grade 1

Required Books:

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

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

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

Optional Books:

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

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

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

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

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

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

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

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

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

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

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

Baby Animals of Lakes and Ponds

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

Pond Walk

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

Under the Snow

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

A Swim through the Sea

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

An Ocean of Animals

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

Life in the Pond

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

The ABC's of Habitats

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

Animal Habitats

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

Life in the Boreal Forest

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

Animals Building Homes

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

Jungle Animals

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

A Grassland Habitat

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

Rain Forest Life

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

Life in the Desert

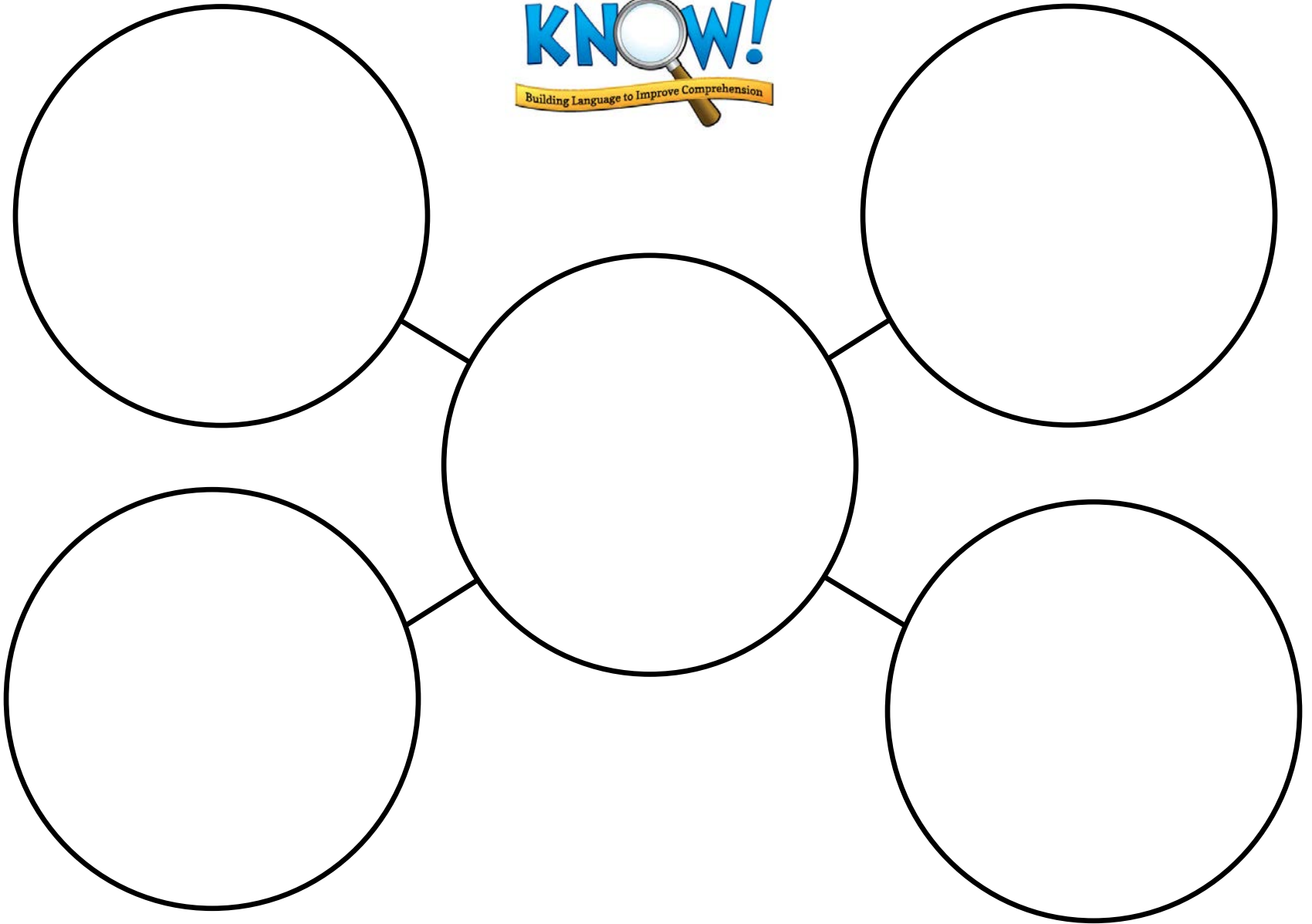
by Alison Auch
ISBN-10: 1429671505
ISBN-13: 9781429671507

A Savanna Habitat

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

Underground Habitats

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



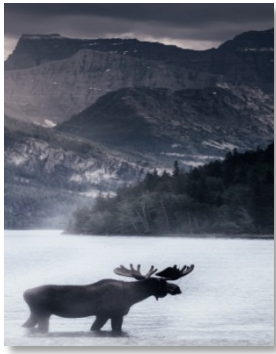


Unit Vocabulary

Animals – Grade 1

Habitat

The area where something normally lives or happens



Mammal

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



Similarity

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



However

In whatever way;
But



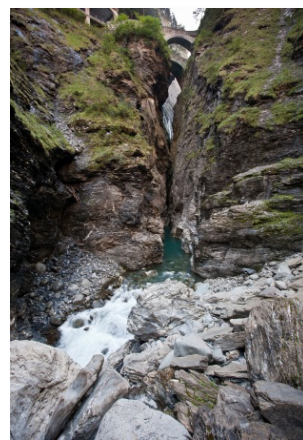
Region

An area



Crevice

A narrow crack



Otherwise

In another or different way; Or else



Vegetation

The plants growing in an area



Habitat





Habitat

The area where something normally lives or happens

Mammal





Mammal

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

Similarity





Similarity

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

However





However
In whatever way;
But

Region





Vocabulary Picture Card
Animals – Word 5 – Region

Region
An area

Crevice





Vocabulary Picture Card

Animals – Word 6 – Crevice

Crevice

A narrow crack

LARRC

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

Otherwise





Otherwise

In another or different way;

Or else

Vegetation





Vegetation

The plants growing
in an area

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

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

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

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



WRAP Set 1 – Lesson 6

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 2 – Lesson 7

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 3 – Lesson 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.

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

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

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

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



WRAP Set 4 – Lesson 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.

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

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

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

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



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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