



ANIMALS

PreK

LARRC

Language and Reading Research Consortium

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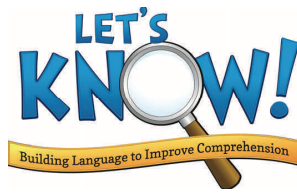
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UNIT VOCABULARY

Habitat

The area where an animal likes to live



Alike

Two things are like each other



Different

Not the same or unlike



Protect

To keep safe



Shelter

Something that provides cover or protection



Survive

To stay alive



Prairie

Large area of flat grasslands



Insect

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



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Unit Resources

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



UNIT OVERVIEW

ANIMALS

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

COMPARE AND CONTRAST

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

CLOSE PROJECT

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

UNIT TEXTS

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

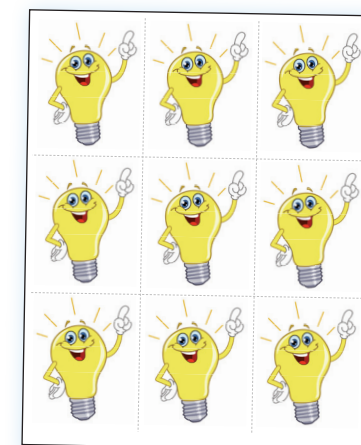
- Homes of Living Things by Bobbie Kalman
- Animal Habitats by Michelle Kramer
- Loud and Quiet: An Animal Opposites Book by Lisa Bullard

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

UNIT MATERIALS



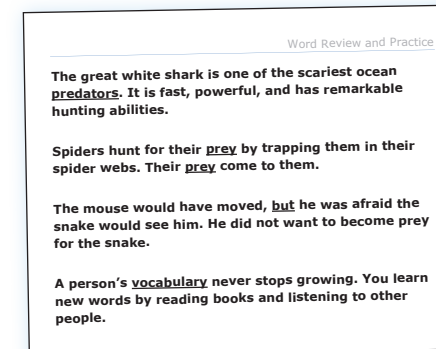
Teacher Journal*



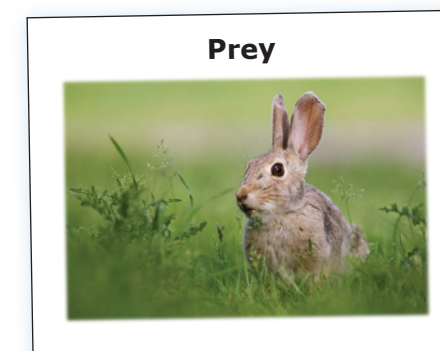
Comprehension Monitoring Icons



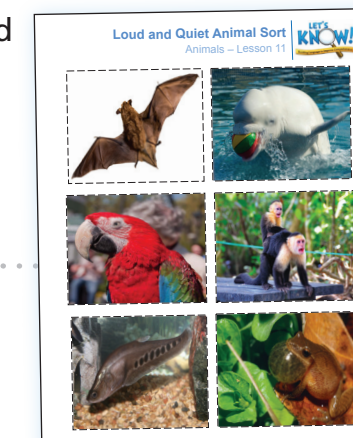
Student Journal



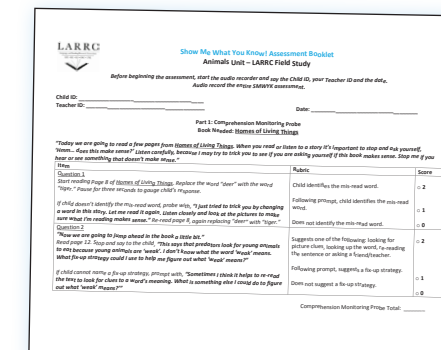
WRAP sets



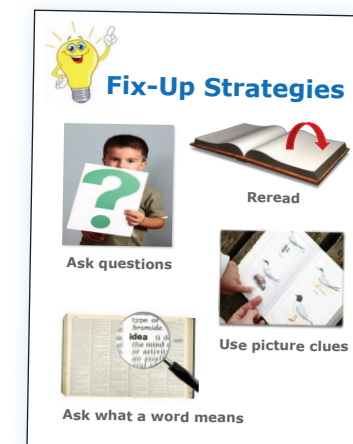
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

Week	Lesson	Activity
Week 1	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
Week 2	Lesson 5	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	Lesson	Activity
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



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:

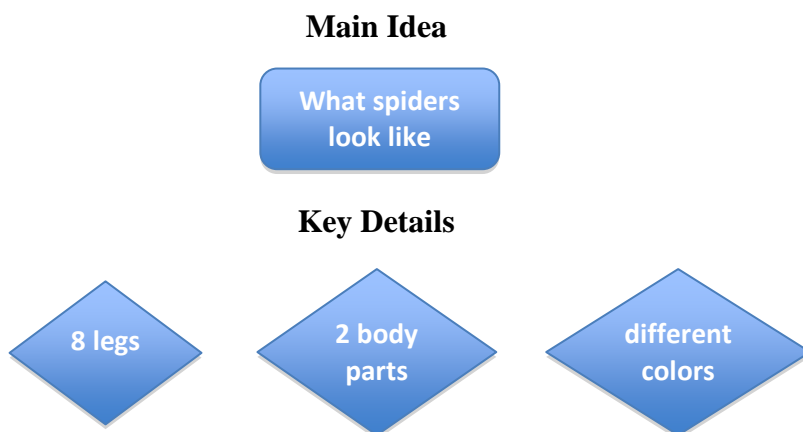
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.





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

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



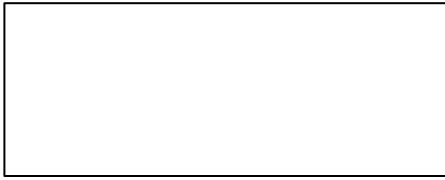
Save Materials

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

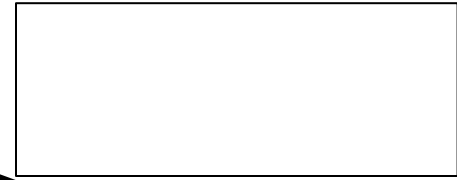
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Using the pictures provided, examples from the lesson texts, or images of your own choosing, model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

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

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



habitat/home

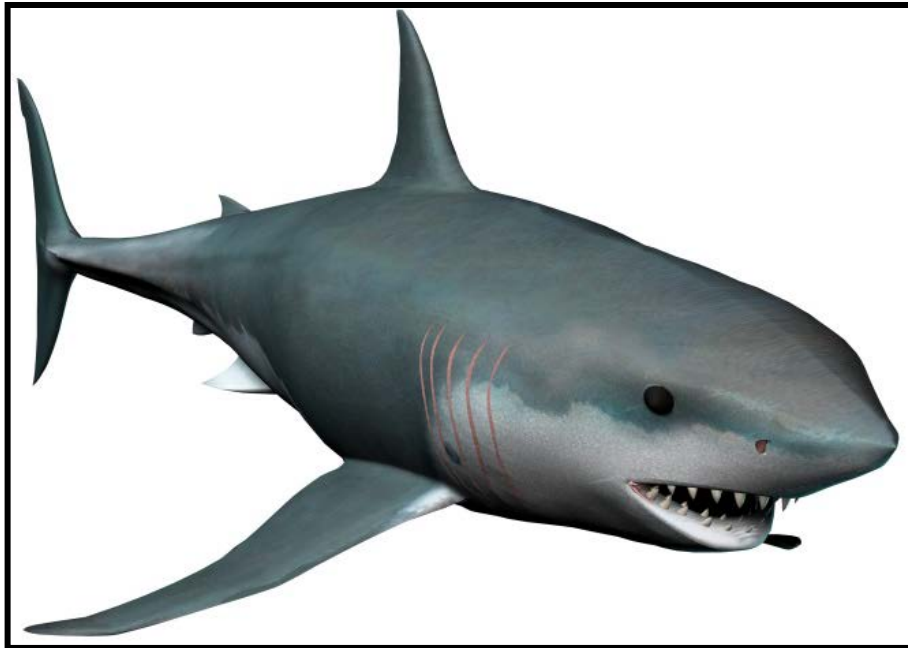


habitat/home



alike

















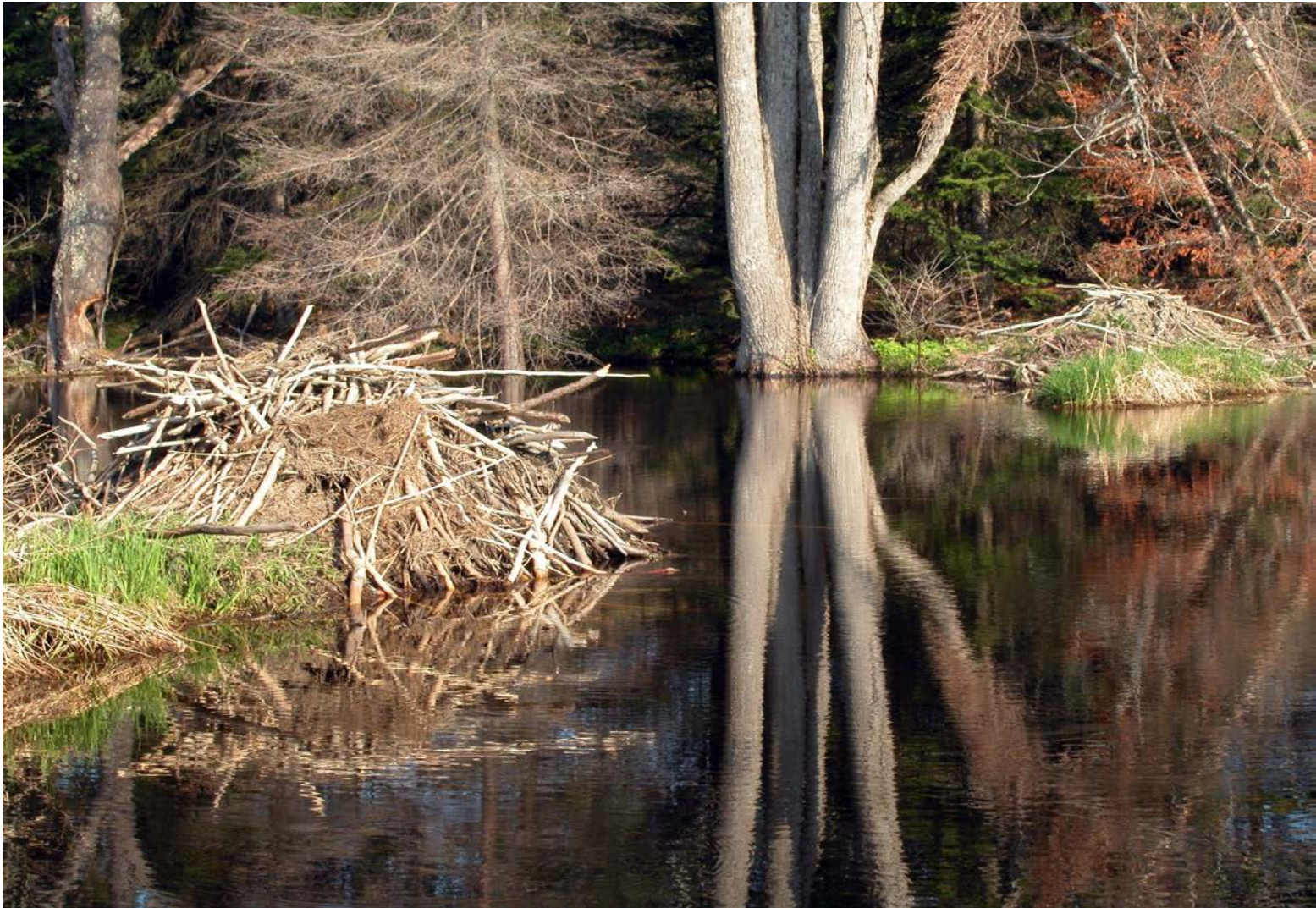
Animal Pictures

Animals – Lesson 1



Habitat Pictures

Animals – Lesson 1















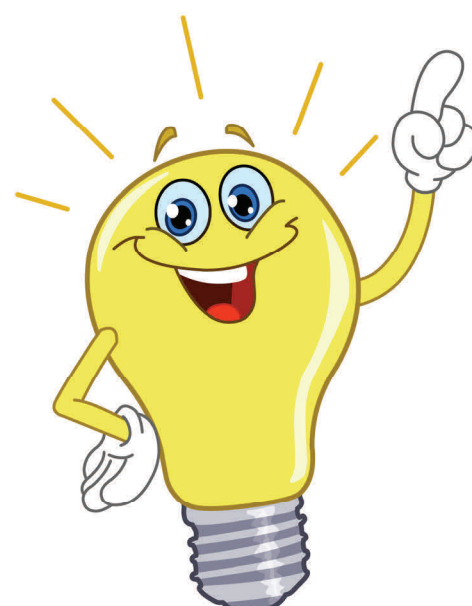


LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when something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

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

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

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

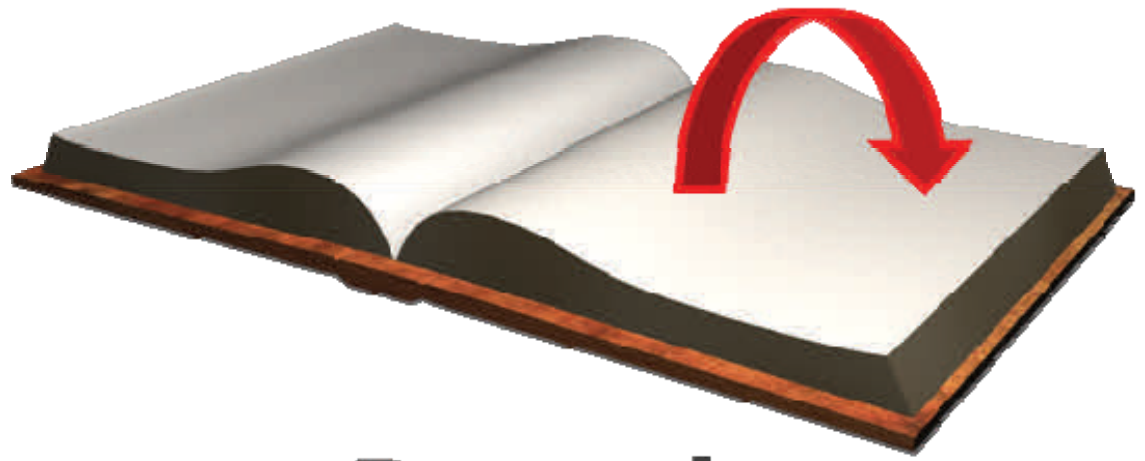


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

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

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

CLOSE

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

You could say:

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

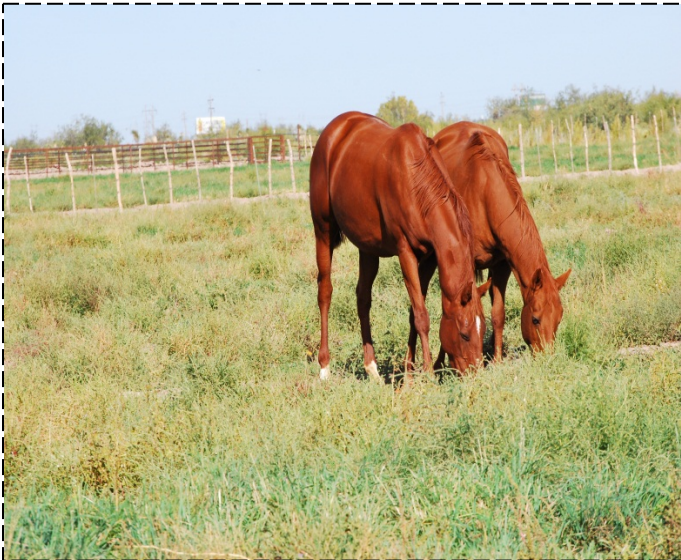
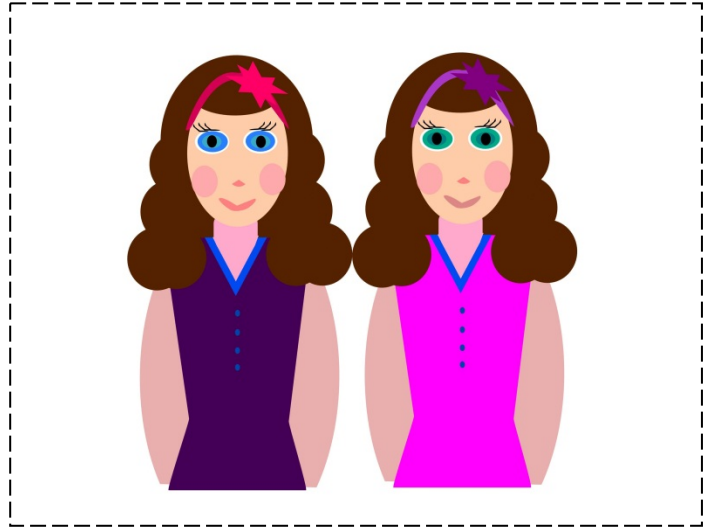
- Some people **protect** elephants. **(repeat with students)**
- Drink a lot of water in a desert **habitat**. **(repeat)**
- The two birds’ nests were **alike**. **(repeat)**
- The horses are two **different** colors.” **(repeat)**

Words to Know Pictures

Animals – Lesson 3



Alike



Words to Know Pictures

Animals – Lesson 3



Different

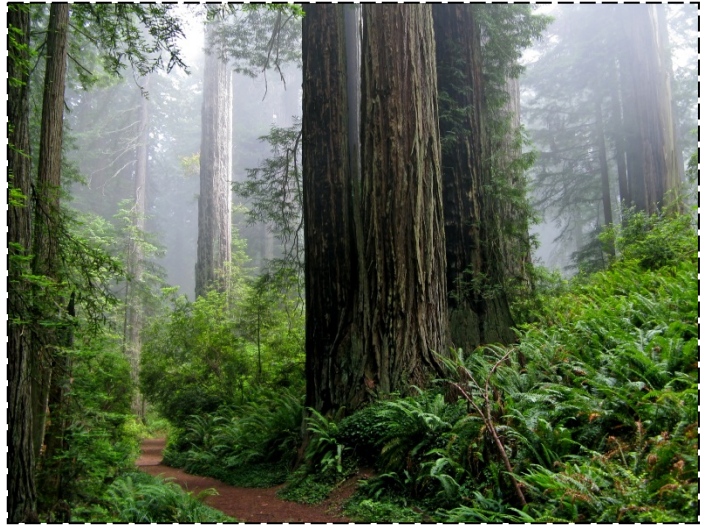


Words to Know Pictures

Animals – Lesson 3



Habitat



Words to Know Pictures

Animals – Lesson 3



Protect



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

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Words to Know	Words to Know Practice	Integration	Integration Practice
Objectives	<ul style="list-style-type: none"> Create semantic webs of associated words and explain how words are related. 	<ul style="list-style-type: none"> Use target vocabulary correctly in spoken or dictated texts. 	<ul style="list-style-type: none"> Identify the main idea. 	<ul style="list-style-type: none"> Practice identifying the main idea.
Lesson Texts	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animals Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Words to Know tabbed books Writing and drawing utensils Scissors Glue 	<ul style="list-style-type: none"> Bean bags (or alternative) Butcher paper or construction paper Masking tape Word webs from Lesson 5 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Game tokens
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #5 (print or digital) Student Journal Lesson #5 Related words pictures for Lesson #5 Word web 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: habitat, alike, different, protect Bean bag toss pictures for Lesson #6 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: habitat, alike, different, protect Teacher Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: habitat, alike, different, protect Main idea game board for Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

**LET'S KNOW!
PREK**

**ANIMALS
COMPARE AND CONTRAST**

**WORDS TO KNOW
LESSON 5**

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

TEACHING OBJECTIVE:

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

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- Homes of Living Things by Bobbie Kalman

TALK STRUCTURE FOR WE DO/YOU DO:

- Selected by teacher

LESSON MATERIALS YOU PROVIDE:

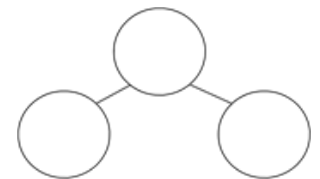
- Words to Know tabbed books
- Writing and drawing utensils
- Scissors
- Glue

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #5 (print or digital)
- Student Journal Lesson #5
- Related word pictures for Lesson #5
- Word web

SPECIAL INSTRUCTIONS FOR THIS LESSON:

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



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 we are going to talk about words that go together. What's a word that goes with peanut butter? Jelly! They go together because we put peanut butter and jelly together to make a delicious sandwich. We're going to think of words that go with our Words to Know and explain why they go together. The more words we learn, the better we will understand what we read and hear!"</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>Use the print or digital teacher journal to make webs of related words for the Words to Know.</p> <p>You could say: (p. 6) "First we will talk about our word habitat. This chapter of our book is titled, 'Habitats and homes.' It tells us that habitats are natural places where plants grow and animals live. Here is our word web. In the center is the word habitat.</p> <ul style="list-style-type: none"> • Let's put the word <i>home</i> on our web in an outside circle. A <i>home</i> is like a habitat because they both describe where animals live. • [Student X], please come and add the picture of <i>home</i> to our web." (have child place, sketch, or add the related word picture of <i>home</i> to the web) <p>Add other related words/pictures to the web and discuss why they are related.</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>Repeat the above procedure to make word webs for protect, alike, and different.</p> <p>(protect) You could say: (p. 11) "This sentence says, 'The cave protects the snake from the hot sun.' Protect means 'to keep safe.' People have to protect themselves from the sun, too. Here is a word web for protect.</p> <ul style="list-style-type: none"> • I will add the word <i>shelter</i> to the web. <i>Shelter</i> means something that provides cover; it protects you. (sketch or ask a student to add a picture to the web) • Can you think of some other words that we can add to our web for the word protect?" <p>Think aloud and help students add additional words and explain why they are related.</p> <p>(alike) You could say: (pp. 14–15) "Alike means things are like each other. These animal homes are all alike. They are similar because they are all in trees. Here is a word web for alike. I will add the word <i>same</i> to our web. The words alike and <i>same</i> are related because they mean about the same thing. If things are the <i>same</i>, they are very much alike. Tell your partner the words alike and <i>same</i>..."</p> <p>Think aloud and help students generate additional words and explain why they are related.</p> <p>(different) You could say: (p. 5) "Now let's make a web with the word different. These are all homes, but they are not the same. Each home is different. I'm going to add the word <i>unlike</i> to our web. That means the same thing as different. These homes are <i>unlike</i> or different."</p> <p>Think aloud and help students generate additional words and explain why they are related.</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 and the related word pictures for this lesson. Make sure students also have their tabbed books. You could say: “We thought of a lot of words that go with our Words to Know. Now you can cut out and glue pictures that go with a Word to Know onto your own word web and add that page to your Words to Know tabbed book.”</p> <p>Circulate the room to help students place pictures on one or more of the webs and add the page(s) to their tabbed books.</p> <p>As time allows, ask students to share their pages with the rest of the 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: “You did a good job thinking of words that go with our Words to Know: habitat, protect, alike, and different. The more we think and learn about our words, the better we will understand the information in our books about animal homes. When you are reading and studying in this unit, if you hear new words that go with our Words to Know, you can add them to one of our word webs or add a page to your tabbed book about Animal Homes Words to Know.”</p>



habitat



home



forest



place



ocean



prairie



protect



shelter



care for



keep safe



harm



defend



alike



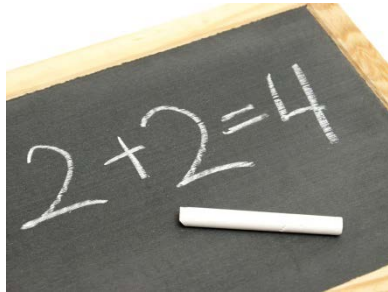
same



matching



different



equal



unlike



different



unlike



similar



change



unrelated

Teacher Journal

Animals – Lesson 5



habitat



home

Teacher Journal

Animals – Lesson 5



habitat



home

Additional Words



place



ocean



forest



prairie



protect



shelter



protect



shelter

Additional Words



care for



keep safe



harm



defend

Teacher Journal

Animals – Lesson 5



alike



same



alike



same

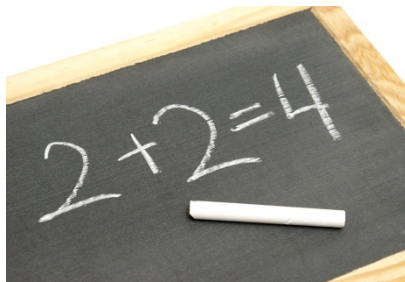
Additional Words



matching



different



equal



unlike

Teacher Journal

Animals – Lesson 5



different



unlike



different



unlike

Additional Words



similar



change



unrelated



habitat



protect



alike



different

keep safe



protect



shelter



care for



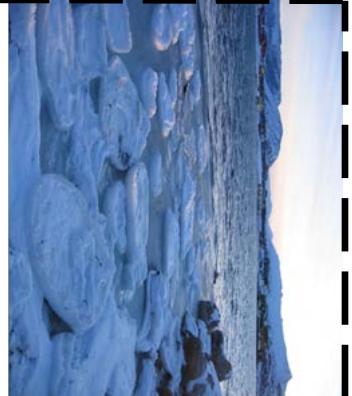
defend



harm



habitat



home



place



ocean

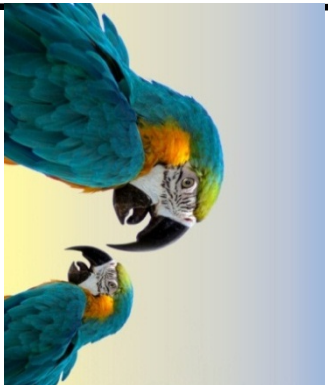


forest



prairie





alike



same



matching



different



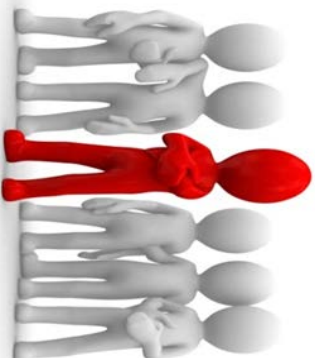
unlike



equal



different



unlike



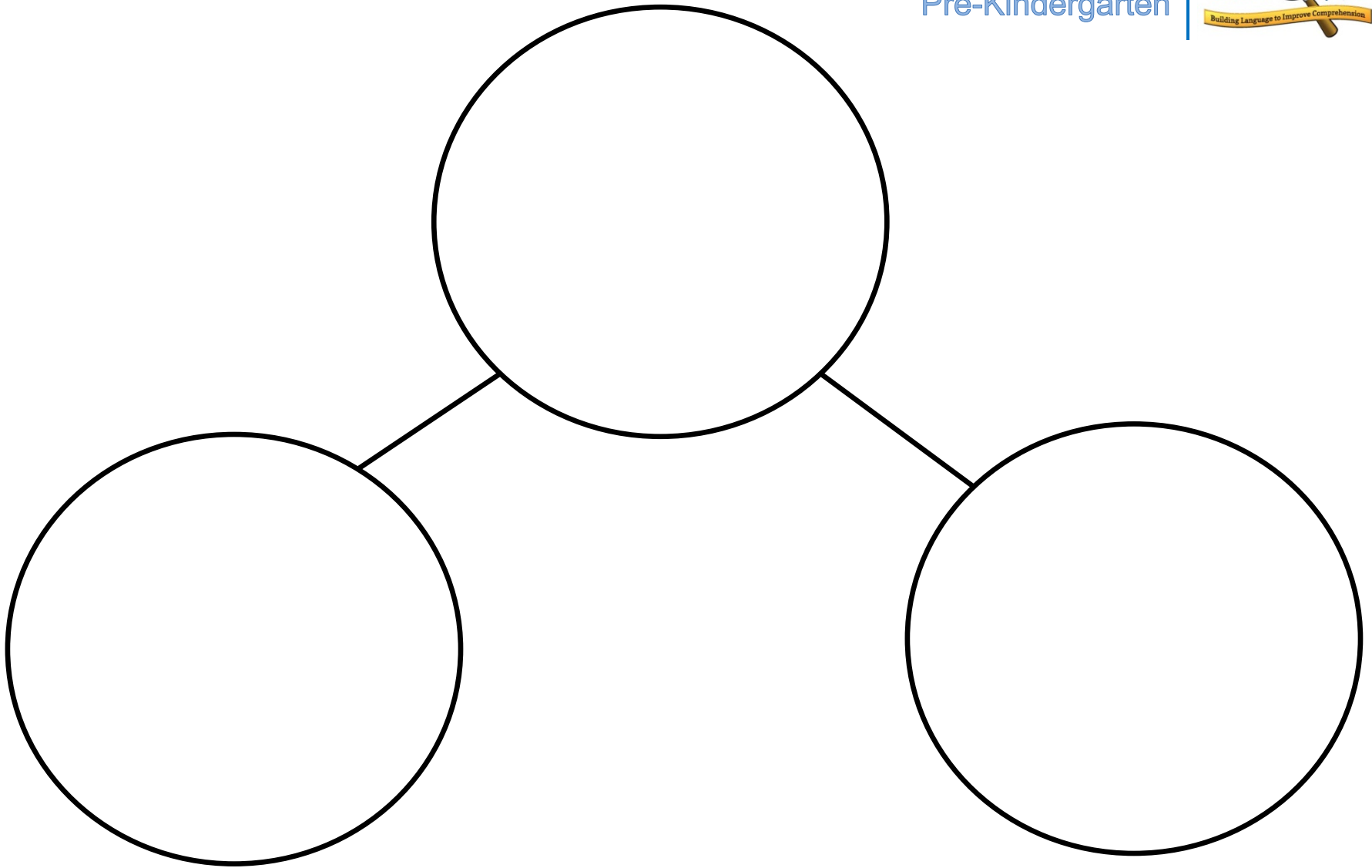
similar



change



unrelated



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 6
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use target vocabulary correctly in spoken or dictated texts 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animals Opposites Book</u> by Lisa Bullard <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Bean bags (or alternative) Butcher paper or construction paper Masking tape Word webs from Lesson 5 <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set # 1 Vocabulary Picture Cards: habitat, alike, different, protect Bean bag toss pictures for Lesson #6 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Set up four game mats for students to rotate among, one for each set of pictures from the bean bag toss pictures (habitat, alike, different, and protect pictures). You can use butcher paper, construction paper, and masking tape to make the mats. The following resources may be useful if you want to create your own bean bags and game mats. <ul style="list-style-type: none"> Paper bag bean bags: http://www.teachpreschool.org/2012/02/paper-bean-bags/ Game mats: http://scottsbricks.blogspot.com/2011/03/favorite-things-bean-bags.html The purpose of this lesson is to provide repeated practice for students, so the focus should be the You Do activities. In this lesson, students will play a bean bag toss game to practice the Words to Know habitat, alike, different, and protect. See the following procedures for each word: <ol style="list-style-type: none"> Habitat pictures: Students toss a bean bag and name the habitat. Alike pictures: Students say 'alike' when they land on a picture showing two things that are alike. Different pictures: Students toss two bean bags and say 'different' if the bean bags land on two different animals. Protect pictures: Students toss a bean bag and say 'protect.' 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #1: HABITAT, ALIKE, DIFFERENT, PROTECT</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Has anyone heard the expression, 'practice makes perfect'? It means you will get better at something, maybe even perfect at it, if you practice. Today we are going to play a game to practice our Words to Know habitat, alike, different, and protect. Using our words and saying what they mean helps us understand our words better. When we understand these words, it helps us understand the books we hear and read."</p>	

<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know. You could say: “Let’s review our words...”</p> <ul style="list-style-type: none"> • Habitat is ‘the area where an animal likes to live.’ The zebra lives in a habitat where there is open space so he can run. Say habitat... • Alike means ‘two things are like each other.’ Both of our dogs are poodles, and they are a lot alike. Say alike...” • Different means ‘not the same or unlike.’ My sister and I are different because she likes to watch scary movies and I don’t. Say different... • Protect means ‘to keep safe.’ My neighbor protects her cats by not letting them go outside. Say protect...” <p>To introduce the bean bag toss game, you could say: “Here’s how we play our game today. (toss bean bag) For the mat with our word habitat, I toss a bean bag. I landed on the desert picture, so I say, ‘desert habitat.’ With this mat over here, I’m practicing the word protect. I toss my bean bag, look at the picture that shows protect and say, ‘protect.’ I could also say a sentence with protect... ‘The mother owl protects her babies in the nest.’”</p> <p>Next, demonstrate landing on one of the pictures that shows alike and say ‘alike.’ Then demonstrate with the different mat. Throw two bean bags and say ‘different’ when the bean bags land on two different animals.</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>You could say: “Now let’s play together. This is the mat to practice habitat. I will toss the bean bag. I landed on the mountain habitat. [Student X], what habitat did I land on? (guide student to respond ‘mountain habitat’) Now it’s your turn to toss a bean bag... (guide student to name the habitat he or she lands on and say the word habitat)</p> <p>“Now I will practice on the mat for the word different. On this mat we toss two bean bags. I landed on the [animal 1] and the [animal 2]. [Student Y], are my two animals alike or different?” (support student to respond ‘different’)</p> <p>Continue practicing the game if students need more examples. Scaffold them to expand their language and use the target words in sentences. Move to the You Do routine for independent practice when students understand the game and say the target words on their own.</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 groups and have each group go to a game mat. You could say: “Please get in your groups. Let’s continue the game. I will be coming around to listen to you use our Words to Know.”</p> <p>Circulate the room to support students as they say the Words to Know, encouraging them to use them in sentences when they are able. Ensure that students get several turns to toss bean bags and name habitats/say the target words as they land on the pictures.</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 practicing our four words today! We are going to hear these words all through our Animals</p>

unit. When you practice saying new words, it helps you understand the words and remember what they mean. Let's practice our words...

- Are two things that are like each other **alike** or **protect**?
- Show me a thumbs-up if the word I say is a **habitat**:
desert arctic refrigerator prairie lampshade
- Are two animals that are not like each other **habitat** or **different**?
- Say '**protect**' after each sentence:
 - A mother cat takes care of her kittens.
 - The crossing guard helps kids cross the street.
 - Dad wears an oven mitt to grab the pan."

Alike



Alike



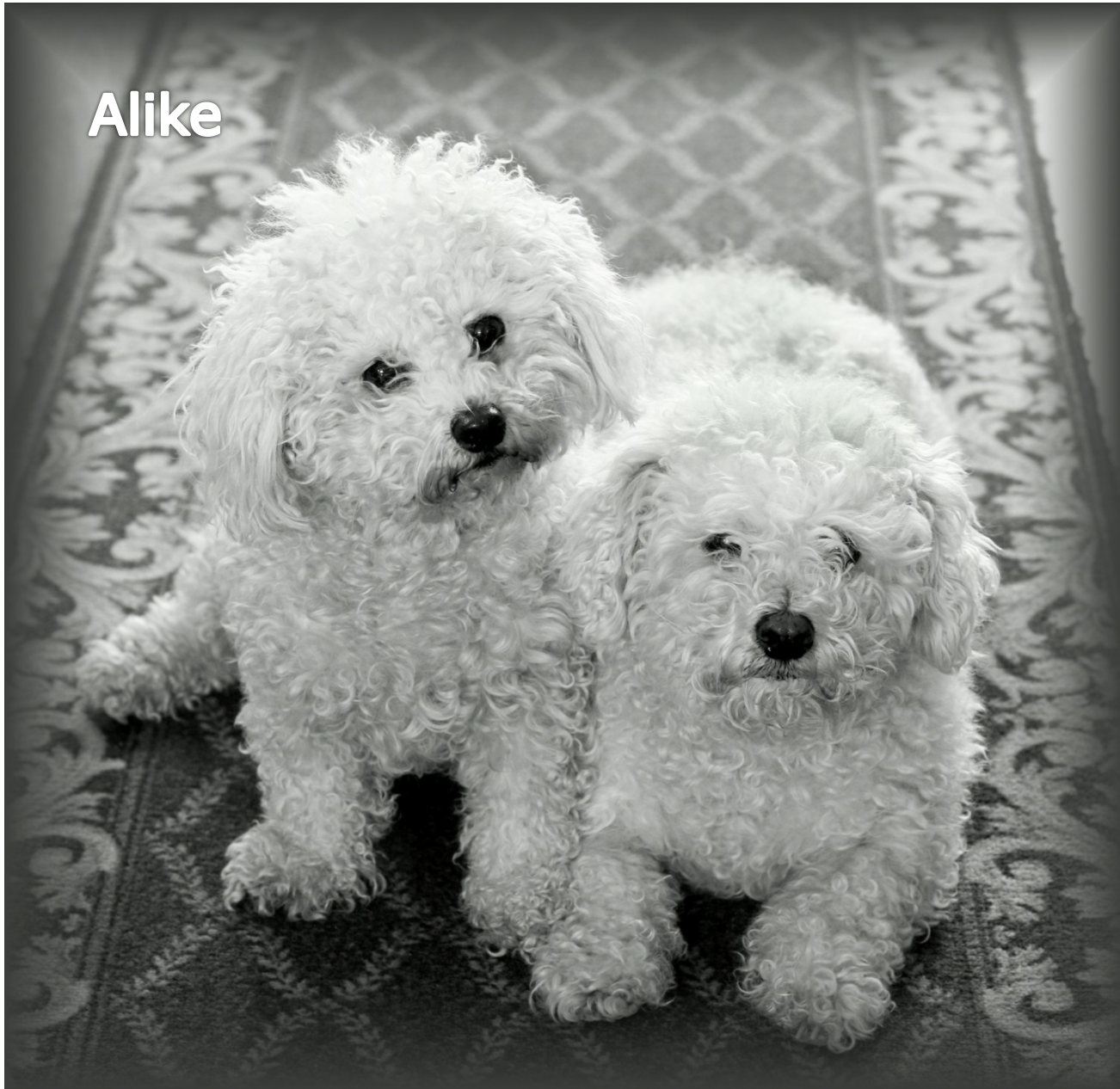
Alike



Alike



Alike





Alike

Alike



Alike



Different



Different



Different



Different



Different



Different



Different



Habitat



Habitat



Habitat



Habitat





Habitat



Habitat



Habitat



Habitat



Protect



Protect



Protect





Protect

Protect



Protect



Protect



Protect



Protect



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Identify the main idea. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXTS: <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer 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"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: habitat, alike, different, protect Teacher Journal Lesson #7 	
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; margin: 0 auto; width: 80%;"> START THE LESSON WITH WRAP SET #2: HABITAT, ALIKE, DIFFERENT, PROTECT </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 go to the library, how do you choose a book? The pictures and the title of the book tell you the most important information about the book—the main idea. We use that information to decide which book we want to read and check out. The main idea is the information that the author tells us is the most important information in the book."</p>	
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: (show pp. 4–5 in <u>Homes of Living Things</u>) "Let's look at this chapter in the book. The title is <i>What is a home?</i> and there are pictures of different types of homes. I can tell the main idea is homes because of the title and the pictures." (show pp. 8–9) "This chapter is titled <i>Hiding places</i>. These pictures show places where different animals hide. I think the main idea is hiding places because of the title and the pictures."</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>You could say: (show pp. 10–11) "Now I need you to help me find some main ideas. Let's decide what we think is the most important information in these chapters. The title of this chapter is <i>Cave shelters</i>. The pictures show animals in different caves. Turn to your partner and tell them the main idea is caves... Right, the most important information, or main idea, is caves." (show pp. 12–13) "The title of this chapter is <i>Dens in holes</i>. Each one of these pictures shows an animal in a den, a home for a wild animal. If you think the main idea for this chapter is dens, show your partner a thumbs-up..."</p>	

	<p>(show pp. 14–15) “This heading says <i>High up in trees</i>. All of these pictures show animals up in trees. Turn to your partner and tell him what you think the main idea of this chapter is... Yes, the main idea is trees, or animal homes in trees.”</p> <p>Provide more opportunities for students to confirm or suggest main ideas from the text and share with their partners.</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>Display Teacher Journal Lesson #7. Ask students the main idea of the pages listed below, and have them vote for one of the choices from the teacher journal.</p> <p>You could say:</p> <ol style="list-style-type: none"> 1) (show pp. 16–17) “This heading says <i>All kinds of nests</i>. There are different nests in each one of the pictures. (direct students to choices from teacher journal) We have two choices for the main idea. Show me a thumbs-up if you think the main idea is <i>tunnels</i>... Show me a thumbs-up if you think the main idea is <i>nests</i>...” 2) (show pp. 18–19) “The title of this chapter is <i>Under the ground</i>, and the pictures are of animals living underground. Show me a thumbs-up if the main idea is (point to options) <i>underground</i>... OR... <i>rain forests</i>?” 3) (show pp. 6–7 in <u>Animal Habitats</u>) “Let’s find the main idea in a chapter in another book on animal homes. This chapter is titled <i>Animals in Their Habitats</i>. There are pictures of animals in three habitats; remember habitat means ‘the area where animals like to live.’ Turn to your partner and tell her if the main idea in this chapter is habitats or <i>nests</i>...” 4) (show pp. 22–23 in <u>Homes of Living Things</u>) “Okay, look at this page. The title is <i>Insect homes</i>, and the pages show wasps and bees in their hives. Look at the choices. (point to last row of teacher journal) Tell your partner if the main idea of this chapter is <i>insect homes</i> or <i>bees</i>...” (discuss student choices) <p>If students need more practice with finding the main idea, show additional pages from the lesson texts and present them with choices. See the examples below.</p> <p><u>Homes of Living Things</u></p> <ul style="list-style-type: none"> • p. 20 – Is the main idea <i>beaver lodges</i> or <i>trees</i>? <p><u>Animal Habitats</u></p> <ul style="list-style-type: none"> • p. 10 – Is the main idea <i>deserts</i> or <i>rain forests</i>? • p. 12 – Is the main idea <i>oceans</i> or <i>prairies</i>?
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: “How do we tell if something is the main idea? (pause for response) We look at the headings or titles and the pictures on the pages we are reading. That information tells us the most important information—the main idea—and will help us remember what we read and hear. When you are reading with an adult, stop and ask them to help you find the main idea on a page or in a chapter.”</p>

1.



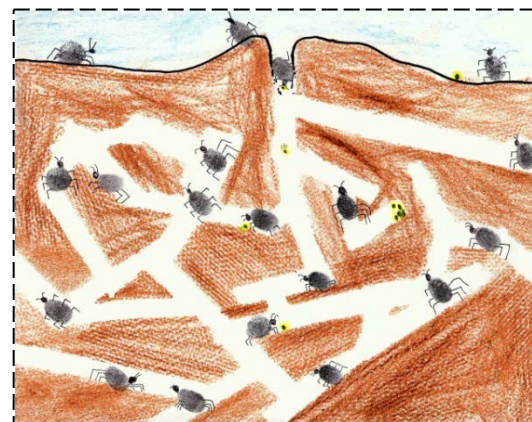
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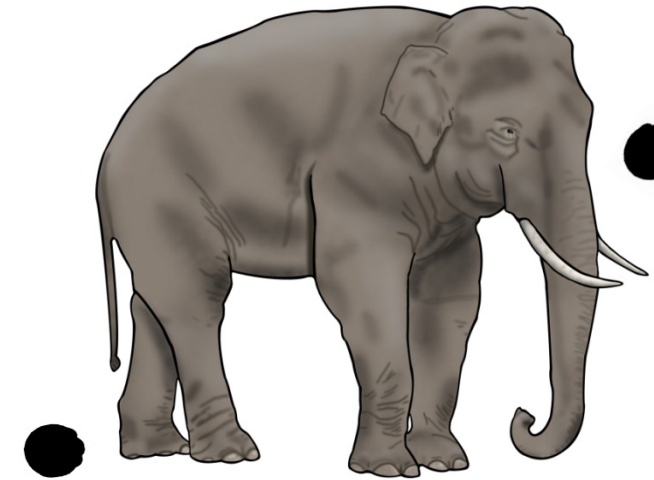
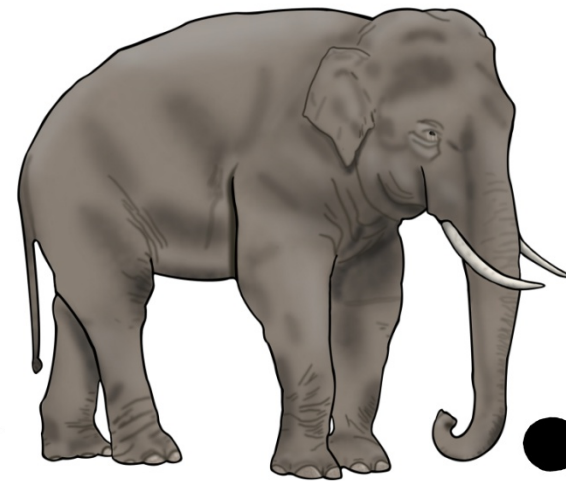
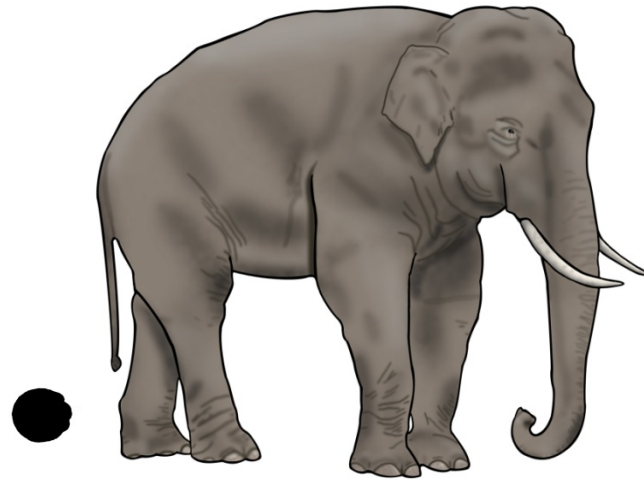
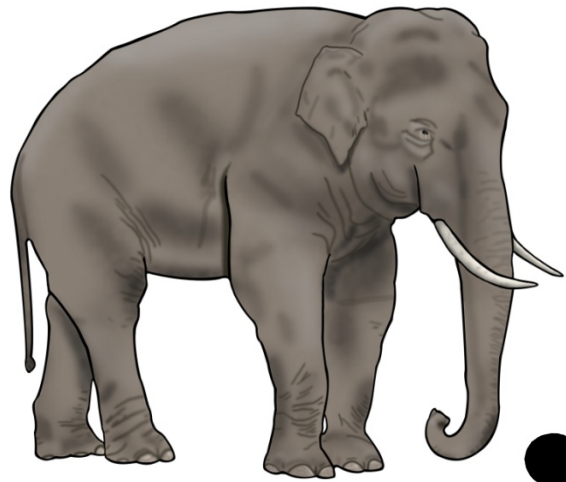
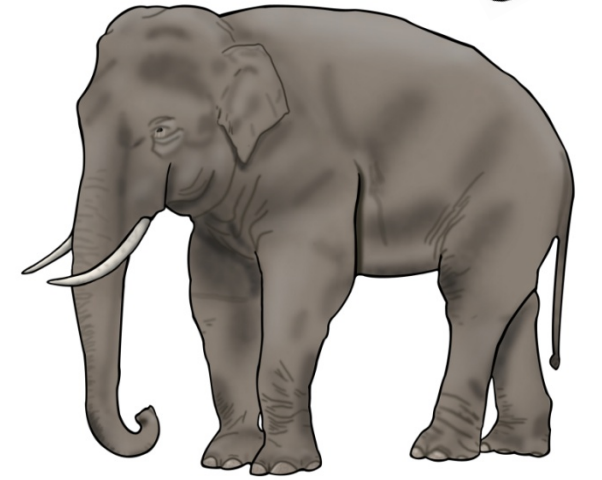
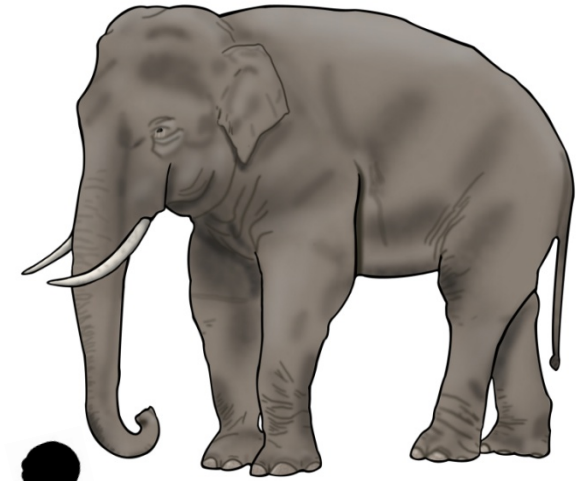
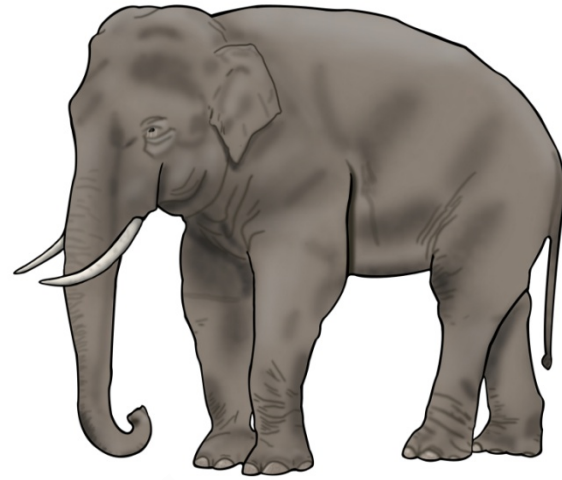
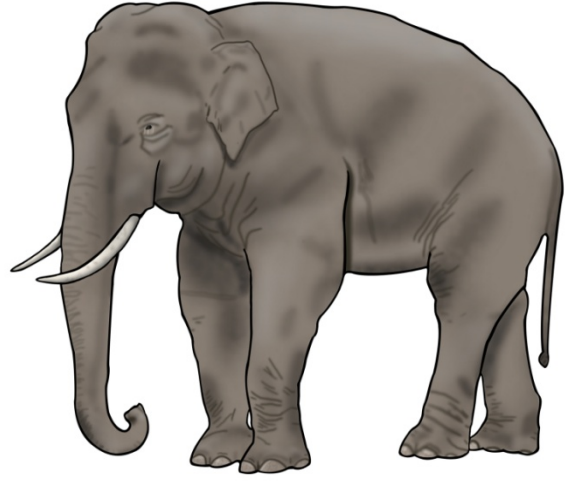


LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 8
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Practice identifying the main idea. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 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"> Game tokens UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: habitat, alike, different, protect Main idea game board for Lesson #8 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The purpose of this lesson is repeated practice with finding the main idea, so the emphasis should be on the You Do activity. For today's activity, students will play a main idea game in groups. <ul style="list-style-type: none"> Each group will have a game board, and you will ask the questions. Students should work with their groups to decide on the main ideas and signal their choices. When a group selects the correct main idea, they can move one space on the game board; students can take turns moving the tokens on the game board. Once you announce the correct answer, students can take turns telling the main idea to a partner. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: HABITAT, ALIKE, DIFFERENT, PROTECT </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: "Sometimes if you are having trouble understanding something you're reading, you can stop and ask yourself, 'What is the most important thing the author is trying to say?' When you don't understand, a fix-up strategy can be to listen for the most important information—the main idea. Knowing which is the most important information, or the main idea, will help us understand what we read or hear."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model finding the main idea in a chapter or section of a book, and demonstrate how the main idea game is played.</p> <p>Turn to p. 8 in <u>Homes of Living Things</u> and display the main idea game board for Lesson #8.</p> <p>You could say: "In each picture, there is an animal hiding in its habitat. The title says <i>Hiding Places</i>. I think the main idea of this chapter is hiding places, and for a right answer, I move my token one space on the game board. (move token)</p> <p>(<u>Homes of Living Things</u> pp. 22–23) "This chapter is titled <i>Insect Homes</i>. The pictures show homes of bees and wasps. I think the main idea is insect homes. That's a right answer, so I'm going to move my game token one more space." (move token)</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 demonstrate how to play the main idea game, inviting students to participate. You could say: (Homes of Living Things p. 10) “The title of this chapter is <i>Cave shelters</i>. Each picture on these pages shows animals in caves. Show me a thumbs-up if you think the main idea is caves... Great, we gave the right answer, so I can move my game token one space. (move token)</p> <p>(Loud and Quiet p. 4) “The heading on this page says <i>Loud</i>, and it says, ‘whales sing loudly...’ Tell a partner what you think the main idea is—<i>loud</i> or <i>monkeys</i>... The main idea is <i>loud</i>. If you picked the right answer, you would move your token one space.”</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>Start the main idea game. Divide students into groups have them sit at a game board. Tell them to decide on their answers as a group and to take turns moving tokens. For each question, you can present two choices students can choose from, or you can have the groups generate the main idea on their own.</p> <p>You could say: (Loud and Quiet p. 22) “The heading on this page says <i>Loud</i>, and it says, ‘parrots squawk loudly...’ Decide with your group what you think the main idea is—<i>loud</i> or <i>forests</i>. The main idea is <i>loud</i>. If you picked that, your team can move your token one space. Now everyone tell a partner the main idea...”</p> <p>(Animal Habitats p. 12) “The title of this chapter is <i>The Ocean Habitat</i>. All of the pictures show animals living in the ocean. Decide with your group what you think the main idea of this chapter is... The main idea is the ocean! If you said the ocean, move one space. Then tell a partner what the main idea of this chapter is...”</p> <p>Continue providing examples using the unit texts or other texts. Be sure to provide several opportunities for practice with finding the main idea.</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: “Good job finding the main ideas in our books! I think you will understand and remember the important information in these books because you listened carefully and decided what the author wanted us to think about—the main idea. When you understand the most important information, you will understand what you’re reading and hearing. When you are reading with your family or with a teacher, stop the reader and ask him to help you name the main idea.”</p>



Finish



Start



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"> Identify when something in the text does not make sense. Participate in collaborative conversations about the book. 	<ul style="list-style-type: none"> Identify the purpose of text and discuss why the author made certain choices. 	<ul style="list-style-type: none"> Practice Words to Know and related words. 	<ul style="list-style-type: none"> Use the Words to Know in hands-on activities, providing an example of the word's meaning.
Lesson Texts	<ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Chart paper, signs, or baskets Bags or paper clips 	<ul style="list-style-type: none"> Word webs from Lesson 5 Assembled word cubes (4) 	<ul style="list-style-type: none"> Props to act out shelter (hats, umbrellas, cardboard, and so on) Plastic insect figures Sticky notes (optional)
Unit Materials Provided	<ul style="list-style-type: none"> Student Journal Lesson #9 Fix-Up Strategies Poster Comprehension Monitoring Icons 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: habitat, alike, different, protect Graphic organizer for Lesson #10 Loud and quiet animal sort for Lesson #10 	<ul style="list-style-type: none"> Word cube instructions for Lesson #11 Word cube pictures for Lesson #11 Related word pictures from Lesson #5 	<ul style="list-style-type: none"> Words to Know pictures for Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

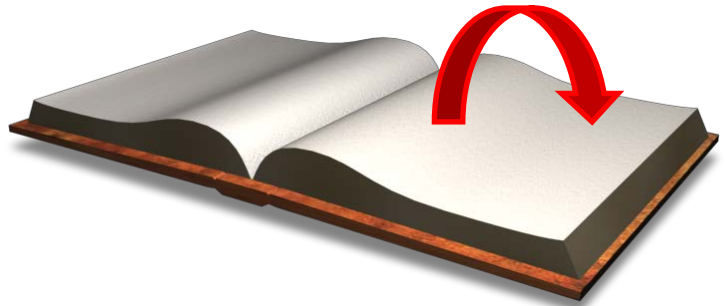
	<p>Provide one or two more examples of stumbling blocks and fix-up strategies. Ask partners to display their Makes Sense/Doesn't Make Sense signs and identify the fix-up strategies.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill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



Fix-Up Strategies



Ask questions



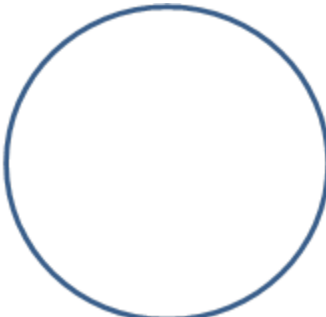
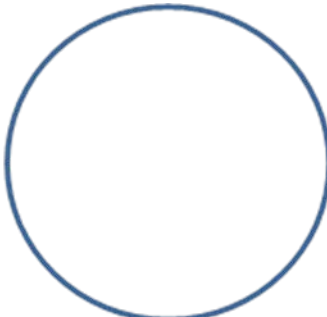
Reread



Use picture clues



Ask what a word means

LET'S KNOW! PREK	ANIMALS CAUSE AND EFFECT	INTEGRATION LESSON 10
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the purpose of text and discuss why the author made certain choices. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, signs, or baskets Bags or paper clips <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: habitat, alike, different, protect Graphic organizer for Lesson #10 Loud and quiet animal sort for Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Precut the cards for the loud and quiet animal sort to save time. Bag or clip together a set for each small group. For this lesson, you will work with students to list the loud and quiet animals the author includes in the text. You can use any format or organizer you choose, such as a two-column chart, to list animals for each category; the graphic organizer below is provided with the materials for this lesson. <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="544 877 722 909">Quiet Animals</div> <div data-bbox="933 877 1112 909">Loud Animals</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>START THE LESSON WITH WRAP SET #4: HABITAT, ALIKE, DIFFERENT, PROTECT</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say:</p> <p>"Our book is about animals that make loud sounds and quiet sounds. Close your eyes and see if you can imagine the quiet buzz of a fly flying around the room... Now try to imagine the loud sound of a wolf howling! Because the author wanted to compare animal sounds, she had to pick certain animals about which to write. When we think and talk about why the author chose certain animals for her book, it helps us understand what she is telling us. She is telling us about animals that make loud and quiet sounds."</p>	

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

CLOSE

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

You could say:

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



Quiet Animals

Loud Animals



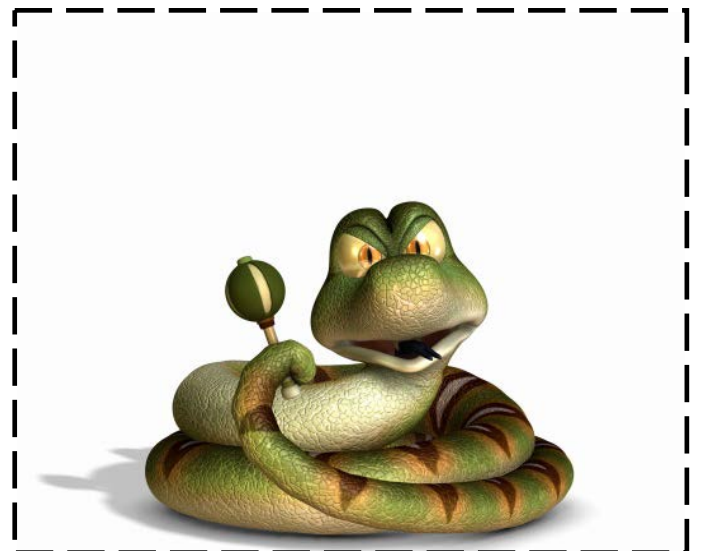
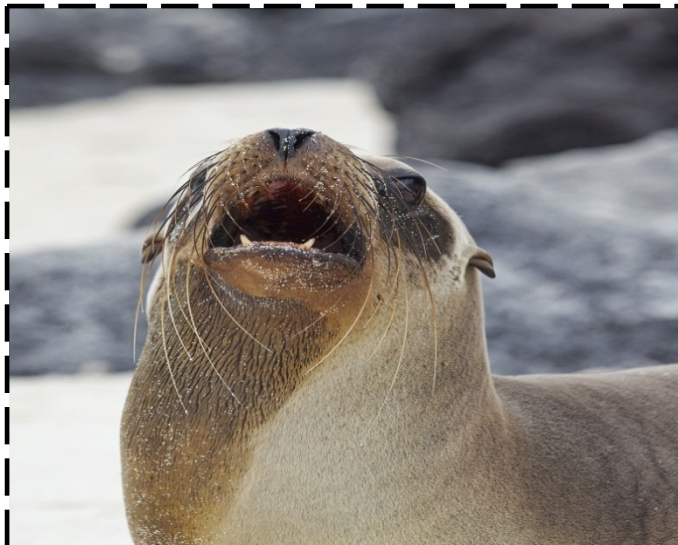
Loud and Quiet Animal Sort

Animals – Lesson 10



Loud and Quiet Animal Sort

Animals – Lesson 10



Loud and Quiet Animal Sort

Animals – Lesson 10



Loud and Quiet Animal Sort

Animals – Lesson 10

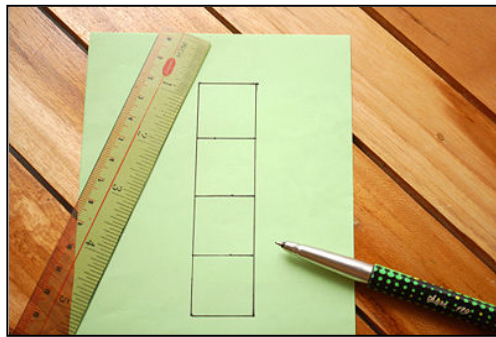


LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 11
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Practice Words to Know and related words. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Word webs from Lesson #5 Assembled word cubes (4) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Word cube instructions for Lesson #11 Word cube pictures for Lesson #11 Related word pictures from Lesson #5 	
<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 word cube instructions and the word cube pictures provided to assemble the four word cubes. You will have 4 groups play the game, so each group can start with one cube. Display your word webs and the related word pictures from Lesson 5 to support students as they play the game. The purpose of this lesson is to provide repeated practice for students, so the emphasis is on the You Do activities. For this lesson, students will use word cubes to play a game. Each group will have a word cube to roll. Students will take turns rolling the cube. When the cube stops, students will look at the picture that is face up and say the Word to Know or a related word from the cube or word webs. You can rotate the cubes between the groups so students have a turn to play with each cube. <i>Save the word cube instructions for use in Lesson 20.</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Has anyone heard one of our Words to Know during our lessons and stopped to ask, 'What does that word mean?' Using our words and saying what they mean helps us understand our words better. When we understand these words, it helps us understand the books we hear and read. We're going to play a fun game today to practice the words habitat, alike, different and protect."</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>Demonstrate how to play the game, starting with the habitat cube. You could say: "Remember our word webs we made to talk about words that go with our Words to Know? (show or point out word webs from Lesson 5) We can look at these to help us remember some of the related words and how they go together. Today we're going to play a game with some word cubes. Let me show you how. I'm going to roll the habitat cube... I got a picture of a rain forest. <i>Rain forest</i> goes with the word habitat because a rain forest is a kind of habitat.</p> <p>(different) "Now I'll roll the cube that has pictures that go with our word different, which means 'not the same or unlike.' ... I got the picture of the fireman on a bicycle and the word is <i>unrelated</i>. A fireman and a bicycle don't go together, do they? They are <i>unrelated</i>. A fireman goes with a fire truck. A bicycle goes with a rider, but a fireman and a bicycle are <i>unrelated</i>. They are different. Let's all say the word <i>unrelated</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>Continue demonstrating how to roll the word cubes, and ask students to participate.</p> <p>You could say: (alike) “When I rolled the alike cube, I got a picture of two parrots. I think they are the same. <i>Same</i> means alike. The two parrots have the <i>same</i> heads, the <i>same</i> beaks, and they are the <i>same</i> color. They are alike. Turn to your partner and say the word <i>same</i>... (think aloud as you help students name other words and explain why they are related)</p> <p>(protect) “Look at the picture of the elephant protecting her baby. She protects the baby because it doesn’t know how to find its own food and water yet. What is another word to describe protect? I will roll the cube. I got the word <i>harm</i>. Turn to your partner and give them a thumbs-up if <i>harm</i> means the same thing as protect... (discuss responses, explaining the concept of opposites)</p> <p>(different) “Let me roll the different cube again... This picture is of a caterpillar <i>changing</i> into a butterfly. We have the word <i>change</i> on our word web. Different is a word that can be used to describe <i>change</i>. The caterpillar <i>changed</i> into a butterfly, and now it is different. Tell your partner a word that goes with different...” (think aloud as you help students name other words and explain why they are related)</p> <p>If more practice is needed, think aloud as you continue to roll the word cubes. Help students explain why words are related.</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 groups and give each group a word cube. You could say: “Okay, it’s time for the first person in your group to roll the cube. Be sure to tell your friends what word you rolled and why it goes with the Word to Know. I’ll be coming around to watch you play and listen to you discuss our words. If you’re not sure what word your picture on the cube describes, ask your friends. You can also look at our word webs to help you find words that go with our Words to Know.”</p> <p>Circulate the room to help students play the game. After groups practice with one word cube, you can have them switch cubes with another group.</p> <p>As time allows, ask students to share some related words discussions with the 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: “If you hear new words that go with our Words to Know, you can add them to one of our word webs or add them to a page in your Words to Know tabbed books. When we learn new words, it helps us understand what we read and hear. Let’s review some of the words we practiced today...”</p> <ul style="list-style-type: none"> • <i>Similar</i> means about the same thing as alike—say alike. • If I protect my pet, I will keep her <i>safe</i>—say protect. • Two animals that are not the same are different—say different. • The area where an animal likes to live is a habitat—say habitat.”

How to Make a Paper Cube

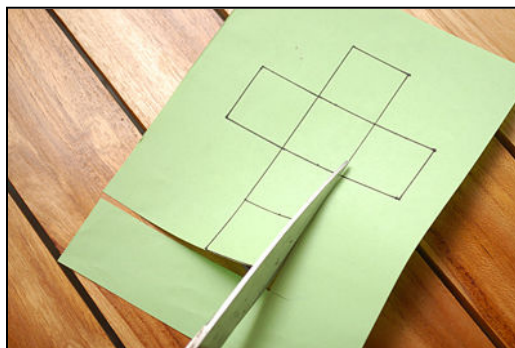
- 1) Start with a piece of paper. The bigger the paper, the larger your cube will be!
- 2) In the center of your paper, draw a long rectangle and divide it up into four 2-inch squares.



- 3) Draw two more squares to the left and to the right of the second square from the top.



- 4) With scissors, cut along the outside edges of the shape.



Word Cube Instructions

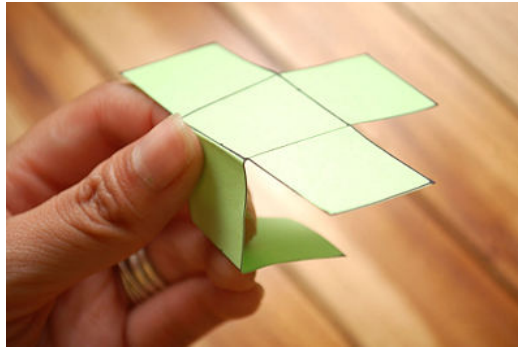
Animals – Lesson 11



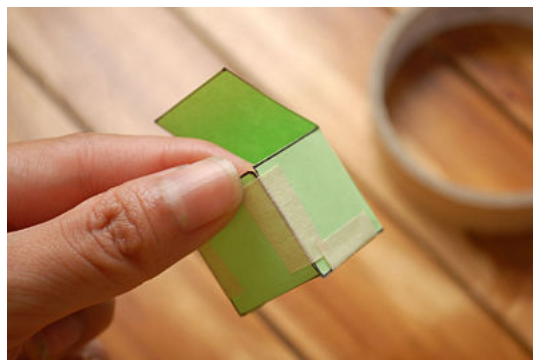
5) **Fold the paper** inward and along the inside lines.



6) **Align the folds.** The square on the very bottom should be folded so it is parallel or directly across from the square that was in the middle.



7) **Finish up your box.** Tape all the sides together and you're done!



Source: <http://www.wikihow.com/Make-a-Paper-Cube>

Habitat Word Cube



habitat



home



prairie



rainforest

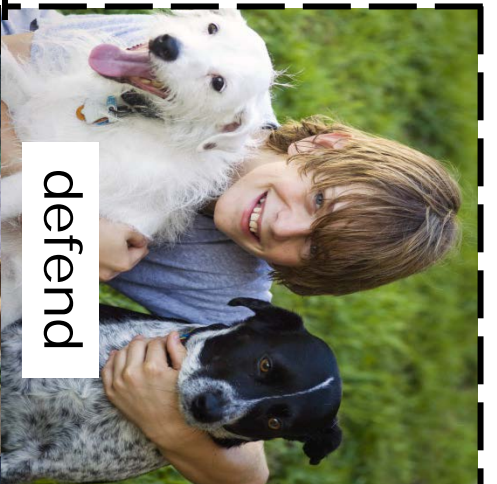


place

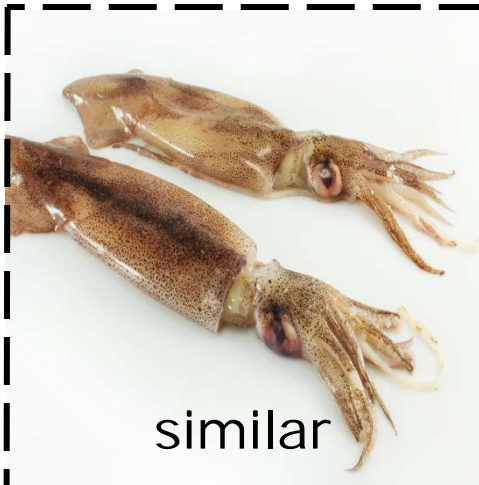


ocean

Protect Word Cube



Alike and Different Word Cube



similar



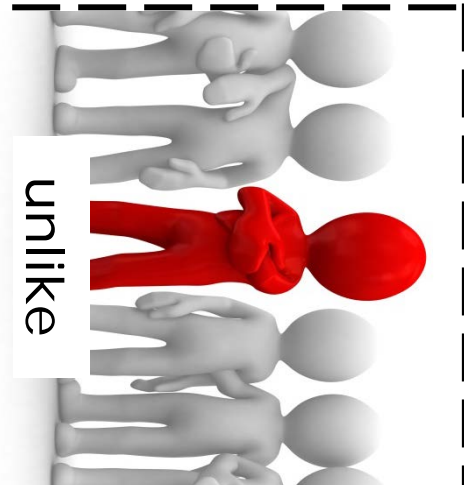
different



strange



unrelated

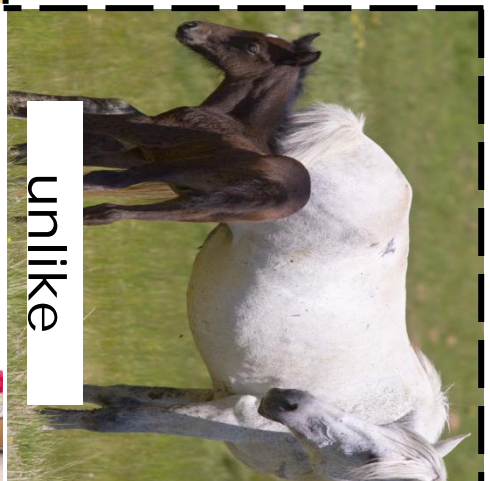
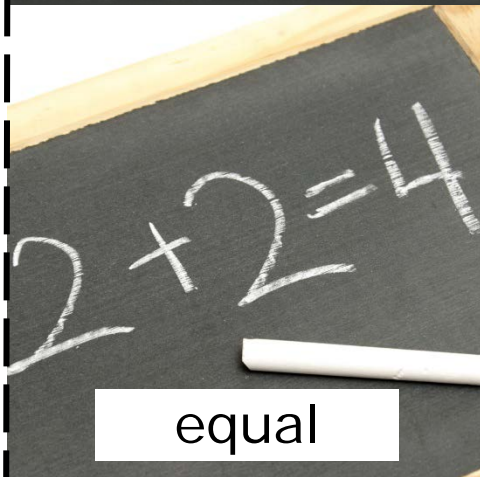


unlike



change

Alike and Different Word Cube



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use the Words to Know in hands-on activities, providing an example of the word's meaning. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer 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"> Props to act out shelter (hats, umbrellas, cardboard, and so on) Plastic insect figures Sticky notes (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Words to Know pictures for Lesson #12 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Precut the Words to Know pictures for Lesson #12 to save time. You may want to use sticky notes to mark pages in the lesson texts that provide a good context for teaching the Words to Know, or to prepare other examples to share with students. The four Words to Know occur in the following Unit texts. <ul style="list-style-type: none"> shelter - <u>Homes of Living Things</u> pp. 4, 10; <u>Animal Habitats</u> pp. 8, 11, 12, 13, 15, 16 survive - <u>Animal Habitats</u> pp. 8, 10, 12, 14, 16, 18, 21 prairie - <u>Homes of Living Things</u> p. 19; <u>Animal Habitats</u> pp. 4, 7, 14 insect - <u>Homes of Living Things</u> p. 22 Remember that students are creating pages for a tabbed book in each of the four Words to Know lessons in this unit. In this lesson, students will create a page illustrating one of the new words. This activity can be done or continued later during center or free choice time. The I Do and We Do routines are combined in this lesson to allow modeling and guided practice for each word, one at a time. When introducing the words prairie and survive, you will need to have the Words to Know pictures ready so students can discuss the words and pictures with a partner. WORDS TO KNOW <ul style="list-style-type: none"> shelter: Something that provides cover or protection survive: To stay alive prairie: A large area of flat grasslands insect: Bug with a head, thorax, and abdomen and three pairs of legs 		
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: "Whenever we study a new unit, we learn new words. We're learning lots of new words about animals and animal homes. It's really important to pay attention to new words and figure out what they mean. Understanding what words mean will help us to understand the new information we're learning."</p>	

<p>I Do/ WE DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: (Homes of Living Things p. 4) “Our first word today is shelter. Our book <u>Homes of Living Things</u> says, ‘People and animals need places to live...They need shelter from the weather.’ Shelter means ‘something that provides cover or protection.’ Some animals find shelter underground. We put up an umbrella in the yard as a shelter from the sun. Let’s all say the word shelter together...”</p> <p>Give students umbrellas, hats, or other props and ask them to say, “I need shelter.”</p> <p>(survive) You could say: (Animal Habitats p. 8) “Our book says, ‘Animals need food, water, oxygen, and shelter to survive.’ Survive means ‘to stay alive.’ I take good care of my dog so he will be healthy and survive. The rabbit escaped from the coyote and survived. Let’s say the word survive together...”</p> <p>Using the Words to Know pictures for this lesson, ask students to identify pictures that show things animals need to survive and tell a partner about them. Ask volunteers to name what animals need to survive for the class.</p> <p>(prairie) You could say: (Animal Habitats p. 14) “Here are pictures of prairies. The first sentence says, ‘Prairies, or plains, are wide-open spaces.’ Prairie means ‘large area of flat grasslands.’ Buffaloes live on the prairies in the West. Pioneers traveled across the prairies in covered wagons. Let’s say prairie together...”</p> <p>Using the Words to Know pictures, have students show a partner a picture of a prairie animal and tell a partner the animal lives on the prairie.</p> <p>(insect) You could say: (Homes of Living Things p. 22) “Our book says, ‘Many kinds of insects make homes.’ An insect is a ‘bug with a head, thorax, and abdomen and three pairs of legs.’ Some insects help plants grow in gardens. When I get an insect bite, it is itchy. Bees are insects that make honey. Let’s say insect together...”</p> <p>Give students an insect figure or use the labeled insect picture in the Words to Know pictures. Support students as they name the insect body parts in pairs.</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 it’s time to make a page for our Words to Know tabbed books with one of these new words: survive, shelter, prairie or insect.”</p> <p>Have students select one of the Words to Know pictures for Lesson #12 to glue on their pages, or draw pictures for their words. Students could dictate to a teacher a phrase or sentence they would like to include about the word/picture. As time allows, have students share their pages in pairs or with the class.</p>

CLOSE

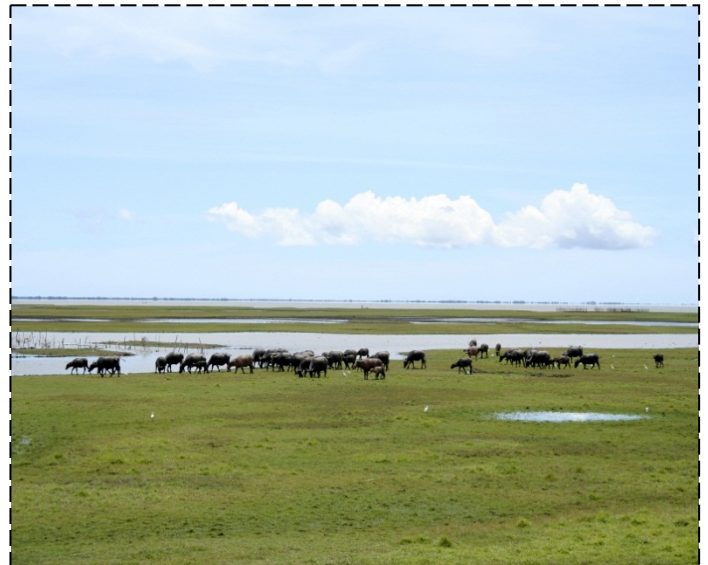
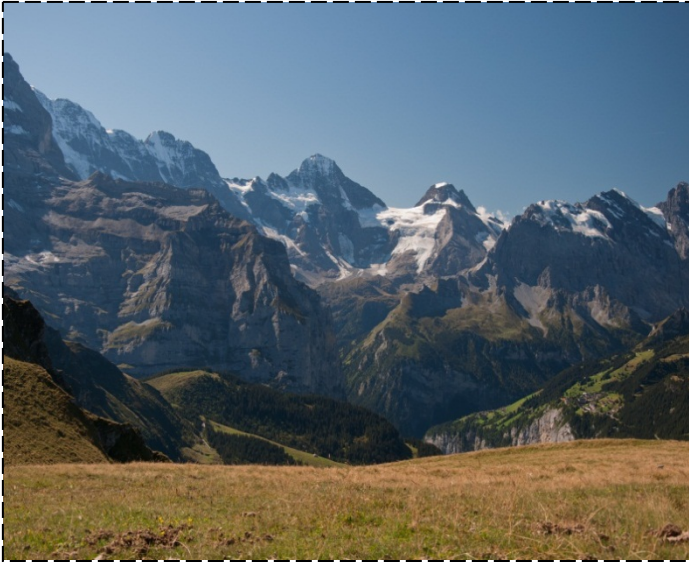
Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

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

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

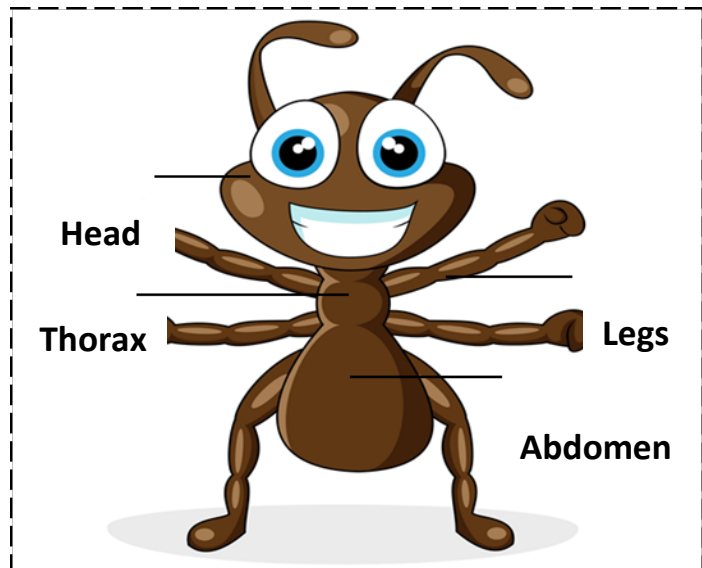
Prairie



Shelter



Insect



Survive





Prairie Animals





WEEKLY LESSON PLANNER

ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Integration	Integration Practice	Words to Know	Words to Know Practice
Objectives	<ul style="list-style-type: none"> Identify the main idea of a section of expository text. 	<ul style="list-style-type: none"> Discuss why the author chose animals for the text. 	<ul style="list-style-type: none"> Create semantic webs of associated words and explain how words are related. Use target vocabulary words correctly in spoken or dictated texts. 	<ul style="list-style-type: none"> Use target vocabulary correctly in spoken or dictated texts.
Lesson Texts	<ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Instruments or prepared sounds/signals 	<ul style="list-style-type: none"> Butcher paper, yarn, tape (optional) Scissors, glue, writing utensils Copies of word web (optional) Sticky notes (optional) 	<ul style="list-style-type: none"> Bean bags (or alternative) Word webs or walkways from Lesson 15 Butcher paper or construction paper Masking tape (for game mats)
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: shelter, survive, prairie, insect 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Student Journal Lesson #15 Related word pictures for Lesson #15 Word web 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: shelter, survive, prairie, insect Bean bag toss pictures for Lesson #16



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 13
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Identify the main idea of a section of expository text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 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"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> During the We Do and You Do routines, have students display agreement with the main idea using signals such as the following: thumbs-up, wave your elephant trunk, wag your tail, and so on. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "If I wanted to learn about hiking, do you think I'd choose a book with a picture of a hiking trail or a picture of a trampoline on the cover? I think I'd pick the picture of the trail. The title and the pictures are clues to the main idea or important information in a book or in the chapters of books. Today we're going to read books and practice finding the main ideas. Good readers think about the main ideas in a book because it helps them understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear."</p>	
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 take a look at our book <u>Loud and Quiet: An Animal Opposites Book</u>. (read a few pages of opposites) The most important information in this book is loud and quiet animal sounds. We know this because the author titled the book <u>Loud and Quiet</u>, and because every page has a heading—<i>Loud</i> or <i>Quiet</i>—with pictures of animals making loud and quiet sounds.</p> <p>(read p. 14) "I think the main idea on this page is <i>loud</i>. The heading on the page says <i>Loud</i>, and the paragraph tell us, 'Some cicadas are as loud as lawn mowers.' But on this page, the picture doesn't help me decide if the cicada is loud or quiet. The words and the heading help me find the main idea.</p> <p>(read p. 15) "The main idea on this page is <i>quiet</i>. The heading says <i>Quiet</i>, and the words say, 'Butterflies are quiet.' The picture shows a butterfly, and I know when I see a butterfly sitting on a flower that I don't hear any sounds. They are quiet."</p>	
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>Present pages from <u>Loud and Quiet: An Animal Opposites Book</u>. Guide students to identify the main idea using think-pair-share. You could say: (read p. 4) "The heading on this page says <i>Loud</i>, and the text says, 'Whales sing loudly as they swim in the ocean.' Turn to your partner and flap your whale fins if you think the main idea is <i>loud</i>..."</p>	

	<p>(read p. 5) “The heading on this page says <i>Quiet</i>. It tells us that bats fly quietly and make sounds people can’t hear. Turn to your partner and whisper ‘quiet’ if you think the main idea on this page is <i>quiet</i>...”</p> <p>(read p. 10) “Do you think the main idea on this page is <i>loud</i> or <i>quiet</i>? Turn to your partner and tell him or her the main idea...”</p> <p>(read p. 11 and the heading) “Do you think the main idea on this page is <i>quiet</i> or <i>squids</i>? Turn to your partner and tell him the main idea on this page...” (discuss students’ choices)</p> <p>If more practice is needed, continue skimming the book and provide more opportunities for students to confirm or suggest main 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>Have students continue to identify main ideas with their partners. You could say: (read p. 12) “Turn to your partner and howl if you think the main idea on this page is <i>loud</i>...”</p> <p>(read p. 13) “Turn to your partner and tell them if you think the main idea is <i>quiet</i> or <i>antlers</i>...”</p> <p>(read p. 18) “This heading says <i>Loud</i>, and the text tells us ‘rattlesnakes loudly shake their tails.’ Turn to your partner and shake a rattle if you think the main idea of this page is <i>loud</i>...”</p> <p>(read p. 19) “Tell your partner what you think the main idea is on this page... On these two pages do the pictures help us decide if the main idea is <i>loud</i> or <i>quiet</i>? Why or why not?”</p> <p>Provide more examples to give students practice with finding the main idea. After you have practiced by presenting two choices for the main idea, read selected pages and ask students to name the main idea independently.</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 finding the main ideas today! Good readers think about the main ideas in a book because it helps us understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear. When you are reading at home or school, ask the reader to stop so you can name the main idea on the page you are reading. What is the main idea in our book <u>Loud and Quiet: An Animal Opposites Book</u>? (pause for response) What is the main idea in our book <u>Homes of Living Things</u>?”</p>

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 14
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different !		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> • Discuss why the author chose animals for the text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> • <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 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"> • Instruments or prepared sounds/signals UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #5 • Vocabulary Picture Cards: shelter, survive, prairie, insect 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Gather instruments students can use to play loudly or quietly during today's activity, or prepare other sounds/signals students will use to indicate <i>loud</i> and <i>quiet</i>. • The purpose of this lesson is to provide repeated practice for students, so the emphasis is on the You Do activities. Students can signal with sounds, instruments, hand signals, and so on to indicate if the author chose loud or quiet animals to include in the text. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #5: SHELTER, SURVIVE, PRAIRIE, INSECT </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: "We've been making our Words to Know tabbed books during our lessons on vocabulary. You are the author of your tabbed books, so you chose what to include in the book. The author, the person who writes a book, is the one who decides what will be in the book. If we think about why the author chose information for a book, it can help us understand what we read and hear. We're going to play a game today to discuss why the author chose certain animals to be in our book <u>Loud and Quiet</u>."</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>Explain the rules and the signals, instruments, or sounds students will use to play today's game. You could say: "In our book <u>Loud and Quiet: An Animal Opposites Book</u>, the author chose different animals because of the sounds they make. We want to think about why the author chose certain animals to teach us about animal sounds. When it's your turn, you can [play a loud or quiet instrument] (or other signal) to show the author's choice. Watch me..."</p> <ul style="list-style-type: none"> • (display p. 4) My first animal is a whale. (play loudly/signal for loud) I think she chose the whale because they make loud sounds that can be heard very, very far away. • (display p. 9) My next animal is a firefly. (play quietly/signal for quiet) The author says that fireflies send messages by blinking on and off. Blinking is very quiet. She chose the firefly to teach us about quiet animal sounds. Blink your eyes and listen... Is that a quiet or a loud sound?" 	

<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>You could say: (p. 6) “The howler monkey has his mouth wide open. It says he howls at other monkeys. Do you think the author chose him to demonstrate <i>loud</i> or <i>quiet</i>? I think she picked him to show loud animal sounds, so I will [play my drum loudly]. (or other signal) If you think the author chose the howler monkey to show a loud animal, [play your instrument loudly]. If you think she chose him to show a quiet animal, [play your instrument quietly].</p> <p>(p. 7) “This picture shows very calm water and it says, ‘Knifefish swim quietly through rain forest rivers.’ Tell your partner if you think the author chose the knifefish to show <i>loud</i> or <i>quiet</i>. Then [play your instrument] to show your choice.”</p> <p>Provide other examples and support students in indicating the author’s choice. Move to You Do activity when students are ready to practice independently.</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>Continue to ask questions about the author’s choices of animals. Have students indicate their responses by playing their instruments loudly or quietly, or by your chosen sound/signal. You could say: (p. 3) “Why do you think the author included the lion in this book? Tell your partner and [play your instrument]... (or other signal) I agree a lion has a very <i>loud</i> roar. I think she chose a lion to show a very loud animal sound.</p> <p>“Why do you think the author chose the butterfly? Tell your partner and [play your instrument]. I see a butterfly flying by sometimes, but I don’t think I ever hear a sound from a butterfly. I think she chose the butterfly to show quiet animal sounds.”</p> <p>Continue looking through the book and provide several opportunities for students to indicate the author’s choice. Ask some students to share with the class why they think the author chose a given animal to represent animal sounds.</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: “For this book of animal opposites, the author chose certain animals to teach us about animals that are loud and quiet. Do you remember some animals that she chose to show us quiet animal sounds? (pause for responses; frog, mouse, bat, butterfly, fish, firefly, squid, caribou, snake, ant) What are some animals she chose to teach us about loud animal sounds? (pause for responses; lion, whale, parrot, rattlesnake, owl, wolf, seal, howler monkey, peeper frog, cicada, wood pecker) Understanding the author’s choices can help us understand what we read and hear. When you write your animal biologist report at the end of the unit, you will get to choose what animal homes and habitats to write about. Just like the author of the book we studied today, you will use words to describe animals and their homes.”</p>

**LET'S KNOW!
PREK**

**ANIMALS
COMPARE AND CONTRAST**

**WORDS TO KNOW
LESSON 15**

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

TEACHING OBJECTIVES:

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

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

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

TALK STRUCTURE FOR WE DO/YOU DO:

- Selected by teacher

LESSON MATERIALS YOU PROVIDE:






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

UNIT MATERIALS PROVIDED:

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

SPECIAL INSTRUCTIONS FOR THIS LESSON:

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

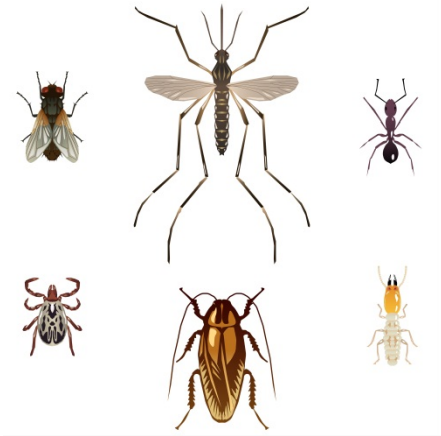
 survive	 live	 protect	 food	 shelter
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- If you prefer, you could have students use the familiar word webs instead of the walkways. If so, they will need copies of the word web for each Word to Know or blank paper to draw their webs.
- Remember that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

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 we're going to talk about words that go together. The opposite of up is down. Those two words go together because they are opposites. We're going to talk about how words are related to or go with our words insect, prairie, shelter, and survive. Thinking and talking about how words go together helps us to learn words really well."</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: (Homes of Living Things p. 22) "First we will talk about our Word to Know insect. The last chapter of this book is titled <i>Insect homes</i>. It says, 'Many kinds of insects make homes.' An insect is a 'bug with a head, abdomen, and thorax and three pairs of legs.' Some insect stings hurt. Insects are good to have in your garden. Let's all say insect..."</p> <p>Display the teacher journal, or draw students' attention to the 'walkway' you created. Model adding words/pictures to the walkway. You could say: "Here is a word walkway we are going to make to show how words are related.</p> <ul style="list-style-type: none"> • I will put our word insect in the first square. • Now I will add the related word <i>bug</i> to our walkway. <i>Bug</i> is another word for insect. • What are some other words you think go with the word insect that we could add to our word walkway?" <p>Take student suggestions and generate other options, explaining how the words relate to the Word to Know.</p> <p>(prairie) You could say: (Homes of Living Things p. 19) " 'Prairie dogs live in grasslands called prairies.' A prairie is a 'large area of flat grassland.' Cattle wander on the prairie and eat the grass. On the prairie you can see for many miles. Let's say prairie together..."</p> <p>"Here's a walkway for our word prairie.</p> <ul style="list-style-type: none"> • The first square has our word prairie. • Now I'm going to add the word <i>mountain</i> to our walkway. <i>Mountains</i> are the opposites of prairies. Prairies are large, flat areas; <i>mountains</i> are large, high pieces of land. • What are some other related words for prairie that we could add to our word walkway?" <p>Add other related words or pictures to the walkway and discuss why these words are related.</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>Continue adding to the words and pictures to the word walkways for the remaining words.</p> <p>(survive) You could say: (Animal Habitats p. 8) "Here it says, 'Animals need food, water, oxygen, and shelter to survive.' Survive means 'to stay alive.' If you don't know how to swim, you can't survive in water. We survive hot weather by drinking lots of water and staying in the shade. Let's say survive together..."</p>

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



insect



bee



bug



ladybug



mosquito



prairie



field



grasslands



plain



mountains



survive



keep safe



food



oxygen



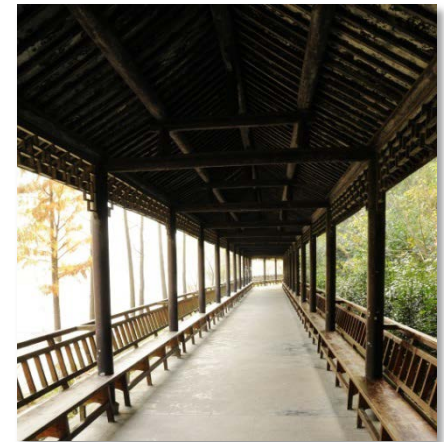
water



shelter



home



structure



cover






habitat

Teacher Journal

Animals – Lesson 15




		
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Teacher Journal

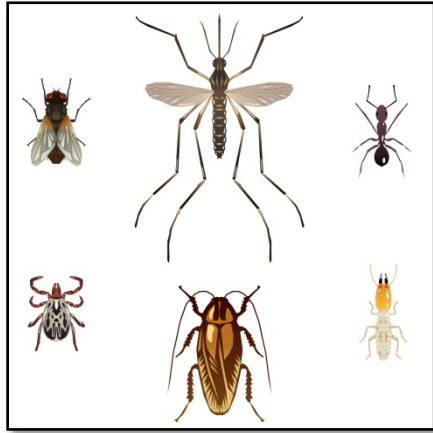
Animals – Lesson 15



 **insect**

 **bug**





insect



bug



mosquito



bee



ladybug



 prairie



 field





prairie



field



grasslands



plain



mountains



survive



keep safe



survive



keep safe



food



oxygen



water



 **shelter**



 **home**

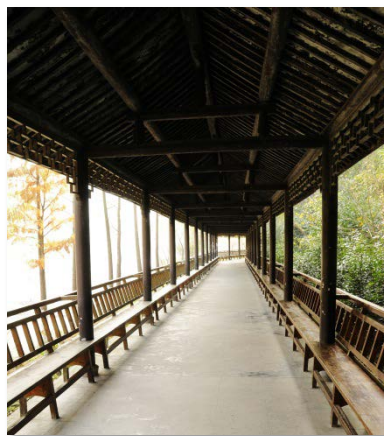




shelter



home



structure

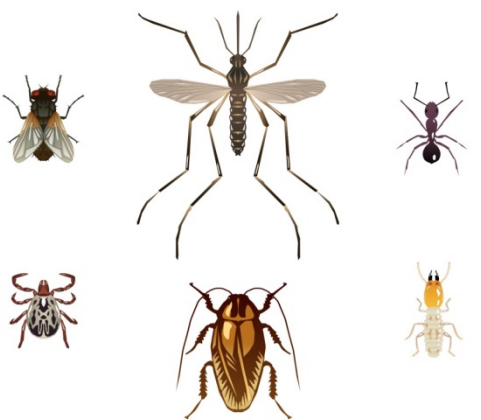




cover



habitat



 <p>insect</p>		
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prairie





survive





shelter





field



grasslands



plain



mountains



survive



keep safe



insect



bee



bug



ladybug



mosquito



prairie



food



oxygen



water



shelter



home



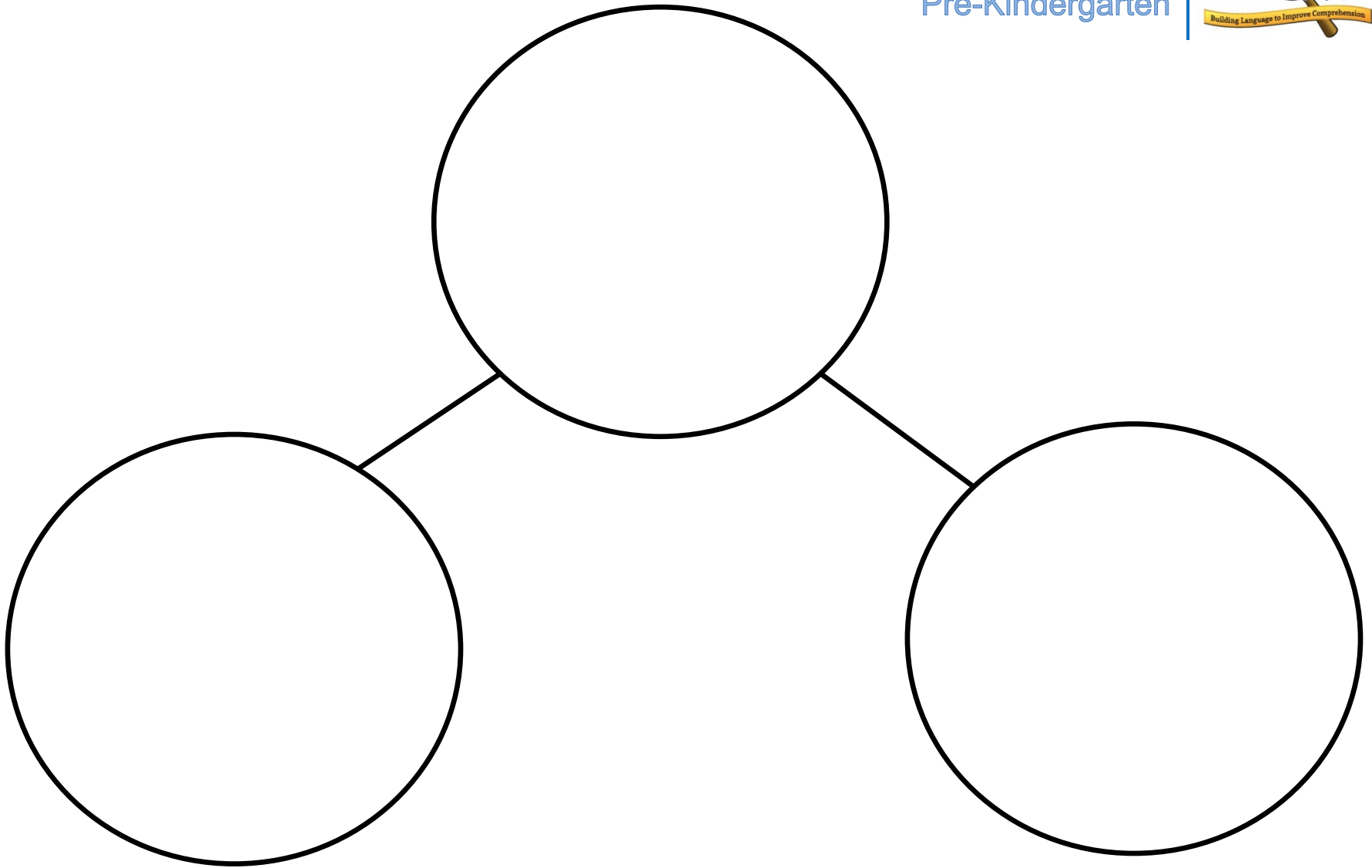
structure



cover



habitat



LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 16
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use target vocabulary correctly in spoken or dictated texts. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Bean bags (or alternative) Word webs or walkways from Lesson #15 Butcher paper or construction paper Masking tape (for game mats) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: shelter, survive, prairie, insect Bean bag toss pictures for Lesson #16 	
<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"> Set up game mats for students to rotate among. Each game mat should have a few bean bag toss pictures that depict each Word to Know—shelter, survive, prairie, and insect. You can use butcher paper, construction paper, and masking tape to make the mats. The following resources may be useful if you want to create your own bean bags and game mats. <ol style="list-style-type: none"> Paper bag bean bags: http://www.teachpreschool.org/2012/02/paper-bean-bags/ Game mats: http://scottsbricks.blogspot.com/2011/03/favorite-things-bean-bags.html Display the word webs or walkways from Lesson #15 to help students remember related words during the game. The purpose of this lesson is to provide repeated practice for students, so the focus should be the You Do activities. In this lesson, students will play a bean bag toss game to practice the Words to Know in small groups. <ul style="list-style-type: none"> Each group will play at a game mat with bean bag toss pictures for each word on it. Students will take turns throwing bean bags. When a student's bean bag lands on a word, the student can... <ol style="list-style-type: none"> say the word. provide the definition. give a related word(s). use the word in a sentence. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #6: SHELTER, SURVIVE, PRAIRIE, INSECT</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Yesterday I practiced typing on a smart phone, and I am getting much better at it. We practice things we want to learn and get better at. Today we are going to play our bean bag toss game again to practice our Words to Know shelter, survive, prairie, and insect. Using our words and saying what they mean helps us understand our words better. When we understand these words, it helps us understand the books we hear and read."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know. You could say: “We just looked at our four words and heard them used in sentences on our WRAP cards. Let’s quickly review what they mean again...</p> <ul style="list-style-type: none"> • Shelter is ‘something that provides cover or protection.’ Many animals don’t have homes, but they find shelter to protect them in their habitat. Say ‘shelter.’ • Survive means ‘to stay alive.’ Animals need to be protected from the weather and other animals to survive. Say ‘survive.’ • Prairie is a ‘large area of flat grasslands.’ You can see for a very long way on the prairie because it’s so flat and wide open. Say ‘prairie.’ • Insect means a ‘bug with a head, thorax, and abdomen and three pairs of legs.’ Scientists study insects under microscopes to see their head, thorax, abdomen, and legs. Say ‘insect.’” <p>To introduce the game, you could say: “Here’s how we play today’s bean bag toss game. When you land on a picture, you can say the Word to Know that picture goes with. You can also say the definition, a related word, or a sentence with the word. (toss bean bag) I landed on an insect, so I will say, ‘insect.’ I’m also going to say <i>head</i> and <i>thorax</i> because those words are related to insect. They are the names of insect body parts. I can look at one of our word webs to help me remember words that are related to our Words to Know.</p> <p>“Now I’ll toss another bean bag. I landed on a picture of a <i>mountain</i>. That’s the opposite of the prairie—it’s a related word. Now I can say the definition, a related word, or a sentence. Listen to my sentence: ‘Prairies are flat and you can see for a long way, but <i>mountains</i> are tall and you can’t see what is behind them.’”</p>
<p>WE Do</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to demonstrate the game, inviting students to participate. Support students in naming the words and providing definitions, related words, or sentences. You could say: “[Student X], it’s your turn to toss a bean bag on the mat... Okay, what is your picture? (pause for response) That is for the word [shelter]. Say [shelter]... Now you can say what shelter means, a word that goes with shelter, or a sentence...</p> <p>“[Student Y], you try to toss a bean bag. What picture did you land on? (pause for response) Now we need to say the word, the definition, related words, or a sentence...”</p> <p>Practice the game with students until they understand the procedure. If students have difficulty, encourage them to simply name the Words to Know or related words. You can also model definitions and sentences for students to repeat.</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 groups and have each group go to a game mat. You could say: “Please get in your groups. Let’s start the game. I will be coming around to listen to you use our Words to Know and related words!”</p> <p>Circulate the room to support students as they play. Ensure that students get several turns to toss bean bags and say words, related words, definitions, and sentences.</p> <p>You can have students rotate to new mats after playing for a while with one set of pictures.</p>

CLOSE

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

You could say:

“Nice job practicing our four words today! We are going to keep hearing these words when we read books and use them when we write our animal biologists reports comparing animal homes and **habitats**. When you practice saying new words, it helps you understand the words and remember what they mean. Let’s practice our four words...

- Does **shelter** related to the word **protect** or the word **prairie**?
- Show me a thumbs-up if horses live on **prairies**...
- Show me a thumbs up if **insects** have these body parts:
head spine thorax abdomen twenty pairs of legs
- To protect yourself from the sun, do you find **shelter** or **habitat**?”

Insect



Insect



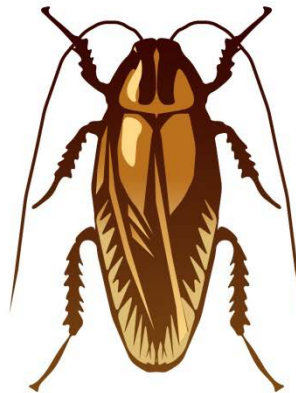
Insect



Insect



Insect



Insect



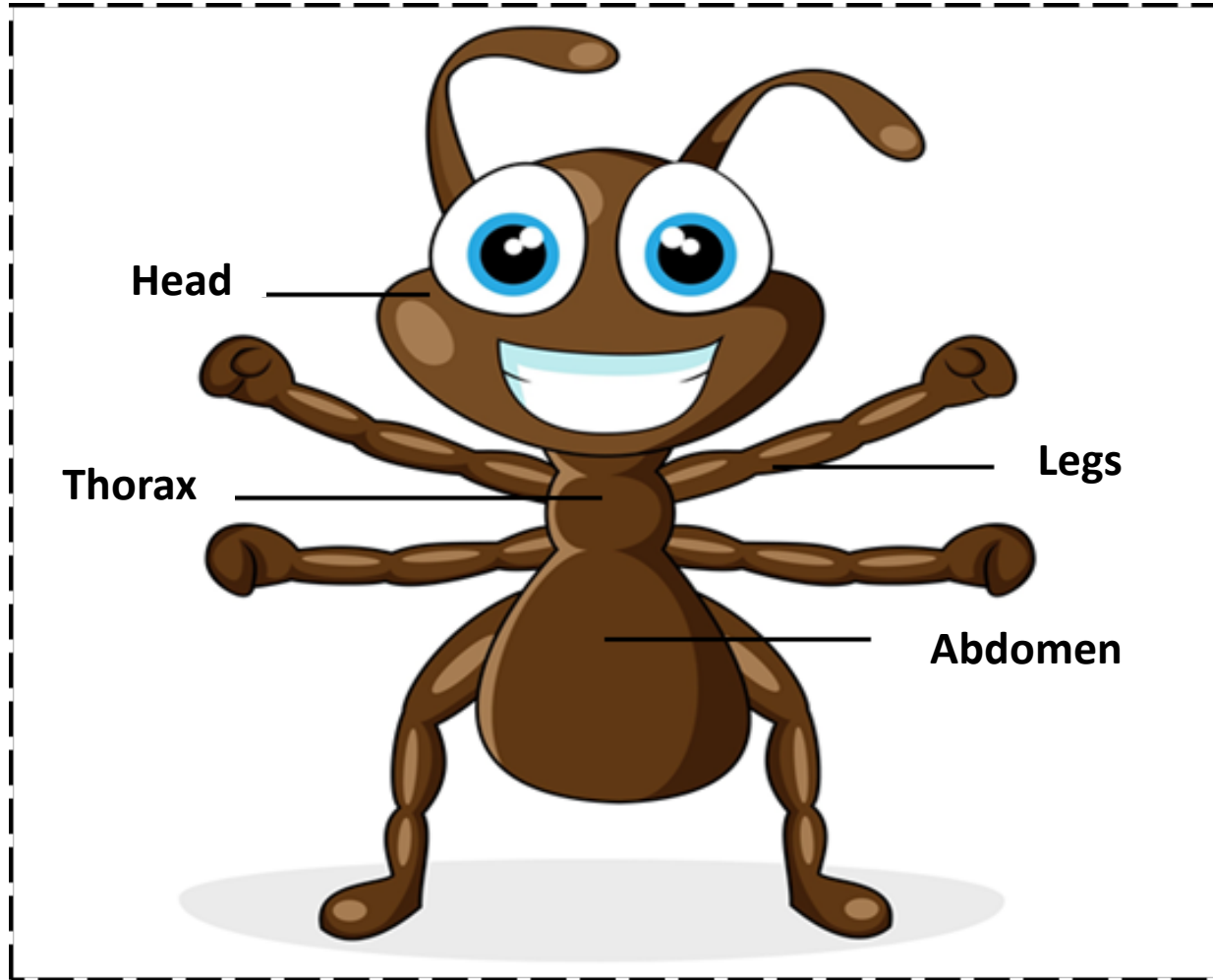
Insect



Insect



Insect





Shelter



Shelter

Shelter





Shelter

Shelter



Shelter





Shelter



Shelter





Survive



Survive



Survive

Survive





Survive



Survive





Survive



Survive

Prairie



Prairie



Prairie



Prairie



Prairie





Prairie



Prairie



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"> Participate in collaborative conversations about the book. Use prior knowledge and information from the text to make and confirm predictions. 	<ul style="list-style-type: none"> Practice identifying the main idea. 	<ul style="list-style-type: none"> Identify the main ideas. 	<ul style="list-style-type: none"> Create semantic webs of associated words and explain how words are related. Use target vocabulary words correctly in spoken or dictated texts.
Lesson Texts	<ul style="list-style-type: none"> <u>Animal Habitats</u> by Michelle Kramer 	<ul style="list-style-type: none"> <u>Animal Habitats</u> by Michelle Kramer 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard Text selected by teacher 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Bingo tokens 	<ul style="list-style-type: none"> Bingo tokens Sticky notes 	<ul style="list-style-type: none"> Word webs/walkways and related word pictures from Lesson 15 Assembled word cubes
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: shelter, survive, prairie, insect Teacher Journal Lesson #18 Main idea signs for Lesson #18 Main idea bingo cards for Lesson #18 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 Main idea bingo cards from Lesson #18 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: shelter, survive, prairie, insect Word cube pictures for Lesson #20 Word cube instructions from Lesson #11 Related word pictures from Lesson #15



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

	<p>Read from <u>Animal Habitats</u> and stop periodically to model making predictions.</p> <p>You could say: (p. 8) “This says, ‘A ground squirrel finds seeds to eat in the desert habitat.’ I’m going to <i>predict</i> that desert plants have seeds that squirrels can eat. I’m predicting this because I know that squirrels eat nuts and seeds. I also know from the books we already read that animals live in habitats that have food they need to survive.” Turn to pp. 16–17, which are about the desert habitat; point out that there is no information to confirm your prediction here, but that this does not necessarily mean it was wrong.</p> <p>(p. 10) “This page is about the rain forest. It says, ‘Many animals live in this habitat.’ I know from other books and pictures that monkeys live in the rain forest. I know the rain forest has a lot of trees and that monkeys live in trees. I’m going to predict that one of the animals in the rain forest is a monkey. I don’t see any monkeys in the pictures on these pages. Let’s see if there are any other pages in our book about the rain forest that will help me know if my prediction is correct.” Refer to pp. 5–6, which show a gorilla and an orangutan in rain forests. Point out that you can now confirm that your prediction was correct.</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>Continue to stop and model your predictions, confirming and revising them as you read. Then guide students to begin making predictions.</p> <p>You could say: (p. 12) “This page is about ocean animals. It says, ‘What helps them survive?’ I’m going to predict that animals survive in this habitat because it has the food and shelter they need to live. Back on page eight we read that ‘Animals need food, water, oxygen and shelter to survive.’” (p. 13) “I predicted that animals survive in this habitat because it has the food and shelter they need to survive. That prediction was correct. The text tells us that in each of these ocean zones, animals like medusa, clownfish, and squid find the food and shelter they need to live.” (p. 16) “The book says deserts are ‘hot and dry places.’ What do you know about deserts? Does anyone have a prediction about how animals survive in the desert?” Pause to discuss student responses. Support students as they attempt to make predictions.</p> <p>If students don’t offer predictions, model making and confirming one. You could say: “I predict animals in the desert have to know how to find water. I know deserts are very hot and the pictures in our text show dry, hot deserts. I think animals that survive in the desert must be good at finding water.” After looking at the pictures, discuss that the information in the book doesn’t allow you to confirm your prediction.</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>Ask prediction questions, and have students discuss their answers with a partner; ask volunteers to share their ideas with the class. You could say: “Let’s see if we can take what we already know and the information we’ve learned and predict what might happen in some of these animal habitats. Turn to your partner and tell him or her...</p> <ul style="list-style-type: none"> • (pp. 4, 12-13, or 20) What might happen to these fish if the ocean water got very dirty with trash and chemicals? • (pp. 5–6, 10-11, or 21) What do you predict would happen to the animals in the rain forest if the trees were chopped down? • (p. 4) Which animals do you think this bird might eat? Why? • (p. 21) What do you predict might happen if these camels did not find water?” <p>After reading, facilitate a rich discussion of the text. Encourage students to take multiple turns, elaborate on their responses, and use higher-level language. You could ask the following questions:</p> <ul style="list-style-type: none"> • Why do you think animals are different colors? • Why do you think animals that live in very cold habitats have thick fur and skin? • Do you think animals can change habitats? Why or why not?
<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: “Making guesses, or <i>predictions</i>, about the information we read is a good ways to make sure we are really thinking as we read and listen. Also, asking and answering questions as we read helps us understand the information in our books. When you read at home, stop the person reading to you and ask him to help you predict what new information you might learn from the book.”</p>

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 18
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Practice identifying the main idea. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Animal Habitats</u> by Michelle Kramer <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Bingo tokens <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: shelter, survive, prairie, insect Teacher Journal Lesson #18 Main idea signs for Lesson #18 Main idea bingo cards for Lesson #18 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could hang the main ideas signs on the wall. You could cut the bingo card section of the main idea bingo cards out, if you prefer. You will use the main idea signs for selected pages to practice finding main ideas. Display two signs to represent two choices for the main idea. Ask students to stand by the sign they think corresponds to the correct main idea. <i>Save the main idea bingo cards for use in Lesson #19.</i> 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #7: SHELTER, SURVIVE, PRAIRIE, INSECT</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: (hold up a book with a picture of an [elephant] on the cover) "This is a book about [goldfish]. Wait, that's not right! How do I know that? Because the illustrator or author put a picture of an [elephant] on the cover. The author is telling us that the main idea in this book is [elephants]. Good readers think about the main ideas in a book because it helps us understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear. Today you need to listen carefully to our book <u>Animal Habitats</u> to play a game about main ideas."</p>	
<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>Use the main idea signs to model identifying the main ideas of the text. You could say: (read pp. 6–7) "Now I need to decide what the main idea is on these pages. I have two signs to help me decide. This sign says <i>Animal Habitats</i>, and this sign says <i>Prairie</i>. The title of this chapter is <i>Animals in Their Habitats</i>, and there are pictures of different animal habitats, so I'm going to stand by the <i>Animal Habitats</i> sign because I think that is the main idea.</p> <p>(read pp. 10–11) "Here we have two signs. One says <i>Animal Homes</i>, and one says <i>Rain Forest</i>. I think the rain forest is the main idea. (stand by the sign that says <i>Rain Forest</i>) The heading of the chapter is <i>The Rain Forest Habitat</i>, and each of the pictures shows an animal that lives in the rain forest."</p>	

<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 share pages from <u>Animal Habitats</u>, but ask students to stand by the main ideas signs to identify the main ideas. You could elect to have them point to the signs or share the main ideas with a partner, rather than standing by the signs.</p> <p>You could say: (read pp. 8-9) “Here are the choices for the main idea. Stand by the sign that says <i>What Animals Need</i> or stand by the sign that says <i>Animal Homes</i>. (pause for students to make choices) I think the main idea is <i>What Animals Need</i>. It’s the heading on these pages, and each of the pictures shows something animals need to survive.</p> <p>(read pp. 12-13) “Do you think the main idea of this chapter is <i>Ocean</i> or <i>Prairie</i>? Stand by the sign that tells the main idea of this chapter. Look at the pictures and remember what I read for the title of this chapter.” (pause for students to make choices; then discuss the correct answer)</p> <p>Continue to read the text and ask students to choose between two main 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>Distribute the main idea bingo cards and bingo tokens. Ask questions and have students place their tokens on the correct answer on their bingo cards.</p> <p>You could say: “Let’s keep practicing finding the main ideas when we read. You each have a bingo card with pictures that can represent the main idea from a chapter in our book, or from my teacher journal. I will read from our book, and you put a token on the picture for the main idea.</p> <ul style="list-style-type: none"> • (read pp. 16-17) “Which do you think is the main idea on these two pages? Is it <i>desert habitat</i> or is it <i>underground holes</i>? Put your bingo token on the picture of the main idea. • (read pp. 18-19) “Do you think the main idea is <i>what animals need</i> or <i>the arctic habitat</i>?” <p>Read pp. 8-15 of <u>Animal Habitats</u> and ask more questions to lead students to the main ideas on the bingo cards. You can also ask questions based on the teacher journal. Ask students to share the main ideas they choose and tell why.</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 are getting good at finding the most important information when you read! The main idea is the most important information. When we write our animal biologist reports about animal homes and habitats, we will be reporting on the main ideas about animal homes and habitats. Turn to your partner and tell him or her...</p> <ul style="list-style-type: none"> • Is the main idea in <u>Homes of Living Things</u> animal homes or deserts? • Is the main idea in <u>Loud and Quiet</u>, loud and quiet animal sounds or the prairie? • Is the main idea in <u>Animal Habitats</u>, animal habitats or quiet animals?”

Deserts



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

Rain Forests



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

Grasslands



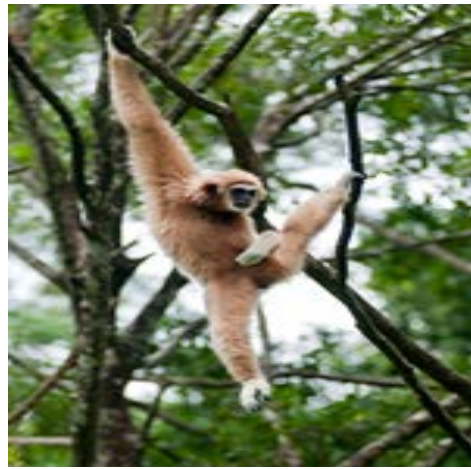
Grasslands are areas where most of the plants are grasses. Large herds of animals live here and eat grass. The grasslands do not have trees and bushes that hide many animals.

Hives



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

Animal Habitats



Prairie



Animal Homes



Rain Forest



Ocean



What Animals Need

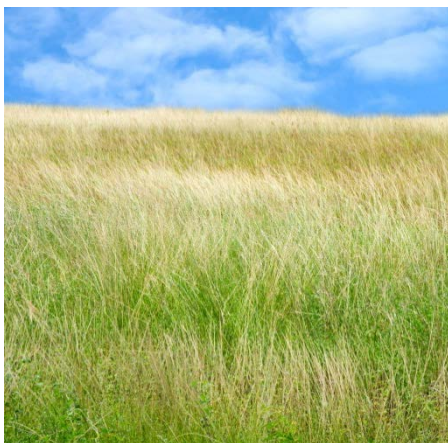
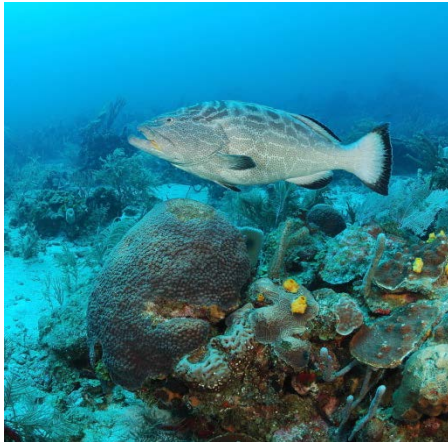


Main Idea Bingo Cards

Animals – Lesson 18



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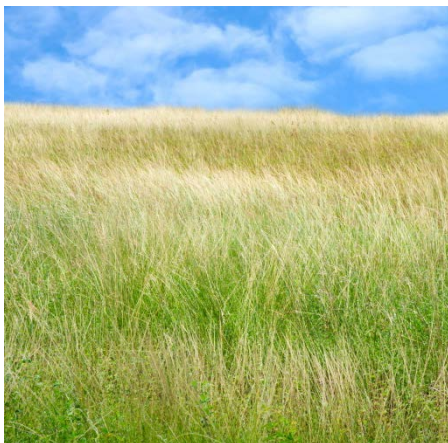


Main Idea Bingo Cards

Animals – Lesson 18



B I N G O



Main Idea Bingo Cards

Animals – Lesson 18



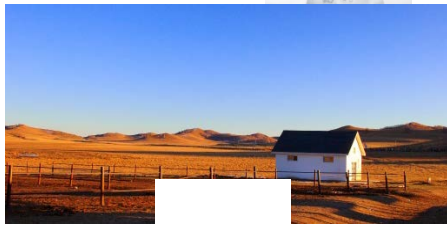
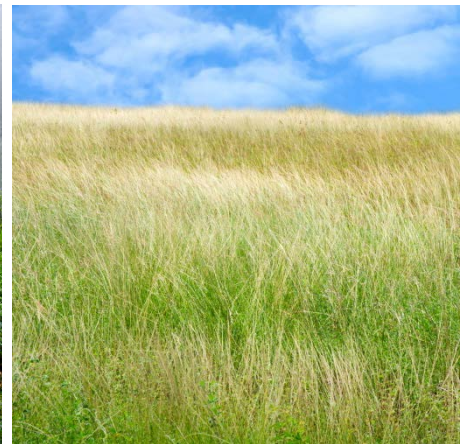
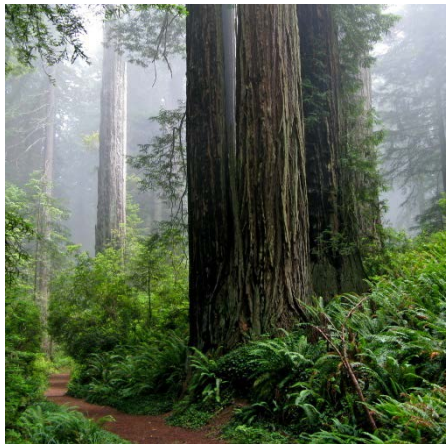
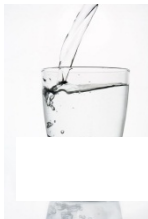
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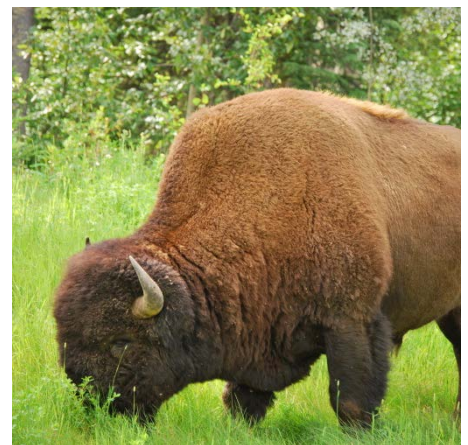
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Main Idea Bingo Cards

Animals – Lesson 18



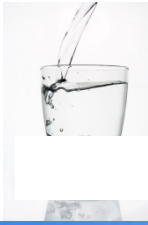
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LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 19
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main ideas. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman <u>Animal Habitats</u> by Michelle Kramer <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard Text selected by teacher (optional) <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Bingo tokens Sticky notes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #19 Main idea bingo cards from Lesson #18 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Review the lesson texts and place sticky notes on pages or paragraphs you will use to ask about main idea. Prepare your questions, selecting main ideas that correspond to the pictures on the main idea bingo cards from Lesson #18. You may use other animal homes/habitat texts for more variety, but check that the answers to your questions will match the pictures on the bingo cards. The purpose of this lesson is to provide repeated practice for students, so the emphasis is on the We Do/You Do activities. Today students will identify main ideas in texts by playing a bingo game. The We Do and You Do routines are combined in this lesson. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When it's someone's birthday, do you think we should sing the happy birthday song or 'The Wheels on the Bus'? We sing the happy birthday song because the main idea of that song is to wish someone a happy birthday. The <i>main idea</i>—the most important information—in that song is to wish a happy birthday. Today we're going to practice finding the <i>main ideas</i> in some of our books and play a bingo game. When we can find the main idea, we really understand what we read and hear."</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. 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 bingo cards to students and review how to play the game. You could say: "Follow along on your main idea bingo cards while I remind you how we're going to play. Listen while I read from <u>Animal Habitats</u>. (read pp. 10–11) If I have a choice of rain forests or loud animals as the main idea, I'm going to choose rain forests. So I will find a picture of a rain forest on my bingo card and put a token on the rain forest. The heading on this page is <i>The Rain Forest Habitat</i> and each picture shows a rain forest animal.</p> <p>(Animal Habitats pp. 18–19) "The title of this chapter is <i>The Arctic Habitat</i>. There are three pictures of the arctic. I think the main idea is the arctic habitat. I'll look for that on my card and put a token on the picture of the arctic."</p>	

<p>WE DO/ YOU 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>Begin to play the game, helping students participate. Guide them to find the correct images on their bingo cards if they have trouble.</p> <p>You could say: (Loud and Quiet p. 24) “This page is titled <i>Loud</i>, and the lion has his mouth open very wide to make a loud roar. Turn to your partner and tell him if the main idea is <i>loud</i> or <i>quiet</i>... Put your token on a picture of the main idea on the bingo card.</p> <p>(Loud and Quiet p. 25) “The heading on this page says <i>Quiet</i>, and it says the chameleon sneaks up on bugs to eat them. Turn to your partner and whisper what the main idea is... Put your token on a picture of the main idea on your bingo card.”</p> <p>Continue to provide more examples, directing students to find the main ideas on their cards. Use other texts and the information from the teacher journal if you would like students to practice with a different text.</p> <p>You could say: (Homes of Living Things pp. 22–23) “The title is <i>Insect Homes</i>. There is a picture of a wasp hive and a bee hive. Tell your partner what you think the main idea is and add a token to your bingo card...”</p> <p>You could continue asking questions until one or more students ‘wins.’</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: “<i>The main idea</i> is the most important information that the author writes about in a book or in a section of a book. When you can find the main ideas in the books you read, it helps you understand what you are reading. When we read books in our class and in the reading center, let’s practice stopping and finding the main ideas.”</p>

Deserts



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

Rain Forests



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

Grasslands



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

Hives



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

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 20
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Create semantic webs of associated words and explain how words are related. • Use target vocabulary words correctly in spoken or dictated texts. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> • Rich Instruction • Using Think-Alouds <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> • <u>Homes of Living Things</u> by Bobbie Kalman • <u>Animal Habitats</u> by Michelle Kramer • <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Word walkways or webs from Lesson 15 • Assembled word cubes (4) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards: shelter, survive, prairie, insect • Word cube pictures for Lesson #20 • Word cube instructions from Lesson #11 • Related word pictures from Lesson #15 	
<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 word cube instructions and the word cube pictures provided to assemble the four word cubes for today's game. You will have 4 groups play the game, so each group can start with one cube. ○ Display your word walkways (or webs) and the related word pictures from Lesson 15 to support students as they play the game. • The purpose of this lesson is to provide repeated practice for students, so the emphasis is on the You Do activities. For this lesson, students will use word cubes to play a game. Each group will have a word cube to roll. Students will take turns rolling the cube. When the cube stops, students will look at the picture that is face up and say the Word to Know or a related word from the cube or word webs. You can rotate the cubes between the groups so students have a turn to play with each cube. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>START THE LESSON WITH WRAP SET #8: SHELTER, SURVIVE, PRAIRIE, INSECT</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I don't like it when I'm reading a book and I come across a word I don't know. I try a fix-up strategy to figure it out, but if I still don't know what it means, I look it up in a dictionary. When we understand what words mean, it helps us understand the books we hear and read We're going to play a word cube game again today to practice using the words shelter, survive, insect and prairie. It's really important to pay attention to words and what they mean."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review how to play the game, starting with the survive cube. You could say: "Remember our word walkways we made to talk about words that go with our Words to Know? Here they are to help us remember some of the related words and how they go together. In our word cube game, we have four cubes with pictures that go with our Words to Know. I'm going to roll the survive cube. I got a picture of an animal eating. Animals have to eat to survive, so I'll say 'survive.'"</p>	

	<p>(shelter) “Next I’ll roll the cube for our word shelter. Shelter means ‘something that provides <i>cover</i> or protection.’ The picture that landed face up is a type of umbrella or <i>cover</i> that provides shade at the beach. It <i>covers</i> the people sitting beneath it. The cover is a type of shelter.”</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 demonstrating the game, encouraging students to participate.</p> <p>You could say: (prairie) “For my next turn, I’ll roll the prairie cube. I got a picture of a <i>plain</i>; it looks like a prairie. It is also a large, flat area of land. Prairie and <i>plain</i> mean a large, flat area of land. Turn to your partner and tell them what prairie means... (think aloud as you help students name other words and explain why words are related)</p> <p>(insect) “[Student X], it’s your turn to roll the cube for another word.... What word should we say? (pause for response) Let’s say ‘insect.’ Insects are bugs that have three pairs of legs...” (think aloud as you help students name other words and explain why words are related)</p> <p>If more practice is needed, think aloud as you continue to roll the word cubes. Help students explain why words are related.</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 groups and give each group a word cube. You could say: “Okay, it’s time for the first person in your group to roll your first cube. Be sure to tell your friends what word you rolled and why it goes with our Words to Know. I’ll be coming around to watch you play and listen to you discuss our words. If you’re not sure what word your picture on the cube describes, ask your friends. You can also look at our word walkways or webs to help you find words that go with our Words to Know.”</p> <p>Circulate the room to help students play the game. After groups practice with one word cube, you can have them switch cubes with another group.</p> <p>As time allows, ask students to share some related words discussions with the 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: “We are almost ready to write our animal biologist’s reports comparing animal homes and habitats. We can use some of the new words we’ve learned that are related to our Words to Know. We need to learn new words to help us understand what we are read and hear. Let’s review some of the words we practiced today...</p> <ul style="list-style-type: none"> • A prairie dog is an animal that lives on the _____. (prairie) • Bees, ants, and mosquitoes are all types of _____. (insects) • A tunnel can protect an animal. It is a _____. (shelter) • Animals need food, water, oxygen, and shelter to _____.” (survive)



shed



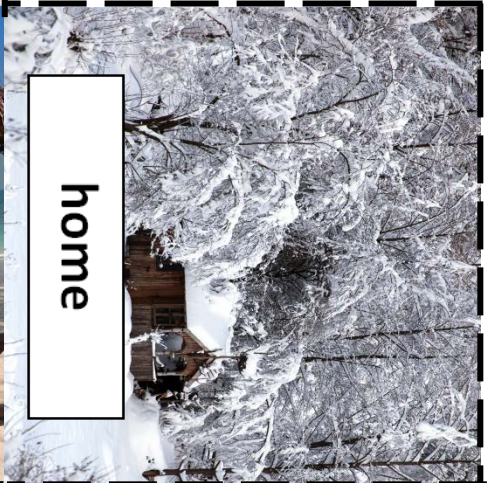
cover



cave



umbrella



home

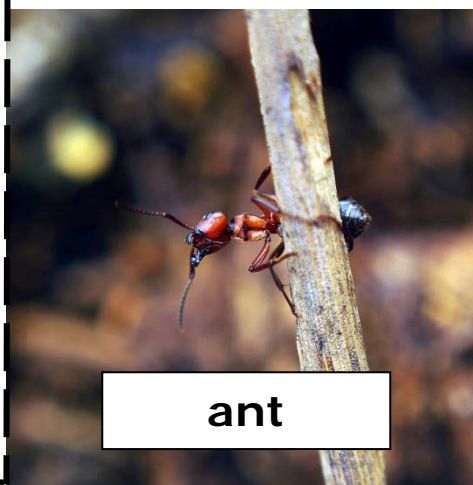


house

Shelter Word Cube



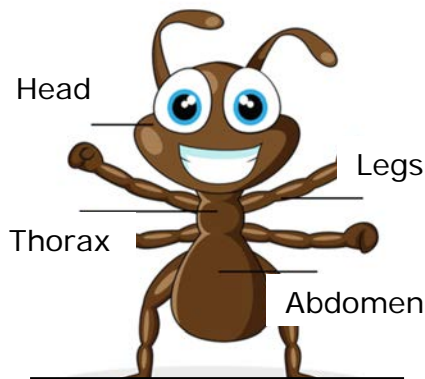
bee



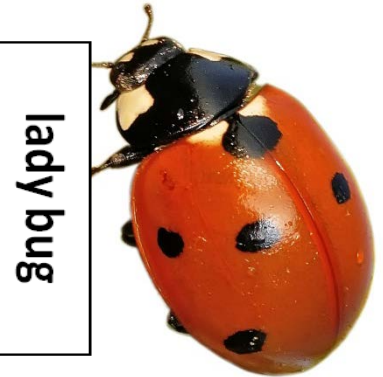
ant



mosquito



body parts

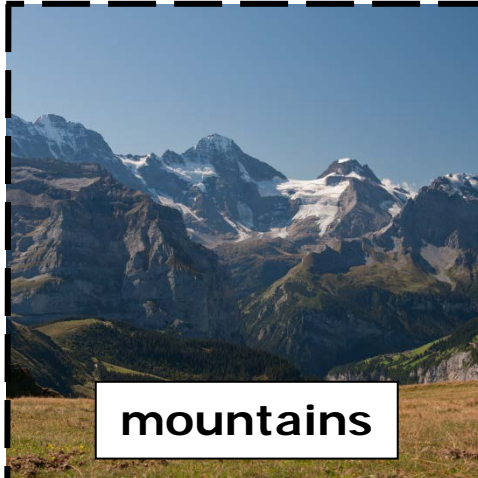


lady bug



butterfly

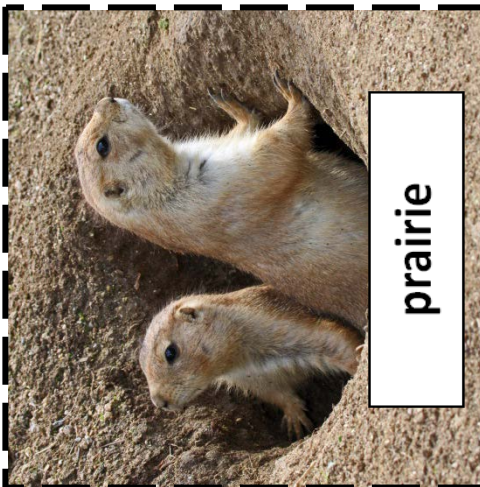
Insect Word Cube



mountains



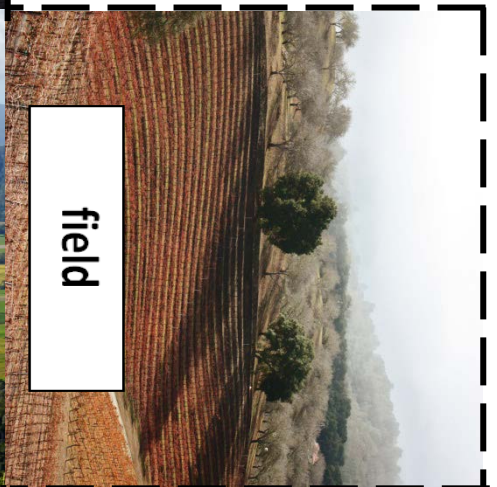
plain



prairie



valley

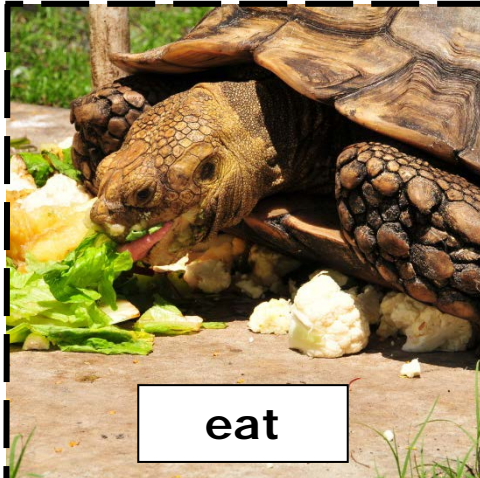


field



grasslands

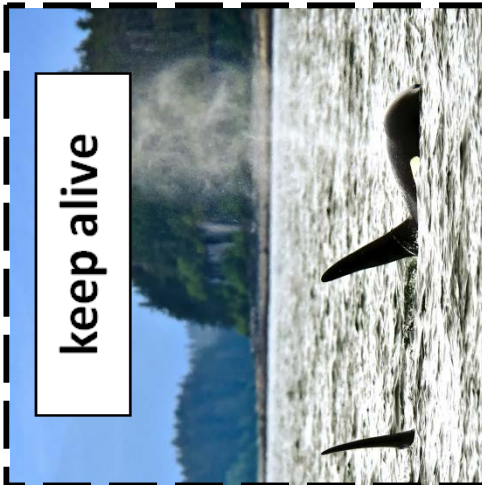
Prairie Word Cube



eat



drink



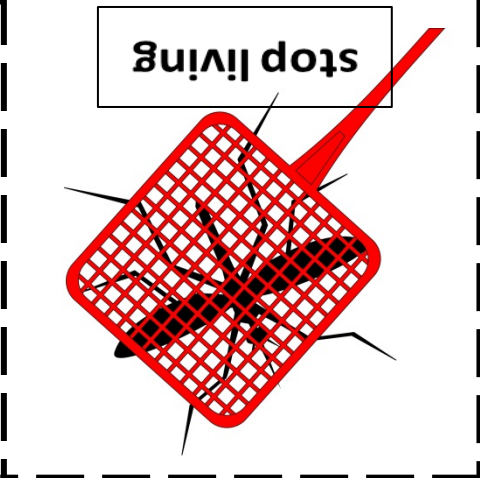
keep alive



breathe



shelter



stop living

Survive Word Cube




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. 	<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>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Homes of Living Things</u> by Bobbie Kalman

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera  Wikki sticks, pipe cleaners, yarn, or equivalent 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Student Journal Lesson #21 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 21
SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main ideas. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard 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 Wikki sticks, pipe cleaners, yarn, or equivalent UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #21 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Project the student journal or lesson text so students can follow along as they select the main ideas. You can use a document camera to display the text and circle or underline the main ideas using wikki sticks, pipe cleaners, yarn, or another pliable material. The purpose of this lesson is to provide repeated practice for students, so the emphasis is on the You Do activities. 		
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: "What book did you select when we had library time? I chose a book with the title <i>Taking Care of Pets</i>. It had a picture of a girl feeding a dog on the cover, and the main idea was how to care for your pets. Today we're going to have fun practicing finding the main ideas. The <i>main idea</i> is the most important information the author is telling us. When we understand the most important information, we will understand what we read and hear."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: (project p. 10 of Loud and Quiet) "Let's take a look at our book <u>Loud and Quiet</u>. (read the page) I think the main idea on this page is that sea lions are loud. In the picture, the sea lion looks like it is yelling. The word loud is the large heading on the top of the page. I'm going to use [my wikki stick] to circle the main idea on this page—<i>loud</i>. (circle main idea)</p> <p>(read p. 11) "This page says, 'squids swim quietly through dark ocean waters'. The squid looks very calm and quiet in the dark water. His eyes are almost closed. The heading on this page is <i>Quiet</i>. I'm going to circle the word <i>Quiet</i> [with my wikki stick] because I think that is the main idea the author wanted to communicate on this page." (circle main idea)</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>Display the student journal. You could say: "This section has a picture of the desert and is titled <i>Deserts</i>. What do you think the main idea of this passage is? (pause for response) [Student X], will you come up and circle the main idea?"</p>	

	<p>(Loud and Quiet p. 22) “The heading on this page says <i>Loud</i>. Look at this picture and tell your partner what you think the main idea is on this page...”</p> <p>Provide several opportunities for students to practice choosing a main idea from two suggestions or telling a partner the main idea. Select students to come up and circle the main idea on the projected pages.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the student journal and have students circle the main ideas using wiki sticks, pencils, or another method. You could say: “Now you each have your own journal page. Let’s practice finding the main ideas on our journal pages. Look at this first paragraph. I’ll read it, and then you circle the main idea. (read the <i>Rain Forests</i> section; guide students to circle the heading <i>Rain Forests</i> or the picture)</p> <p>(read <i>Grasslands</i> paragraph) “Tell your partner if you think the main idea is grasslands or plants... Then circle the main idea.” (have students circle the picture or the title <i>Grasslands</i>)</p> <p>You could continue with other examples from the student journal or <u>Loud and Quiet: An Animal Opposites Book</u>.</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 finding main ideas today! Good readers think about the main ideas in a book because it helps us understand what the author thinks is the most important information. When we understand the most important information, we will understand what we read and hear. Let’s answer together: The most important information is the _____. (say ‘main idea’ with students) The next time you choose a book from the library, look at the cover, the title, and the pictures and tell a friend your prediction about the main idea.”</p>

Deserts



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

Rain Forests



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

Grasslands



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

Hives

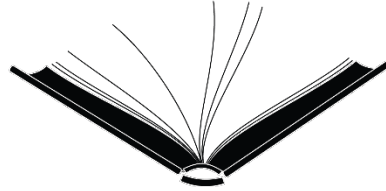


A hive is a nest. Wasps and bees make and live in hives. Some beehives are built by people to raise bees and collect their honey.

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

ANIMALS

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

WE DO	Provide guided practice, feedback, and support, ensuring 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! PREK	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 23
<p>SHOW ME WHAT YOU KNOW! Animals live in many different kinds of homes! We're going to be animal biologists reporting on how animal homes are alike and different!</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage 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>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p>	

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

You could say:

"Here is how I'm going to make my Animal Habitats book report...

- 1) I have a blank page for the cover of my report. **(describe ways to decorate cover)**
- 2) My first page is going to state the main idea in our book Animal Habitats. My page lists two choices for the main idea. **(explain how you chose the main idea; for example, by using the title, title page, pictures, table of contents, or chapter headings; then model illustrating, gluing on a picture, or circling a picture to indicate the main idea)**
- 3) On my next pages I will choose two **habitats** to compare. I'm going to decide how these two **habitats** are **alike** and **different**. **(think aloud as you model using one of the book report pages to draw pictures or glue the animal habitats pictures that indicate similarities and differences)**
- 4) After I compare two **habitats**, I'm going to complete a sentence that describes how the two **habitats** are **alike** and **different**. A teacher will come around to help you write these sentences for your book. **(model completing the sentences from the last report pages)**
- 5) Now I have a book report on animal **habitats**. I can share this with my family and friends so they can learn about how animal homes are **alike** and **different**.

Now it's your turn to be animal biologists!"

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.

Project or display Animal Habitats and select pages from the Animal Habitats book report. Work with students to compare and contrast some of the habitats using the graphic organizers. You can draw pictures or add the animal habitats pictures to the organizer to indicate similarities and differences.

You could say:

"I will leave our book here so you can come and use it to help you compare animal **habitats**. Let's work on some compare/contrast graphic organizers together to discuss how animal **habitats** are **alike** and **different**..."

"This graphic organizer will help us compare a desert **habitat** to an ocean **habitat**. **(describe the symbols and pictures to indicate how habitats are different and alike)** I'm going to put this picture of a water drop on the ocean **habitat** side to show it's different from a desert **habitat** because it's wet. **(add the dry symbol/picture to the desert habitat; then add and discuss the animal symbol in the alike section of the organizer)** Desert and ocean **habitats** are **alike** because they both have animals living in them. Turn to your partner and tell them the **habitats** are **alike** because they both have animals..."

"Let's do another compare/contrast organizer together. This one is comparing the home of a bird—a nest—and the home of a **prairie** dog—a tunnel. Do you think these homes are **alike** because they both provide **shelter**, or because they're both wet? ...Tell your partner they both provide **shelter**... I'll add the **shelter** picture to the **alike** section of our organizer. **(add picture)** Now let's add a picture to show how they are **different**. Show me a thumbs-up if a bird's nest is above ground... Show me a thumbs-up if the **prairie** dog's home is below ground..."

As students respond, draw or glue pictures on the graphic organizer.

Continue to model and support students in identifying similarities and differences between habitats using the graphic organizers.

<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 <u>Animals Homes</u> book reports. You could say: “Now, talk to your friends and partners about how habitats are alike and different. We will be coming around to help you write sentences for your reports. If you finish with your report, please sit with your partner and tell each other the main ideas of our book, and how you compared your habitats—how they are alike and different. I’m excited to see your reports and hear how your habitats are alike and different.”</p> <p>Assist students in completing the pages for individual book reports or a class book report. As time allows, ask students to share some habitat comparisons with the rest of the 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: “Thank you animal biologists! You made great reports for us to read about how animal homes and habitats are alike—like each other—and different—not the same or unlike. When we hear the words alike and different, it is a signal that the text will be comparing information. When we know what type of information is coming up in the book, we can be ready to look for it. That will help us understand what we read and hear and help us become terrific readers!”</p>

Circle the main idea:



Animal Habitats

or



Cats and Dogs

Is the main idea...

Cut out and glue

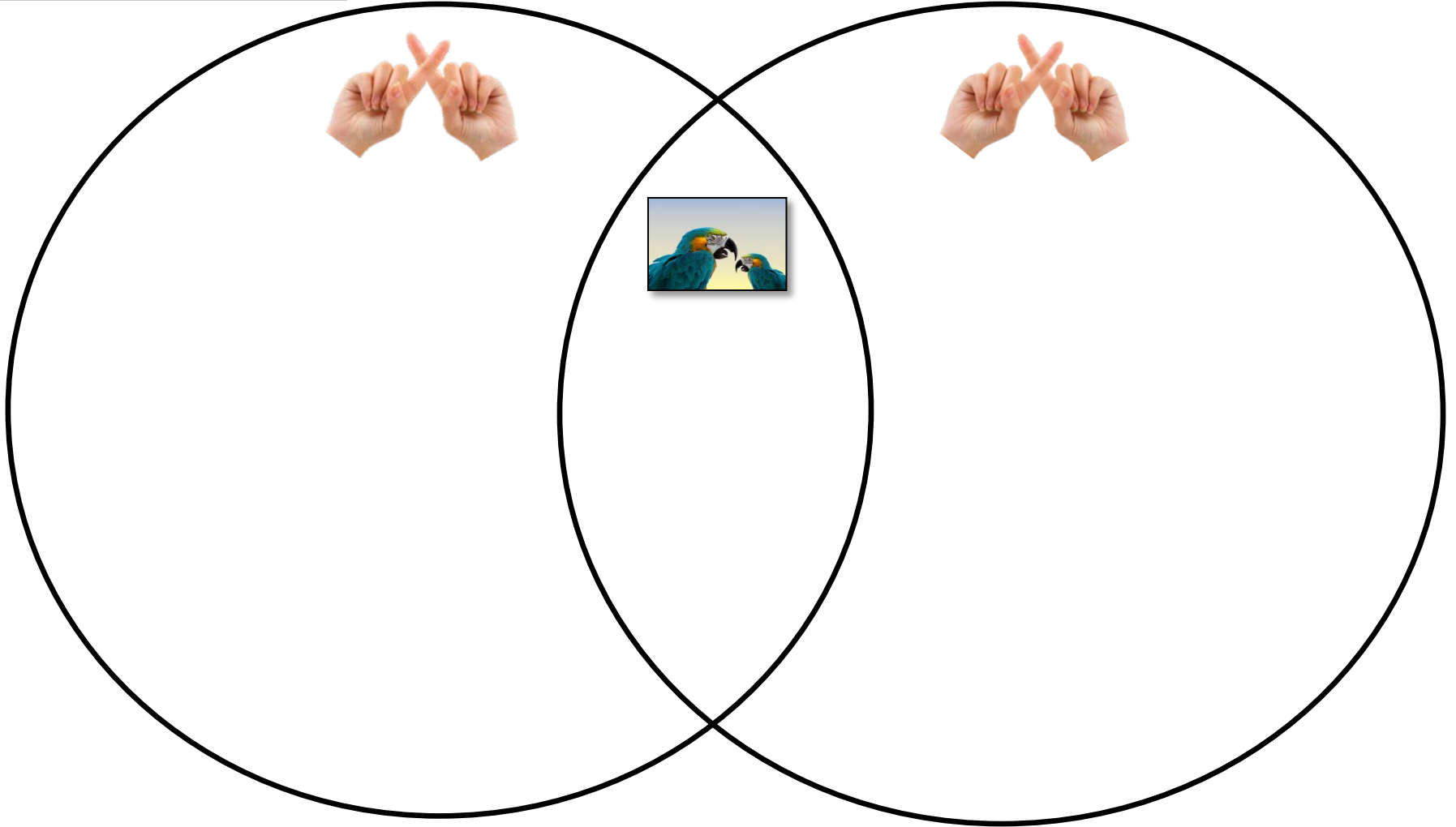


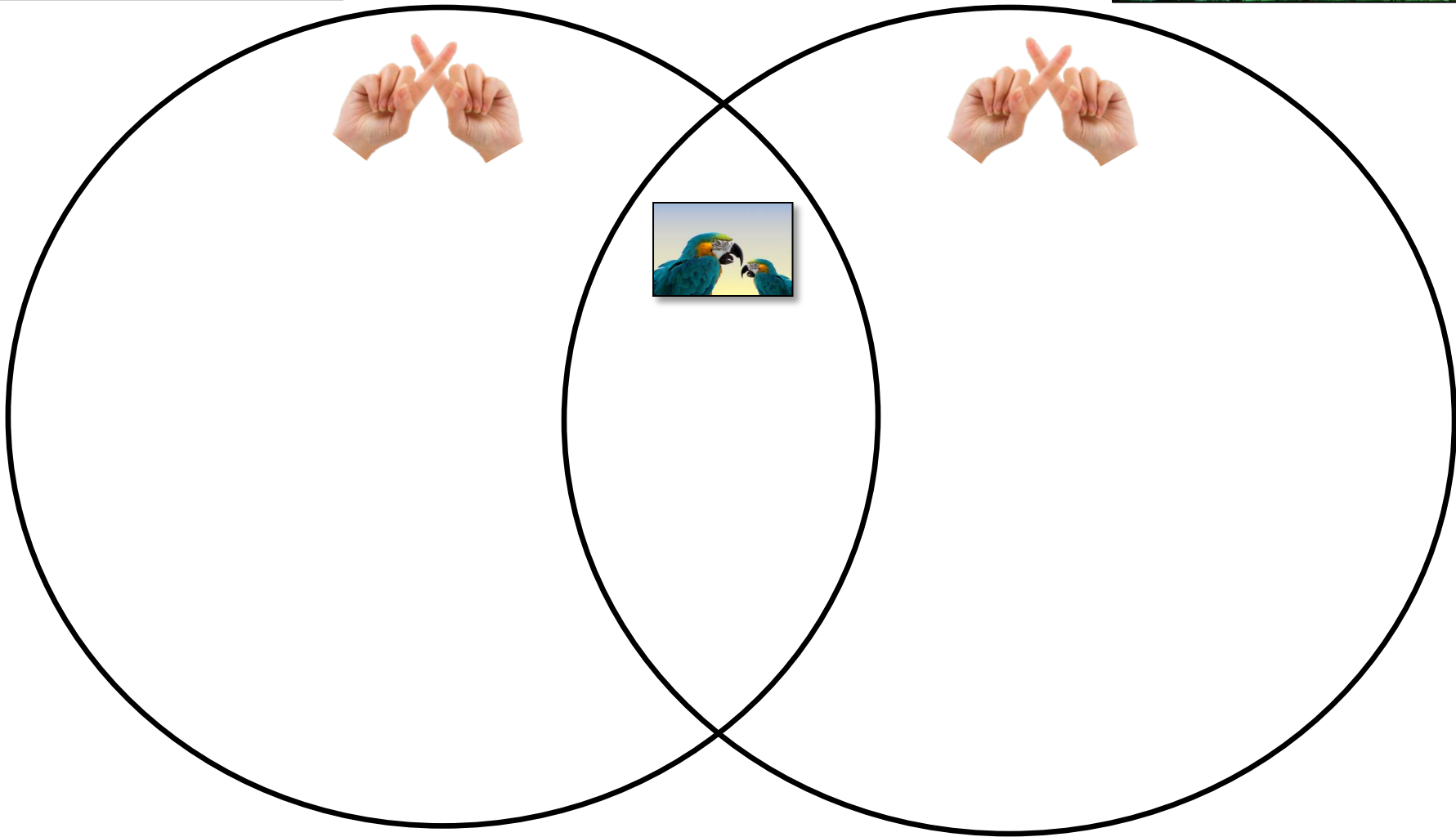
Animal Habitats

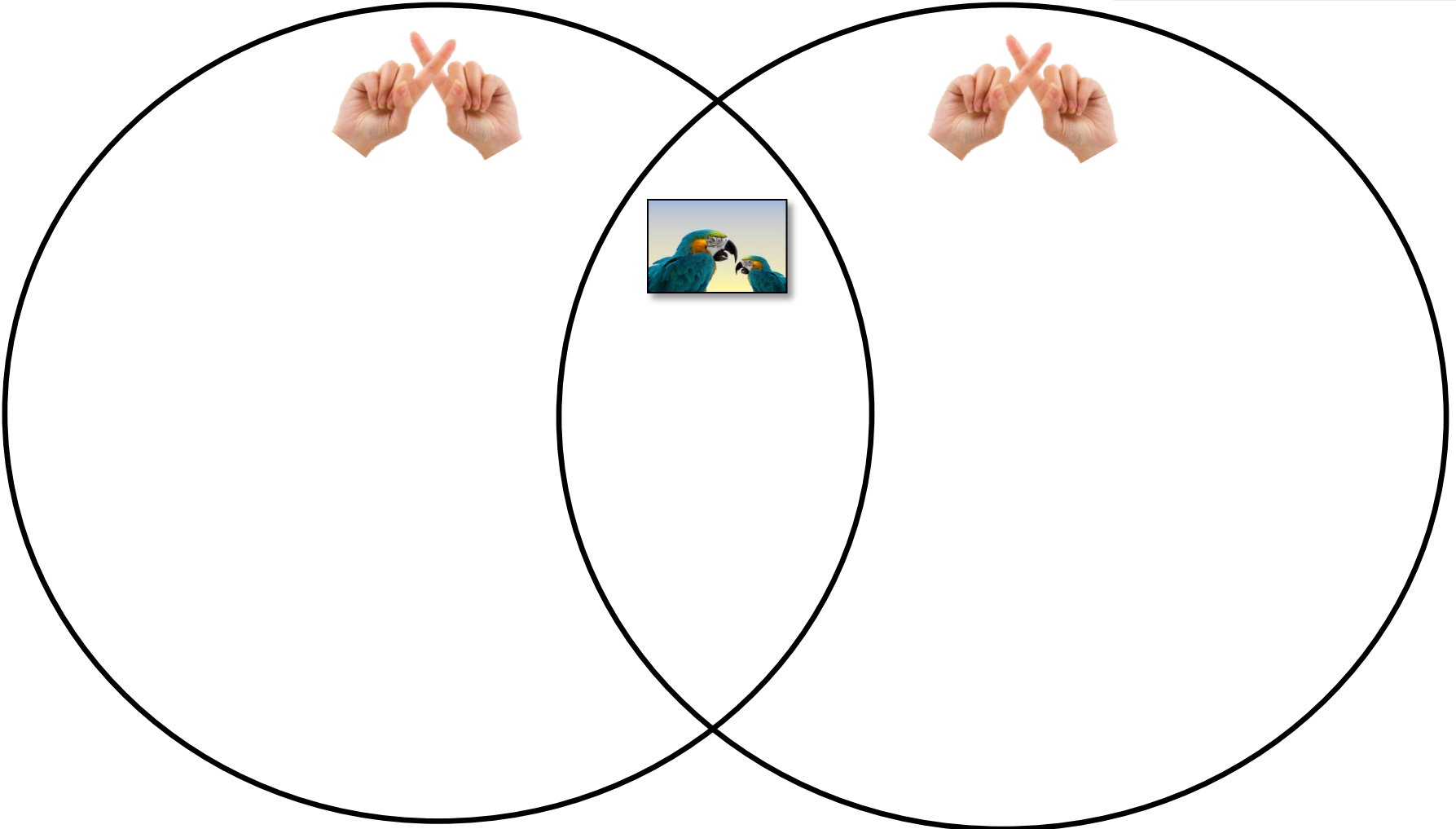
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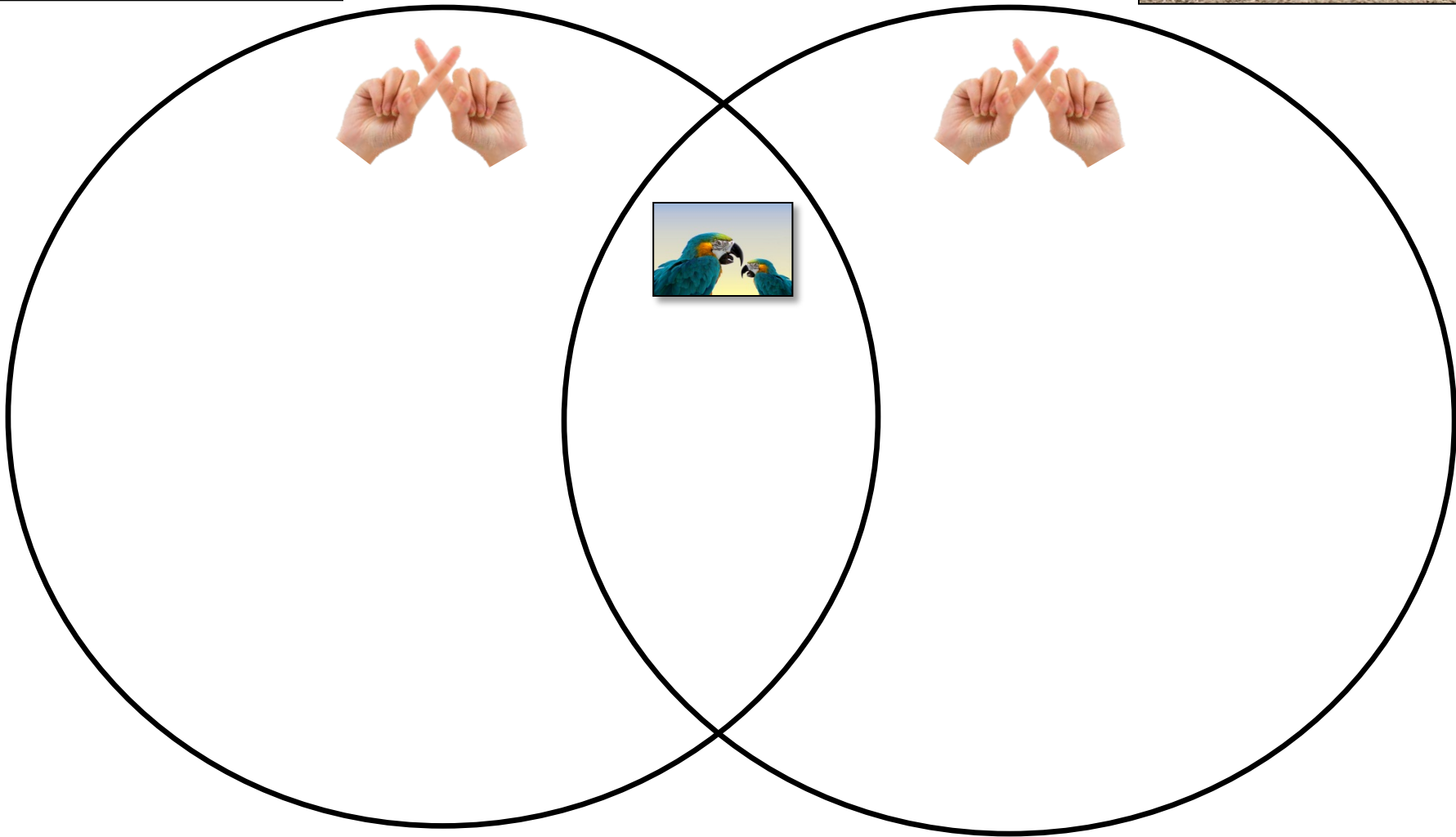


Cats and Dogs









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



A _____ and a _____
are **alike** because they both have _____

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



A _____ and a _____

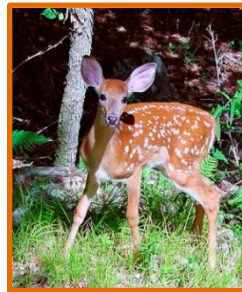
are **different** because one _____

and one _____

Animal Biologist



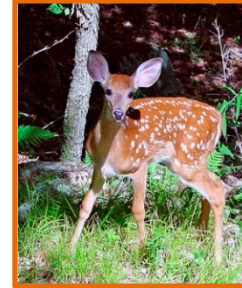
Animal Biologist



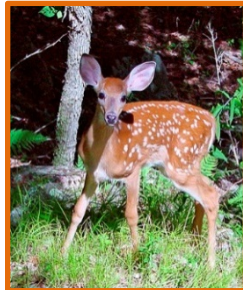
Animal Biologist



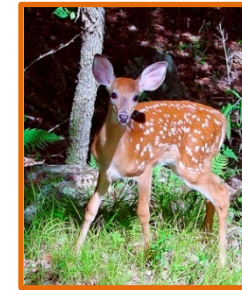
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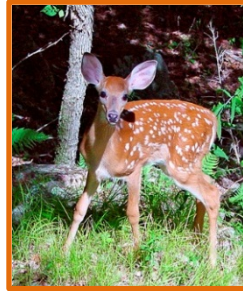
Animal Biologist



Animal Biologist



Animal Biologist



Animal Biologist



Animal Biologist



Animal Biologist



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



Big



Small



Wet



Dry



Above ground



Below ground



Inside



Outside



Cold



Hot



Food



Food





Unit Resources

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



Teacher's Bookshelf

Animals – Pre-Kindergarten

Required Books:

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

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

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

Optional Books:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

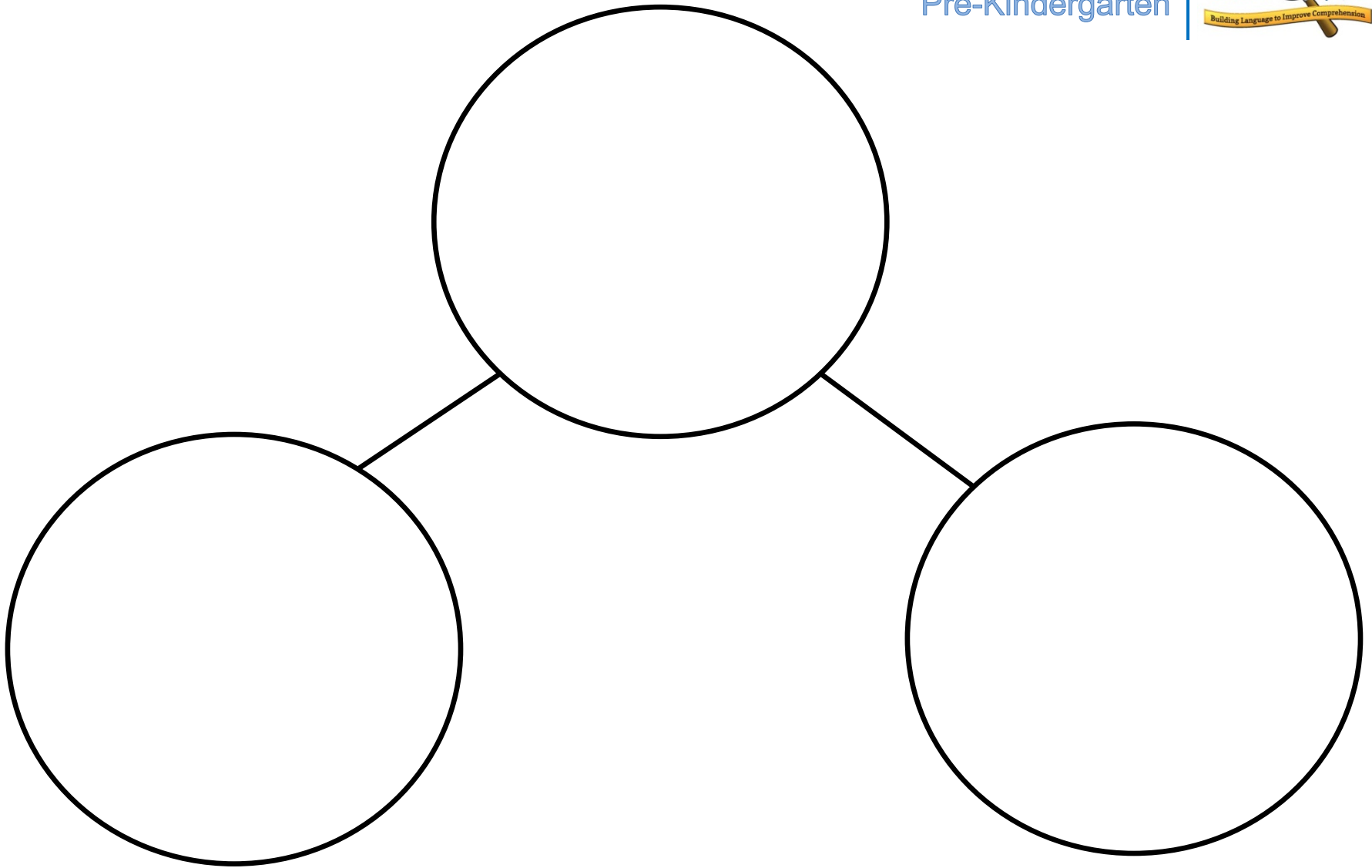
In the Pond by Anna Milbourne and Mat Russell
ISBN-10: 0794515444
ISBN-13: 9780794515447

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

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

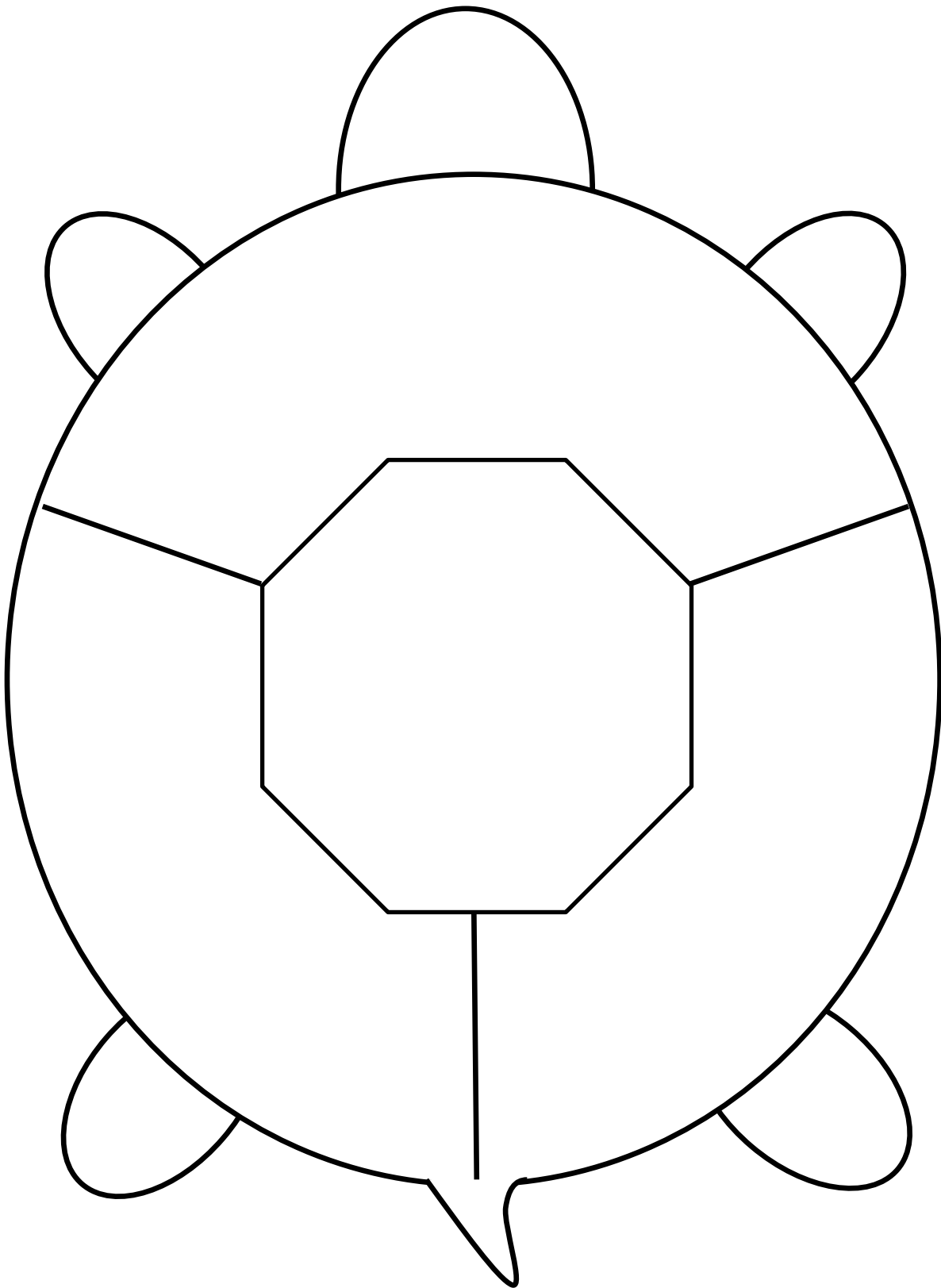
Who Lives Here? Forest Animals by Deborah Hodge
ISBN-10: 1554530717
ISBN-13: 9781554530717

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



Turtle Word Web

Pre-Kindergarten





Unit Vocabulary

Animals – Pre-Kindergarten

Habitat

The area where an animal likes to live



Alike

Two things are like each other



Different

Not the same or unlike



Protect

To keep safe



Shelter

Something that provides cover or protection



Survive

To stay alive



Prairie

Large area of flat grasslands



Insect

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



Habitat





Habitat
the area where
an animal likes to live

Alike





Vocabulary Picture Card

Animals – Word 2 – Alike

Alike

two things are like
each other

Different





Vocabulary Picture Card
Animals – Word 3 – Different

Different
not the same or unlike

Protect





Vocabulary Picture Card
Animals – Word 4 – Protect

Protect
to keep safe

Shelter





Shelter

something that provides
cover or protection

Survive





Vocabulary Picture Card
Animals – Word 6 – Survive

Survive
to stay alive

Prairie





Vocabulary Picture Card

Animals – Word 7 – Prairie

Prairie

large area of
flat grasslands

Insect





Insect

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

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

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

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

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



WRAP Set 1 – Lesson 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.

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

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

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

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



WRAP Set 2 – Lesson 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.

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

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

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

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



WRAP Set 3 – Lesson 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.

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

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

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

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



WRAP Set 4 – Lesson 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.

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

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

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

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



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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