Skills & Strategies

Anchor Comprehension Strategy
  • Make Inferences

Phonemic Awareness
  • Segmenting and blending words by sounds

Phonics
  • Initial b
  • Digraph ee

High-Frequency Words
  • are, here, three

Concept Vocabulary
  • Words for animal babies

Grammar/Word Study
  • -s ending (plurals)

Math Big Idea
  • We can count things in nature.

Animals and Their Babies

• Small Group Reading Lesson
• Skills Bank
• Reproducible Activities
Small Group Reading Lesson

**Before Reading**

**Activate Prior Knowledge**

Encourage students to draw on prior knowledge and build background for reading the text. Create an overhead transparency of the graphic organizer “Animal Babies” (left) or copy the organizer on chart paper, leaving the columns blank. Ask students to name some baby animals they know about. Write their responses in the “Before Reading” column of the chart. Tell students they will return to the chart after they read the book.

**Preview the Book**

Read the title and names of the authors to students. Ask:
- **What kind of animal is in the picture on the cover? How many big ducks do you see? How many baby ducks are there?**

Show students the title page. Ask:
- **What kind of animal is in this picture? Which penguins are big? Which penguin is little?**

Preview the photographs with students. Say: *I see birds in a nest. How many baby birds are in the nest? How many polar bears do you see? I see two baby polar bears and one big polar bear. The swans are in the pond. The big swans are white. What color are the baby swans?*

**Set a Purpose for Reading**

Have students turn to page 2 and whisper-read the book. Say: *I want you to read the book to find out about different kinds of animals and their babies.* Monitor students’ reading and provide support when necessary.

**Review Reading Strategies**

Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.

<table>
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<tr>
<th>Visual Cues</th>
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<tr>
<td>• Look at the beginning letter or letters. (b in birds; sw in swans)</td>
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<tr>
<td>• Look for familiar chunks within the word. (kit in kittens; key in monkey)</td>
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<tr>
<th>Structure Cues</th>
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<tr>
<td>• Think about whether the sentence sounds right.</td>
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<tr>
<td>• Look for repeated language patterns. (“Here are . . .”; “There is/are . . .”; “Look at . . .”)</td>
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<table>
<thead>
<tr>
<th>Meaning Cues</th>
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<tr>
<td>• Think about what makes sense in the sentence.</td>
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<tr>
<td>• Look at the picture to confirm the meaning of the word.</td>
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</table>
During Reading

Observe and Prompt Reading Strategies
Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

After Reading

Reflect on Reading Strategies
Once students have completed their reading, encourage them to discuss the reading strategies they used. Reinforce the good reading behaviors you noticed by saying:

• [Student’s name], I noticed that when you came to a word you didn’t know, you sounded out the beginning letters. Did this help you figure out the word?
• [Student’s name], I saw that you looked at the pictures to confirm the meanings of some words. What other cues helped you figure out word meanings?

Build Comprehension

ASK AND ANSWER QUESTIONS
Help students review text content and relate it to what they already know by asking some or all of the following questions.

• What animal babies does the book tell about? Let’s write those animal babies in the “After Reading” column of our prediction chart. (birds, p. 2; polar bears, p. 4; swans, p. 6; horses, p. 8; deer, p. 10; lions, p. 12; monkeys, p. 14; kittens, p. 16) (Locate facts)
• Look at the animal babies we listed in the “Before Reading” column. Which ones are mentioned in the book? (Answers will vary.) (Compare and contrast)
• Which animals in the book have one baby? (horse, p. 8; monkey, p. 14) (Classify and categorize)
• What can you tell about how animal parents care for their babies by looking at the pictures? (Answers will vary. One possible answer: Animal parents are very attentive. They take care of their babies by leading them and protecting them.) (Draw conclusions)
• What is your favorite animal baby? Why? (Answers will vary.) (Use creative thinking)

Teacher Tip

Using the Skills Bank
Based on your observations of students’ reading behaviors, you may wish to select activities from the Skills Bank (pp. 6–9) that will develop students’ reading strategies.

Question Types
Students need to understand that they can use information from various places in the book, as well as background knowledge, to answer different types of questions. These lessons provide four types of questions, designed to give students practice in understanding the relationship between a question and the source of its answer.

• Questions that require students to go to a specific place in the book.
• Questions that require students to integrate information from several sentences, paragraphs, or chapters within the book.
• Questions that require students to combine background knowledge with information from the book.
• Questions that relate to the book topic but require students to use only background knowledge and experience, not information from the book.

Animals and Their Babies
Build Comprehension

LOCATE FACTS

Model Create an overhead transparency of the graphic organizer on page 12 or copy the chart on the board. Explain that when we answer questions, sometimes we can use what we already know, and sometimes we can find the answers in the book. Model for students how to answer the questions on the graphic organizer using what the book says. Use the following think-aloud.

A graphic organizer, such as this chart, can help me organize the information I read in a book. This chart has three columns, and it asks three questions. The first column asks, “What are the animal babies?” The next column asks, “Where are they?” The third column asks, “How many babies are there?” I will write the answers in the chart. I look on page 2 of the book and see that the questions are answered right on the page. It says that the animal babies are birds and that they are in the nest. I read on, and the text tells me that there are four baby birds. This answers all three questions on the chart. I can write the answers in the correct columns. Let’s look for the next animal babies.

Practice and Apply Guide students as they identify the next animal baby and answer the questions. If you think students know what they are to do, distribute copies of the graphic organizer and let them complete it independently. Allow students time to share their recorded information.

Locate Facts

<table>
<thead>
<tr>
<th>What Are the Animal Babies?</th>
<th>Where Are They?</th>
<th>How Many Babies Are There?</th>
</tr>
</thead>
<tbody>
<tr>
<td>birds</td>
<td>nest</td>
<td>four</td>
</tr>
<tr>
<td>bears</td>
<td>snow</td>
<td>two</td>
</tr>
<tr>
<td>swans</td>
<td>pond</td>
<td>four</td>
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<tr>
<td>horses</td>
<td>field</td>
<td>one</td>
</tr>
<tr>
<td>deer</td>
<td>woods</td>
<td>two</td>
</tr>
<tr>
<td>lions</td>
<td>rock</td>
<td>four</td>
</tr>
<tr>
<td>monkeys</td>
<td>tree</td>
<td>one</td>
</tr>
<tr>
<td>kittens</td>
<td>outside</td>
<td>three</td>
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</table>

Teacher Tip

Monitoring Comprehension

- Are students able to revisit the text to locate specific answers to text-dependent questions? If they are having difficulty, show them how to match the wording of the question to the wording in the text.
- Are students able to find answers to questions that require a search of the text? If they are having difficulty, model how you would search for the answer.
- Can students combine their background knowledge with information from the text to draw conclusions? If they are having difficulty, model how you would answer the question.
- Are students’ answers to creative questions logical and relevant to the topic?
- Do students’ completed graphic organizers reflect an ability to answer questions about the text by looking for answers in the text? If students are having difficulty, provide more modeling.
Interactive Writing

Have students use the information from the graphic organizer to write a summary sentence about the book. Say: *The book tells us about animal babies, where they are, and how many there are. Our chart gives us a good summary of this information. We can use the chart to help us write a sentence about animal babies.* (Possible sentences include “Four baby birds are in the nest.” and “There is one baby monkey.”) Repeat the sentence aloud several times with students so they can internalize the language pattern. Collaborate with them to write the sentence on chart paper or the board one word at a time. Start by saying the first word slowly. Ask: What sound do you hear at the beginning of the word? What other sounds do you hear? Let students write the known sounds in each word, then fill in the remaining letters for them. Continue until the sentence is completed.

Write Independently

Have students write their own sentences based on the text. Encourage them to articulate words slowly, use spaces between words, and write known words fluently.

When students have completed their messages, conference with them individually. Validate their knowledge of known words and letter/sound correspondences by placing a light check mark above students' contributions. Provide explicit praise as you write the message conventionally for students to see.

Reread for Fluency

Ask students to reread *Animals and Their Babies* in pairs. Suggest that they take turns and read alternate pages aloud.

Connect to Home

Have students read the take-home version of *Animals and Their Babies* to family members. Suggest that they take turns counting the big animals and baby animals in each picture.

Teacher Tip

**Modeling Fluency**

- Read sections of the book aloud to students to model fluent reading of the text.
- Model using appropriate phrasing, intonation, volume, expression, and rate.
- Have students listen to you read a portion of the text and then read it back to you.
Phonemic Awareness: Segmenting and blending words by sounds

Say the sounds that make the word nest: /n/ /e/ /s/ /t/. Have students blend the sounds and say the whole word: nest. Say each of these words: big, bird, five, pond, look. Ask students to segment the sounds in the word. Then have them blend the sounds to say the word.

Phonics: Initial b

Write the words birds, big, baby, and bears on the board. Say the words together. Ask students what sound all the words have in common. (initial /b/) Circle the bs. Then have students look around the room and find three things whose names begin with b, such as a book, a backpack, and a bulletin board. Have volunteers give a clue for one of their words: for example, We carry this home from school every day. The student who guesses the correct b word gives the next clue. To continue, have students think of b words for things outdoors or at home.

Phonics: Digraph ee

Have students turn to page 4 of the book and look at the word three in the last line. Say the word together. Ask students what vowel sound they hear in three. (long e) Ask them what letters make the long e sound in three. (ee) Write the words tree, deed, beep, meet, and seek on the board. Say each word, emphasizing the long e sound. Ask students to think of words that rhyme with each word and that have the long e sound spelled ee. As students say their words, write them on the board in the appropriate columns.
High-Frequency Word Vocabulary

Write the words here, are, and three on the board. Ask a student to make up and say a sentence using all three words: for example, Here are three girls. Continue by having students make up additional sentences that use the words, pointing out people or objects in the room. Sample sentences are Here are three pencils. Here are three windows. Have students draw a picture of three of the same things and write a sentence under the picture using the high-frequency words.

Concept Vocabulary: Words for animal babies

Ask students to find the animal words in the book. Write the words on the board. Explain that there are special words for many kinds of animal babies. For example, kitten is the word for a baby cat. Ask students if they know the names of any other baby animals in the book. Write the words in a chart on the board. For example, a baby horse is a foal, colt (male), or filly (female). A baby bear is a cub. A baby swan is a cygnet, and a baby deer is a fawn. Have students look at the pictures on the cover and title page, too. Explain that a baby duck is a duckling, and a baby penguin is a chick. Have students give other words for baby animals that they know, such as puppy, calf, and chick, and add them to the chart.

Word Study: –s ending (plurals)

Write the words bird and birds on the board. Ask students how the two words are different. (Birds has an s at the end. Bird does not.) Ask them which word means one bird and which means more than one bird. Explain that when we want to make a word mean more than one, we usually add an –s ending. Write the words bear, swan, horse, lion, and monkey on the board. Have students find the words with an –s ending in the book and read aloud the sentences in which the words appear.
Build Comprehension

MAKE INFERENCEs

• **Explain** Create an overhead transparency of the graphic organizer “Animals and Their Babies” or draw it on the board. Say: An author can’t fit all of the information we need in the book. Readers have to figure out some things on their own. They use the author’s words and illustrations for clues. Figuring something out using one or two clues is called making an inference.

• **Model** Say: Let’s make an inference about Animals and Their Babies. The title of the book gives us our first clue: this book is about big animals and baby animals. So let’s make inferences about animal families. We will need to use the photographs and the text to find our clues. On page 2, I read that there is one big bird and four baby birds. In the photo on page 3, I see that the big bird is watching over the baby birds in a nest. These are clues about how the birds are related. In the first Clues box on the graphic organizer, write There are 1 big bird and 4 baby birds. The big bird watches the baby birds in the nest. Then say: Now we will use the clues to make an inference. We can infer that the big bird is the mom or dad to the baby birds. In the first Inference box, write The big bird is the mom or dad to the baby birds.

• **Guide** Say: Let’s make an inference about the animals on pages 4 and 5. What can you learn from the words? What do you see in the photograph? (Allow time for students to respond, assisting if needed.) Yes, we read that there are one big bear and two baby bears. In the photo we see that the baby bears are lying on the big bear. They are snuggling. In the second Clues box on the graphic organizer, write There are 1 big bear and 2 baby bears. The baby bears lie on the big bear. Then ask: What can we figure out from these clues? Who do you like to snuggle with at home? (Again allow time for students to respond.) Yes, families like to snuggle together. We can infer that these three bears are a family. The big bear is the mom or dad to the baby bears. In the second Inference box, write The bears are a family.

• **Apply** Ask students to work with a partner to make inferences about animal relationships throughout the rest of the book. Remind them to use word and photograph clues to figure out things the author doesn’t say. After each partnership shares, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.
## Animals and Their Babies

Make Inferences

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