Unit: Animal Groups

Grade Level: First Grade

Unit Modification for Language Learners

Tracey Tangarife
Southern Connecticut State University
TSL 518 – Summer 2017
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Tracey Tangarife  
Dr. Lorrie Stoops Verplaatse  
TSL 518  
Summer 2017

Unit Information  
Title of Unit: Animal Groups  
Grade Level: First Grade  
Target group: Sheltered content course  
Lesson from Houghton Mifflin Harcourt Journeys (2012)

Reading Materials:  


Other Lesson Resources  
Projectable 15.2 – Animal Groups| Introduce Comprehension| Compare and Contrast  
Projectable 15.3 – Animal Groups| Comprehension| Compare and Contrast

Goals of the Unit  
I want my students to know that to compare means you tell how things are the same and to contrast means you tell how things are different.

I want my students to know how to compare and contrast using background knowledge and informational text.

I want my students to know how to use a Venn diagram to compare and contrast using information from the text and newly learned vocabulary.

I want my students to know that there are different groups that animals belong to such as reptiles, fish, birds, and mammals.
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## Lesson 1

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<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to answer teacher questions to help build background knowledge for the reading <em>Animal Groups</em>.</td>
<td>1. In whole group, students will listen to the teacher read each sentence from the page Background and orally repeat (in choral). Then students will orally answer questions related to the topic.</td>
</tr>
<tr>
<td>2. Students will be able to practice the high frequency words to know.</td>
<td>2. With a partner, students will take turns reading aloud the Background sentences to each other. Then each student will write their own sentences for each of the highlighted words to know.</td>
</tr>
<tr>
<td>3. Students will be able to match new vocabulary terms to their definitions.</td>
<td>3. In whole group, students will listen to their teacher read the new vocabulary terms and definitions from the reading <em>Animal Groups</em> and chorally repeating it, then students will work in pairs to match the vocabulary terms to their definitions.</td>
</tr>
</tbody>
</table>

### Domain / Topic

<table>
<thead>
<tr>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking &amp; Listening / Animal characteristics</td>
<td>In whole class discussion, students will answer teacher questions using complete sentences.</td>
<td>In whole class discussion, students will answer teacher questions using phrases and short sentences.</td>
<td>In whole class discussion, students will answer teacher questions using sentence frames/starters provided by the teacher for support.</td>
<td>Students will answer teacher questions by giving one-two word responses using a word bank for support.</td>
</tr>
<tr>
<td>Reading &amp; Writing / High frequency words</td>
<td>With a partner, students will take turns reading the Background sentences and write a complete sentence for each highlighted word.</td>
<td>With a partner, students will take turns reading the Background sentences and write a short sentence or phrase for each highlighted word.</td>
<td>With a partner, students will take turns reading the Background sentences and use sentence starters and word bank provided by the teacher to write 5 sentences.</td>
<td>With a partner, students will take turns reading a select few of the Background sentences and use sentence starters and word bank with visuals provided by the teacher to write 3 sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will answer teacher questions by using nonverbal responses, such as pointing to visuals provided. Teacher will say the name of what student is pointing to and student will repeat.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
<td>Grammar</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Hear and</td>
<td>About animal characteristics</td>
<td><em>1</em> can <em>2</em>.</td>
<td>1. birds, giraffes, butterflies, bees, airplanes</td>
<td>Sentence structures</td>
</tr>
<tr>
<td>Answer questions</td>
<td></td>
<td><em>1</em> have <em>3</em>.</td>
<td>2. fly, run, eat worms, eat leaves</td>
<td>Present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They both can <em>4</em>.</td>
<td>3. wings, 2 legs, 4 legs, long necks, feathers, hair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want to <em>5</em>.</td>
<td>4. go in water, breathe underwater, swim</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. fly, breathe underwater, do both</td>
<td></td>
</tr>
<tr>
<td>Practice writing</td>
<td>Using high frequency words to know</td>
<td>A <em>1</em> can <em>2</em>.</td>
<td>1. bird, giraffe, fish, lion, hawk, frog, fox, snake, or _</td>
<td>Sentence structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>3</em> have <em>4</em>.</td>
<td>2. fly, run, swim, walk, hop, move, or _</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. both, those, they</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. long, legs, eyes, and _</td>
<td></td>
</tr>
<tr>
<td>Matching</td>
<td>Vocabulary terms and definitions</td>
<td><em>1</em> are animals that <em>2</em>.</td>
<td>1. amphibians, mammals, reptiles, tadpoles</td>
<td>Sentence structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The word <em>3</em> means <em>4</em>.</td>
<td>2. live in water, have hair or fur, have scales, are young frogs, do not have legs</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. body, breathe, hair, group</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. a whole part of a person, air goes in and out, grows on animals and humans, things</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>that are alike</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. feathers, tails, wings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. are on a bird’s body, stick out from the animal’s back, let birds fly</td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson 1: Building Background

Content Area: Literacy

Grade Level: First Grade

Length of Lesson: 40 minutes

Materials:
- Small plastic animals
- Journeys Teacher’s book page T412 & T413 and Student book page 136
- Worksheets/Guides – Questions about Background, Writing Sentences and Vocabulary Matching with new vocabulary and definition charts

Objectives:

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</table>

Learning Activities/Procedures:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 7 Minutes</td>
<td>Warm Up/ Initiation:</td>
</tr>
<tr>
<td>1. Begin the lesson by allowing students to get with a partner and pass out small animal toys to each pair.</td>
<td></td>
</tr>
<tr>
<td>2. Encourage students to play with the animals and talk about each of them with their partner.</td>
<td></td>
</tr>
<tr>
<td>- What is the name of each animal?</td>
<td></td>
</tr>
<tr>
<td>- What does each animal look like?</td>
<td></td>
</tr>
<tr>
<td>- How does each animal move?</td>
<td></td>
</tr>
<tr>
<td>- What do you know about each animal?</td>
<td></td>
</tr>
<tr>
<td>3. After about 2 minutes of students talking about the animals, encourage them to sort or group the animals however they want.</td>
<td></td>
</tr>
<tr>
<td>- Color, number of legs, how they move, etc.</td>
<td></td>
</tr>
<tr>
<td>*As students are working together, teacher will walk around to listen and observe students as an informal assessment.</td>
<td></td>
</tr>
<tr>
<td>4. Teacher will bring students back to whole group to share out. Each pair will choose one animal to share and tell what they know about the animal.</td>
<td></td>
</tr>
<tr>
<td>5. Close warm up by introducing name of the unit Animal Groups and the content objectives for this lesson.</td>
<td></td>
</tr>
</tbody>
</table>
### Activities:

#### Activity #1

1. Ask students to open their Journeys Student Book to page 136 titled *Background* (See page __).  
   "For the reading, we are going to do this week, there are some words we need to know as we read it. We’re going to read some sentences that use these words and will also teach us a little more about animals. I’m going to read a sentence and then you will repeat after me.”  
   *Remind students that as we read we use our finger to point to each word so that we don’t lose our place.

2. Teacher will then ask students questions related to the topic.  
   Questions taken from original lesson – Teacher Book page T412  
   - How is a bird different from a giraffe?  
   - What are some things that can fly?  
   - What is something that both frogs and fish can do?  
   - Would you rather want to be able to fly or be able to breathe underwater?  
   (Levels 1, 2, and 3 will have a guide to follow. See pages **6** and **7**)

3. After answering teacher questions, pair students with their partner for the remaining activities (ELL pairings - Levels 4 & 5, Levels 2 & 3, and Level 1).  
   Encourage students to take turns reading the sentences again and once they finish, they will work together to write their own sentences using the highlighted words (See pages - [8 - 11]).  
   Sentence activity modified from original lesson.  
   *While students are working, teacher will go around and informally assess students and provide any support during this time.

#### Activity #2

4. Bring the class back to whole group and explain that even though they will read words that they already know in the reading, there will also be some new words that you do not know.  
   "Before doing our next activity we are going to learn the new vocabulary words and their definitions so that we are prepared when we read next time. I will read the word and definition and you will repeat.”  
   Teacher will read the vocabulary words and definitions from the anchor chart.  
   Definitions taken from Selection Vocabulary in original lesson.  
   *Anchor chart will be the same as Level 4 and 5 guide. Levels 1, 2, and 3 will have a separate chart to follow (See pages **12 and 13**).  
   After students repeat the sentence explain/simplify the definitions for better understanding.

5. After reading the new vocabulary words and definitions, introduce the matching activity that students will complete with their partner (See Pages **14 - 18**).  
   *While students are working, teacher will go around and informally assess students and provide any support during this time.

### Closure/ Cool Down/ Assessment and Review:

1. After students have completed their matching activity, go over/review the following vocabulary words: breathe, group, feathers, tails, and wings, while students check their answers.  
2. Have students look back to page 136 in their textbook and read the Four Animal Groups listed and name the animal pictured for each group.  
   - Can you think of other animals that are reptiles? Fish? Birds? Or mammals?
Background

WORDS TO KNOW Animals on the Move

1. A bird will fly, and a fish will swim.
2. Both lions and foxes run.
3. Frogs hop or swim.
4. A giraffe will walk on long legs.
5. A hawk’s eyes spot food, and it dives.
6. Those are some ways animals move.

Four Animal Groups

Reptiles  Fish  Birds  Mammals

Can you name these animals?

Name more animals in each group.
Questions About *Background* on Page 136 (Levels 2, & 3)

1. How is a bird **different** from a giraffe **?**

<table>
<thead>
<tr>
<th>can</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>Giraffes</td>
</tr>
<tr>
<td>fly</td>
<td>2 legs</td>
</tr>
<tr>
<td>run</td>
<td>4 legs</td>
</tr>
<tr>
<td>eat worms</td>
<td>long necks</td>
</tr>
<tr>
<td>eat leaves</td>
<td>wings</td>
</tr>
<tr>
<td></td>
<td>feathers</td>
</tr>
<tr>
<td></td>
<td>hair</td>
</tr>
</tbody>
</table>

2. What are some things that can fly?

<table>
<thead>
<tr>
<th>can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>Butterflies</td>
</tr>
<tr>
<td>Bees</td>
</tr>
<tr>
<td>Airplanes</td>
</tr>
<tr>
<td>fly</td>
</tr>
</tbody>
</table>

3. What is something that both frogs and fish **can** do?

They both can **go in water**

breathe underwater

swim

4. Would you rather want to be able to fly or be able to breathe underwater?

I want to **fly**

breathe underwater

do both
Questions About *Background* on Page 136 (Level 1)

1. How is a bird different from a giraffe?
   - Birds can fly.
   - Giraffes can run.
   - Birds have wings.
   - Giraffes have legs.

2. What animals can fly?
   - Birds
   - Butterflies
   - Bees

3. What is something that both frogs and fish can do?
   - They can breathe underwater.
   - They can swim.
Name ___________________________________________ Date ______________
LEVELS 4 & 5 Practice Writing

Writing Sentences

Write a sentence for each highlighted word from Background on page 36.
You can use more than one highlighted word in a sentence.

Highlighted words to use: bird - fly - both - or - walk - long - eyes - those -
Writing Sentences

Write a sentence using the words from the word bank. Use the pictures to help you write sentences 4 and 5.

**Word Bank 1**
- bird
- giraffe
- fish
- frog
- hawk

**Word Bank 2**
- fly
- run
- swim
- walk
- hop
- move

**Word Bank 3**
- Both
- Those
- They

**Word Bank 4**
- long
- legs
- eyes

1. A ______ can ______.
2. A ______ can ______.
3. A ______ can ______.
4. ______ have ______.
5. ______ have ______.
Writing Sentences

Write a sentence using the words from the word bank. Use the bird and giraffe to write sentence number 3.

1. A _________ can _________.

2. A _________ can _________.

3. _________ have _________.

Word Bank 1
- bird
- giraffe
- fish
- snake

Word Bank 2
- fly
- run
- swim

Word Bank 3
- Both
- They

Word Bank 4
- long
- legs
- eyes

Bird
Giraffe
Choose a sentence and copy it on the line.

**A bird can fly.**

**A giraffe has long legs.**
New Vocabulary for Animal Groups!

**Amphibians**
cold-blooded animals that live in water and breathe air

**Body**
the whole physical part of a person

**Breathe**
to take air in and push it out

**Feathers**
what covers a bird’s body

**Group**
a number of living things that are alike in some way

**Hair**
a thin strand that grows from the skin of animals and humans

**Mammals**
warm-blooded animals with hair or fur

**Reptiles**
cold blooded animals with scales or horny plates

**Tadpoles**
young frogs or toads that do not yet have legs

**Tails**
part that sticks out from the back of an animal’s body

**Wings**
parts of birds that let them fly
New Vocabulary for Animal Groups!

**Body**
a whole part of a person

**Feathers**
are on a bird’s body

**Breathe**
air goes in and out

**Group**
things that are alike

**Hair**
grows on animals and humans

**Tails**
stick out from the animals back

**Wings**
let birds fly
Match the vocabulary word to its definition.

- **body**
  - parts of birds that let them fly

- **breathe**
  - a number of living things that are alike in some way

- **hair**
  - cold-blooded animals that live in water and breathe air

- **group**
  - what covers a bird’s body

- **feathers**
  - a thin strand that grows from the skin of animals and humans

- **tails**
  - warm-blooded animals with hair or fur

- **wings**
  - a whole physical part of a person

- **amphibians**
  - young frogs or toads that do not yet have legs

- **mammals**
  - part that sticks out from the back of an animal’s body

- **reptiles**
  - to take air in and push it out

- **tadpoles**
  - cold blooded animals with scales or horny plates
Match the vocabulary word to its definition.

- **reptiles**: parts of birds that let them fly
- **body**: a number of living things that are alike in some way
- **breathe**: what covers a bird’s body
- **hair**: a thin strand that grows from the skin of animals and humans
- **group**: warm-blooded animals with hair or fur
- **feathers**: a whole physical part of a person
- **tails**: part that sticks out from the back of an animal’s body
- **wings**: to take air in and push it out
- **mammals**: cold blooded animals with scales or horny plates
Match the vocabulary word to its definition.

- **body**
  - let birds fly

- **breathe**
  - things that are alike

- **mammals**
  - are on a bird’s body

- **group**
  - animals with hair or fur

- **feathers**
  - a whole part of a person

- **tails**
  - stick out from the animals back

- **wings**
  - air goes in and out
Match the vocabulary word to its definition.

**breathe**
- let birds fly

**group**
- things that are alike

**feathers**
- are on a bird’s body

**tails**
- stick out from the animals back

**wings**
- air goes in and out
Match the vocabulary word to the picture.

- breathe
- feathers
- tails
- wings
- group
Lesson 1 Narrative

I chose to modify this first lesson on building background knowledge about animal groups because of the amount of vocabulary that was involved with this part of the unit. To begin my modification, I wanted to make the introduction engaging and exciting for the students. I wanted to bring in the small plastic animals to start the lesson being interactive and hands on. This part of the lesson allowed the students to share their prior knowledge, learn from their peers, and it also provides the teacher with a better understanding of what the students already know and also how they do with comparing and contrasting, which will be the next skill practiced in the unit. Following this, I wanted to maintain the same text being read for the whole class but modify the questions/responses and the writing portion of the activity. For this reason, I created four worksheets for the different levels in the classroom. I wanted to make sure that the students that needed sentence starters and/or frames had those provided to them and those that would benefit from having visuals could also have that provided to them as well. Along with modifications for the oral and written portion of this lesson, I also wanted to modify the reading. For the new vocabulary words that would appear in the future reading Animal Groups, I wanted the students to be able to hear and practice them but in a way that was best fit for them, so I created various worksheets that would appropriate. Overall, I really wanted the students to be interacting and working together during this entire lesson which I was able to accomplish. Allowing the students to work together helps build their oral and social skills and it also allows them to have control of their learning and making sure they are on task, while also providing the teacher with an informal assessment and opportunity to help students or pairs that may need the extra support.
Lesson 2
Tracey Tangarife  
Dr. Lorrie Stoops Verplaetse  
TSL 518  
Summer 2017

Unit Information  
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Grade Level: First Grade  
Target group: Sheltered content course  
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Reading Materials:  


Other Lesson Resources  
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I want my students to know how to compare and contrast using background knowledge and informational text.

I want my students to know how to use a Venn diagram to compare and contrast using information from the text and newly learned vocabulary.

I want my students to know that there are different groups that animals belong to such as reptiles, fish, birds, and mammals.
Lesson 2

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<tr>
<th>Content Objectives</th>
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<tbody>
<tr>
<td>1. Students will be able to identify ways in which animals are the same and different.</td>
<td>1. In whole group, students will discuss what it means for things to be the same or different. Then in pairs students will talk about and list how animals can be the same or different using a T-Chart.</td>
</tr>
<tr>
<td>2. Students will be able to compare and contrast two animals by taking information they know to fill in a Venn diagram.</td>
<td>2. In whole group, students will observe how to create a web and use it to fill in a Venn diagram. Then with a partner, students will complete two separate webs to describe a dog and a cat. Still in pairs, students will compare and contrast the animals using a Venn diagram.</td>
</tr>
</tbody>
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<th>Pre-production Level 1</th>
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<tbody>
<tr>
<td>Speaking &amp; Writing / Similarity and Differences of Animals</td>
<td>In whole group discussion, students will share what it means for things to be the same or different using complete sentences. In pairs, students will discuss and fill in a t-chart listing how animals can be the same or different.</td>
<td>In whole group discussion, students will share what it means for things to be the same or different using short phrases. In pairs, students will discuss and fill in a t-chart listing how animals can be the same or different.</td>
<td>In whole group discussion, students will share what it means for things to be the same or different using a sentence frame/starters. In pairs, students will discuss and fill in a t-chart listing how animals can be the same or different using the word bank provided.</td>
<td>In whole group, students will share one-two word responses about how things can be the same or different by pointing to visuals. In pairs, students will repeat the word after the teacher and fill in a t-chart showing how animals can be the same or different using the visuals provided.</td>
<td>In whole group, students will share how things can be the same or different by pointing to visuals. In pairs, students will repeat the word after the teacher and fill in a t-chart showing how animals can be the same or different using the visuals provided.</td>
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<td>---------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Identify</td>
<td>Animal similarities and differences</td>
<td>Some animals have <strong>1</strong>. Some animals don't have <strong>1</strong>. Some animals can <strong>2</strong>. Some animals can't <strong>2</strong></td>
<td>1. fur or hair, legs, skin, eyes, ears, a mouth, a nose, scales, feathers, wings, fins, a tail</td>
<td>Sentence structures</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
<td></td>
<td>2. fly, run, walk, slide, walk, swim, move, make sounds, go in the water, climb, be big, be small, be different colors</td>
<td>Present tense</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Compare and contrast dogs and cats</td>
<td><strong>1</strong> have <strong>2</strong>. <strong>1</strong> can <strong>3</strong></td>
<td>1. Dogs, Cats, Both 2. fur, 4 legs, 2 ears, a nose, a mouth, a tail, eyes 3. bark, meow, run, climb, be small, be big, catch, drink milk, be a pet, sit, stand (on 2 legs), do tricks</td>
<td>Sentence structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nouns</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verbs</td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson 2: Introduce Comprehension – Compare and Contrast

Content Area: Literacy

Grade Level: First Grade

Length of Lesson: 50 Minutes

Materials:
- Journeys Teacher’s Book page T414 & T415 and Student Book page 137
- Writing utensils (pencil, pen, crayon, marker) and Small wooden colored blocks
- Worksheets- T-Chart, Web, Venn Diagram

Objectives:

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to identify ways in which animals are the same and different.</td>
<td>1. In whole group, students will discuss what it means for things to be the same or different. Then in pairs students will talk about and list how animals can be the same or different using a T-Chart.</td>
</tr>
<tr>
<td>2. Students will be able to compare and contrast two animals by taking information they know to fill in a Venn diagram.</td>
<td>2. In whole group, students will observe how to create a web and use it to fill in a Venn diagram. Then with a partner, students will complete two separate webs to describe a dog and a cat. Still in pairs, students will compare and contrast the animals using a Venn diagram.</td>
</tr>
</tbody>
</table>

Learning Activities/Procedures:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 7 Minutes| **Warm Up/ Initiation:**  
1. Begin the lesson by allowing students to get into small groups of 3 or 4 and pass out the manipulatives.  
Groups 1, 2, and 3 - writing utensils  
Groups 4, 5, and 6 - small wooden blocks  
2. Encourage students to play and talk about each of the objects in their small groups.  
   - What do you think is the same about the objects you have?  
   - What do you think is different about the objects you have?  
   - How do you know that they are the same?  
   - How do you know that they are different?  
3. After about 2 minutes of students talking about the objects, encourage them to sort or group the objects that are the same and the ones that are different.  
   *As students are working together, teacher will walk around to listen and observe students as an informal assessment.  
   ** During observation, teacher should encourage students to describe the way they grouped their objects and think about other ways they can sort or group them, then try it.  
4. Teacher will bring students back to whole group to share out. Each small group will share one way they grouped their manipulatives.  
5. Close warm up by explaining that when things are alike they are the same and when things are not alike then they are different. Introduce the new target skill students will be working on, Compare and Contrast, which means, comparing things that are the same and different. |
### Activities:

#### Activity #1
- In whole group, introduce a T-Chart to the students by drawing it as an anchor chart:
  - What can be the **same** about animals?  
  - What can be different about animals?

  and explain that we are going to use this to think about how animals can be the same and how animals can be different. (See T-Chart – Pages 7-9.)
- Begin by talking aloud with students and provide two examples (in writing and visual) for each side of the T-Chart for them to copy.
  - “When I think of what is the same about animals I think of their bodies. Many animals have eyes and a nose. Now I also want to think of what makes animals different, like their size. Some animals are big and some animals are small. Also, animals can be different colors.”
  - *Give students a minute to copy what teacher has written.
  - “Now I want you to get with your partner from yesterday and work together to create a list of what you think can be the same or different between animals. Talk about your ideas and write them in your T-Chart. I will come around to help you, but try your best with your partner first.”
  - **As students are working in pairs, teacher will work with Level 1 pairs in small group.
- Bring students back to whole group and have pairs share out one thing from each side of their T-Chart and add it onto the anchor chart.

#### Activity #2
- Before beginning the next, read aloud page 137 *Comprehension* in Student Workbook (Page T415 in T Book) (Levels 1, 2, and 3 will have a modified text to follow – See page 6.)
- Read aloud the paragraph to introduce the terms compare and contrast to students. Explain to students that “compare and contrast” means to look at what is the same and different between two things, for example like they did using the T-Chart, but this time they are going to use a chart called a Venn Diagram to compare a dog and a cat.
- Before completing the Venn Diagram, students will complete two webs, one for a dog and one for a cat. Draw both webs on the board and hand out two copies to each pair. (See Webs – Pages 10-15)
  - First, students will just focus on what they know about dogs and what they know about cats.
  - Model how to complete a web by writing “dog” and “cat” in each web and writing one example for each that is different between the two using a think aloud.
    - “The first thing I will do for each web is write the word dog in the square of one web and cat in the square of the other web. First I am going to do an example for the dog. I am going to think about a dog and what I know about dogs. I know dogs can be big or small, so I am going to write that in one of the circles. Next I am going to do an example for the cat. I am going to think about a cat and what I know about cats. I know that cats have triangle shaped ears, so I am going to write that in one of the circles. I am going to keep going for each one until all my circles are filled, but before I finish mine, I want you to try filling in the rest of the circles with your partner.”
    - Encourage students to think about what cats and dogs look like, how they move, the sounds they make, etc.
  - Encourage students to work with their partner and try to fill in the rest of the circles for their dog web and cat web in 5 minutes!
  - **As students are working, teacher will walk around observing and informally assessing.
- After the 5 minutes, return to large group and have each pair share out only one thing they wrote for either the dog or cat (this way most of the pairs will be able to participate).
<table>
<thead>
<tr>
<th>Activity 3: 10 Minutes</th>
<th>Activity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Now we are going to practice filling in a Venn Diagram to see what is the same and different between dogs and cats!</td>
</tr>
<tr>
<td></td>
<td>- Teacher will project <em>Projectable 15.2 Compare and Contrast</em> onto the board. Teacher will read aloud the projected page.</td>
</tr>
<tr>
<td></td>
<td>- Projectable 15.2 taken from original lesson</td>
</tr>
<tr>
<td></td>
<td>“Now we are going to use this Venn Diagram to write what is different about dogs and cats and then what is the same.”</td>
</tr>
<tr>
<td></td>
<td>- Before continuing, explain to students that the middle of the Venn Diagram is where we will write what is the same with both dogs and cats and on the sides, we write how dogs and cats are different. Do an example for both sides and the middle with the students.</td>
</tr>
<tr>
<td></td>
<td>- Idea for Dog and Cat Venn Diagram is from original lesson</td>
</tr>
<tr>
<td></td>
<td>“Let’s look at the dog and the cat on page 137 (student workbook). Tell me one thing that is different about a dog and a cat, for example do they both make the same noise? No? Well what sound does a dog make and what sound does a cat make? (Write student responses on the board in the Venn Diagram). Good! Now tell me something that is the same about dogs and cats. Look at the pictures to help you. How many legs do they each have? What is covering their body? I’ll give you a hint! It is a word that we learned in our vocabulary from yesterday, you can look at your vocabulary page if you don’t remember!”</td>
</tr>
<tr>
<td></td>
<td>- Encourage students to continue filling in their Venn Diagram with their partners and to use their webs to help them think about what is the same and different between dogs and cats. (See Venn Diagrams – Pages [62-18])</td>
</tr>
<tr>
<td></td>
<td>** During this time teacher will be helping and observing students for an informal assessment.</td>
</tr>
</tbody>
</table>

| 5 minutes             | Closure/ Cool Down/ Assessment and Review: |
|                       | - After students have completed most, if not all, of their Venn Diagram, bring them back to whole group and allow each pair to share one thing for each section of the Venn Diagram. |
|                       | - As students share out, write their responses on the Venn Diagram on the board. Remind students that is it okay for us to repeat some of the things that have already been said. |
|                       | - Before finishing – review the names of the charts/graphic organizers used and what/how they can be used. |
Comprehension

✓ TARGET SKILL  Compare and Contrast

When you **compare**, tell how things are the same. When you **contrast**, tell how things are different. Good readers think of how things are alike and different to help them understand a story better. How are a dog and a cat alike? How are they different?

As you read **Animal Groups**, think about the ways animals from different groups are the same and different.

![Dog](image1) ![Cat](image2)

**Dogs**  **Cats**

**Different**  **Same**  **Different**
<table>
<thead>
<tr>
<th>T-Chart – Levels 4 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can be the <strong>same</strong> about animals?</td>
</tr>
<tr>
<td>![Purple circles]</td>
</tr>
<tr>
<td>What can be <strong>different</strong> about animals?</td>
</tr>
<tr>
<td>![Yellow circle]</td>
</tr>
</tbody>
</table>
### T-Chart – Levels 2 and 3

**What can be the same about animals?**

- Breathe
- Nose
- Mouth
- Eyes
- Body

**What can be different about animals?**

- Fly
- Legs
- Swim
- Big
- Small
- Run
- Colors

---

**Illustrations:**

- Elephant
- Color wheel
- Human figures
- Swimming
- Running
<table>
<thead>
<tr>
<th>What can be the <strong>same</strong> about animals?</th>
<th>What can be <strong>different</strong> about animals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes</td>
<td>big</td>
</tr>
<tr>
<td>nose</td>
<td>small</td>
</tr>
<tr>
<td>breathe</td>
<td>colors</td>
</tr>
<tr>
<td>body</td>
<td>fly</td>
</tr>
<tr>
<td>mouth</td>
<td>swim</td>
</tr>
<tr>
<td></td>
<td>run</td>
</tr>
<tr>
<td></td>
<td>legs</td>
</tr>
</tbody>
</table>
Dogs have

Dogs can

Dogs have

Dogs can

Dogs
Web - Level 3

Word Bank
Dogs have ___.
fur - hair - 4 legs - 2 ears -
a nose - a mouth - a tail - eyes
Dogs can ___.
bark - run - be big or small - catch -
be a pet - sit - stand - do tricks
Dogs can

Word Bank:
- bark
- be big or small
- run

Dogs have:
- hair
- 4 legs
- a tail

Name:
Cats

Cats have

Cats can

Name:

Breakthrough to Literacy: Kindergarten Graphic Organizers: Bubble Map
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Compare and Contrast

Dog
Cat

How are a dog and a cat the same?
How are they different?

Compare and Contrast Use a Venn diagram to compare and contrast.
Venn Diagram Level 3

**Different Cats**
- 1. Cats can

**Dogs**
- 1. Dogs and cats have
- 2. Dogs can have

**Same**
Venn Diagram

Different • Dogs

Same

Dogs and cats have

bark

1. Dogs can

a tail

2. Dogs can

be big or small

Different • Cats

1. Cats can

meow

2. Cats can

Climb

Name: _____________________________

Date: _______________________

Venn Diagram

Levels 1 & 2
Lesson 2 Narrative

I chose to modify the second lesson on introducing comprehension with the target skill comparing and contrasting using a Venn Diagram because from my experience teaching my students how to use a Venn Diagram to compare and contrast always seemed to be a skill they (including higher level students) could not grasp as well or as quickly as other skills. Therefore, I wanted to take this opportunity to really modify and a lesson on comparing and contrasting that would be beneficial to all my students that I could also later on implement into my own classroom. To begin my modification, I wanted to introduce the skill without really introducing the terms. I wanted my students to engage with each other while the teacher has the opportunity to observe and listen to their prior knowledge about things being the same or different, as well as the language they already had and used to talk about it with one another. To continue modifying my lesson, I wanted to provide students various examples of charts or graphic organizers that they can use to talk about similarities and differences starting with the T-Chart. I wanted my language learners to be able to see that animals be different but still have things in common that are the same. Therefore, I wanted to provide them with a T-Chart that had visuals and vocabulary so that they could have something to refer to if they wanted or needed to. For my second activity, students were practicing how to use a web to write what they know about specific animals. The point of the web was for language learners to have that guide to later help them fill in the Venn Diagram, but it was also a new resource that they’ve been exposed to and can also use in the future. Finally, the Venn Diagram. I did not want to just use the Venn Diagram that was provided in the original lesson because it did not provide support for students to be able to correctly fill in the Venn Diagram to compare and contrast. Therefore, I wanted to create a Venn Diagram that was colorful, readable, and provided visual support to all students so that they knew where to fill in the animals’ differences and their similarities. Again, in this lesson, I felt that interaction was important for my students and wanted to make sure they had the opportunity to work with each other and learn from one another as well.
Lesson 3
Tracey Tangarife
Dr. Lorrie Stoops Verplaetse
TSL 518
Summer 2017

Unit Information
Title of Unit: Animal Groups
Grade Level: First Grade
Target group: Sheltered content course
Lesson from Houghton Mifflin Harcourt Journeys (2012)

Reading Materials:


Other Lesson Resources
Projectable 15.2 – Animal Groups | Introduce Comprehension | Compare and Contrast

Goals of the Unit
I want my students to know that to compare means you tell how things are the same and to contrast means you tell how things are different.

I want my students to know how to compare and contrast using background knowledge and informational text.

I want my students to know how to use a Venn diagram to compare and contrast using information from the text and newly learned vocabulary.

I want my students to know that there are different groups that animals belong to such as reptiles, fish, birds, and mammals.
Lesson 3

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to read an informational text and use the information read to compare and contrast two animal groups using a Venn Diagram.</td>
<td>1. Independently, students will read the selection <em>Animal Groups</em> and will use a Venn Diagram to compare and contrast two animal groups using information from the reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain / Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Writing / Compare and Contrast</td>
<td>Independently, students will read about 5 animal groups. Then students will use short phrases to fill in 3 features for each section of a Venn Diagram comparing two animal groups (of their choice) using information from the text.</td>
<td>Independently, students will read about 5 animal groups. Then students will use short phrases to fill in 3 features for each section of a Venn Diagram comparing two animal groups (of their choice) using information from the text.</td>
<td>With a partner, students will read a modified text about 4 animal groups. Then students will use a visual word bank to fill in 2 features for each “different” section and 1 for “same” section of a Venn Diagram comparing two animal groups using information provided from the modified text.</td>
<td>With a partner, students will read a modified text about 3 animal groups. Then students will use a visual word bank to fill in 2 features for each “different” sections and 1 for “same” section of a Venn Diagram comparing two animal groups using information provided from the modified text.</td>
<td>In small group, students will read a modified text about 3 animal groups with teacher guidance. Then teacher will read the word bank and students will repeat. Together, students will use a visual word bank to fill in 2 features for each “different” sections and 1 for “same” section of a Venn Diagram comparing two animal groups using information provided from the modified text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Compare and contrast animal groups</td>
<td></td>
<td>Fish, Birds, Mammals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1</strong> have <strong>2</strong>.</td>
<td>fins, feathers, wings, fur, legs, eyes, ears, a nose, a mouth, a tail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1</strong> can <strong>3</strong>.</td>
<td>live in water, breathe in water, swim, fly, run, hatch from eggs, be big or small, live on land</td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson 3: Introduce the Selection – Animal Groups

Content Area: Literacy
Grade Level: First Grade
Length of Lesson: 60 Minutes

Materials:
- Journeys Teacher’s Book page T416 and Student Book page 139
- Modified Animal Groups text for Levels 1, 2, and 3.
- Plastic Animals – fish, birds, any mammals, frogs, and snakes or alligators
- Worksheet Venn Diagram

Objectives:

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to read an informational text and use the information read to compare and contrast two animal groups using a Venn Diagram.</td>
<td>Independently, students will read the selection Animal Groups and will use a Venn Diagram to compare and contrast two animal groups using information from the reading.</td>
</tr>
</tbody>
</table>

Learning Activities/Procedures:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Minutes</td>
<td>Warm Up/Initiation:</td>
</tr>
<tr>
<td>(2 Minutes)</td>
<td>- To begin this lesson, provide students one plastic animal from each of the animal groups they will read about.</td>
</tr>
<tr>
<td>(3 Minutes)</td>
<td>- Give students 2 minutes for the Think-Pair-Share strategy: Have students play with the animals and think about each animal they have then students will pair up with the person next to them and take turns sharing about the animals.</td>
</tr>
<tr>
<td>(2 Minutes)</td>
<td>- After the 2 minutes, bring students back to whole group and informally discuss what students talked about with their partners for about 3 minutes.</td>
</tr>
<tr>
<td>(2 Minutes)</td>
<td>- Ask students to open their Student Books to page 139 and for the next 2 minutes, in whole group, answer the essential question “How are animals the same and different?” while encouraging students to look at the animals they have in front of them. Essential Question taken from original lesson</td>
</tr>
<tr>
<td>Activity 1:</td>
<td>End the warm up, by reminding students that they have been learning about different animal groups and have also been practicing how to compare and contrast animals by looking and thinking about how are animals the same and how they are different.</td>
</tr>
</tbody>
</table>

Activity 1:

Activity #1

- Before having students read independently, have students do a picture walk and think to themselves what they are going to be reading about.
- Picture walk taken from original lesson
- In whole group, share out thoughts about the text.
  - Is the text fiction or non-fiction? How do you know?
  - What did you see in the pictures?
  - Did they only show you one kind of animal?
  - Do you know what some of the animals are?
- Explain to students that the reading is...
  - non-fiction because it has real pictures in it.
  - an informational text which means that it gives us information about a topic and uses details to tell the reader about it.
- So now that we know that it is a non-fiction and informational text, what do we think it is going to be about?
  - Different kinds or types of animals!
### Activity 2:
- Independently, students will read *Animal Groups* by James Bruchac.
  - **Levels 4 and 5 will read original text (copy of original not found in modified pages).**
  - **Levels 2 and 3 will read modified text with a partner**
  - **Level 1 students will read modified text in a small group with teacher**
    (See Modified *Animal Groups* Text – Pages 9 - 14)
- After students are finished reading they will independently fill in a Venn Diagram to compare and contrast two of the animal groups they read about using information from the text.
  - Task is from original lesson.
  - Venn Diagram has been modified from original lesson.
    - Levels 4 and 5 will choose two animals groups to compare
    - Level 3 will compare fish and birds
    - Levels 1 and 2 will compare fish and mammals
      - Level 1 students will continue in small group to complete the Venn Diagram
  (See Venn Diagrams – Pages 4-6)

### After Activity #2
- Students will be encouraged to get into small groups and take turns sharing their Venn Diagrams.

### Closure/ Cool Down/ Assessment and Review:
- To conclude the lesson, teacher will do a quick review of the animal groups and comparing and contrasting.
- Teacher will encourage students to draw a picture and write about their favorite animal group.
  - Level 1 and 2 students will draw a picture and write the name of the animal group
  (See Draw & Write – Pages 7 and 8)
**Word Bank**

- live in water
- hatch from eggs
- a tail
- fins
- eyes
- feathers
- breathe in water
- fly
1. Fish can
   - live in water
   - fins

2. Fish have
   - live on land
   - a tail

1. Mammals can
   - live in water
   - hair

2. Mammals have
   - live on land
   - hair
Draw & Write - Level 3

Draw your favorite animal group.

This is a

Draw & Write - Levels 1 and 2

Draw your favorite animal group.

Circle one and copy the name.

fish    bird    mammal

This is a
Draw your favorite animal group.

Write about your favorite animal group.
Animal Groups

written by James Bruchac

Essential Question

How are animals the same and different?
Fish live in water.

Fish have fins.
Fish have a tail.
Birds have feathers and wings. Birds can fly.
Birds hatch from eggs.
Mammals have hair. Mammals have a tail.
Mammals live on land.
Fish must live in water. Fish have gills that help them breathe in water.

Fish have fins and tails. Those help them swim.
A bird has feathers and wings. This bird’s eyes are on the sides of its face!
Birds hatch from eggs. This hen made a nest for its eggs.
Mammals can be many shapes and sizes. They have hair on their skin.
A mammal mom can make milk for its baby.
Lesson 3 Narrative

I chose to modify the third lesson where students would finally be putting what they learned from the first two lessons and use it to complete the reading and final task. In this lesson students were finally going to read the selection Animal Groups and then use a Venn Diagram to compare and contrast two of the animal groups. For this lesson, my modifications were in the text and again the Venn Diagram. To begin my modifications, I modified the amount of text my level 1, 2, and 3 students had to read and also modified the text that they were reading. I wanted to modify the amount of reading for these students so that they could read about the specific animal groups I wanted them to focus on. Then I also wanted to modify the text they were reading so that they could practice reading the vocabulary they have already been exposed to and are now using to learn the content. For the part of the lesson that students would be reading, I wanted levels 2 and 3 to be able to read with a partner and level 1 students to read in small group with the teacher so that they are provided some extra support. For this lesson, I wanted the Venn Diagram to be similar to the one from lesson two because now the students have practiced using it and are familiar with it. Again, I wanted to provide students with visual support and writing support through sentence starters and word banks. To conclude my lesson, I wanted students to have an activity that was just meant for a cool down from all their hard work, so I created a Draw and Write worksheet for them to draw their favorite animal group and then write about it. For level 3 students, I provided a sentence start and for level 1 and 2 students, I provided them the names of the three animal groups they read about to circle and copy and a sentence starter. Even though this lesson was meant to be independent, I wanted students to be able to use each other as a resource if needed.
Checklists
## Unit: Animal Groups
### Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structures</td>
<td>Lesson 1, Lesson 2, and Lesson 3</td>
</tr>
<tr>
<td>Present Tense</td>
<td>Lesson 1 and Lesson 2</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Nouns</td>
<td>Lesson 1, Lesson 2, and Lesson 3</td>
</tr>
<tr>
<td>Verbs</td>
<td>Lesson 1, Lesson 2, and Lesson 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hear and answer questions</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Practice writing</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Matching</td>
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Original Lessons
Develop Background

SHARE OBJECTIVES
• Build background for Animal Groups.
• Practice high-frequency Words to Know.
• Learn new words from Animal Groups.

HIGH-FREQUENCY WORDS

Words to Know

1 Teach/Model

Our world has wonderful animals that fly, swim, slither, and run.
• Explain that scientists have names for different groups of animals. The animals in each group are the same in some ways.
• Page through Animal Groups and point out the animals from different animal groups. Which animal do you like the best? Why?

2 Guided Practice

Together with children, read the six sentences on Student Book p. 136. Have children name other ways animals move. Then ask:

1. How is a bird different from a giraffe?
2. What are some things that can fly?
3. What is something that both frogs and fish can do?
4. Would you rather be able to fly or be able to breathe underwater?
5. Do you think it would be easier to walk if you had four legs or two legs?
6. What are some animals that have long legs?
7. How are a cat’s eyes different from the eyes of a fish?
8. Which of those animals would you want for a pet?
Animals on the Move

1. A bird will fly, and a fish will swim.
2. Both lions and foxes run.
3. Frogs hop or swim.
4. A giraffe will walk on long legs.
5. A hawk’s eyes spot food, and it dives.
6. Those are some ways animals move.

Four Animal Groups

- **Reptiles**
- **Fish**
- **Birds**
- **Mammals**

Can you name these animals?

Name more animals in each group.

Selection Vocabulary

Tell children they may see words they do not know as they read Animal Groups.

- **amphibians** cold-blooded animals that live in water and breathe air
- **body** the whole physical part of a person
- **breathe** to take air in and push air out
- **feathers** what covers a bird’s body
- **group** a number of living things that are alike in some way
- **hair** a thin strand that grows from the skin of animals and humans
- **mammals** warm-blooded animals with hair or fur that make milk
- **reptiles** cold-blooded animals with scales or horny plates
- **tadpoles** young frogs or toads that do not yet have legs
- **tails** A tail is a thin part that sticks out from the rear of an animal’s body.
- **wings** parts of birds that let them fly

Have partners take turns reading the Background sentences to each other. Have them make up their own sentences about the animal groups at the bottom of the page using two of the highlighted words.
Introduce Comprehension

**SHARE OBJECTIVES**
- Identify ways in which animals are the same and different.

**SKILLS TRACE**

<table>
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**Compare and Contrast**

1. **Teach/Model**

   **Academic Language**
   - **different** not the same as something else
   - **same** things that are very like each other in some way

   - Explain to children that two things are the same if they are like each other in some way. Two things are different if they are not like each other.
   - Tell children that they can compare and contrast, or tell how two things are the same and different.
   - Have children look at the picture on Student Book p. 137 with you. Ask them to compare and contrast the dog and cat. Help children use the Academic Language.
   - Display Projectable 15.2. Tell children that you will use the Venn diagram to compare and contrast the dog and cat.

   **Think Aloud**
   - A Venn diagram can help show how things are the same and different. I will write ways that a dog and cat are the same in the middle area. I will use the outside areas to write how they are different.
   - Begin filling out the Venn diagram. Explain your reasoning and use the illustrations for support.

   **Think Aloud**
   - To help me compare and contrast, I think about how the dog and cat are the same and different. A dog and cat both have four legs. I will write that fact in the middle area. They also both have fur. I will also write that fact in the middle area.

**ELL ENGLISH LANGUAGE LEARNERS**

**Scaffold**

- **Beginning** Show pictures of two animals. Have children repeat same if the animals are the same and different if they are different. Repeat with other pairs of pictures.
- **Intermediate** Have children draw two animals that are the same, and then draw two animals that are different.
- **Advanced** Name an animal. Ask children to identify an animal that is similar and one that is different.
- **Advanced High** Show children pictures of two animals. Have them use complete sentences to describe similarities and differences between the two.

See ELL Lesson 15, pp. E42–E51, for scaffolded support.

**Projectable 15.2**

- Compare and Contrast
  - Dog
  - Cat
- How are a dog and a cat the same? How are they different?
- Compare and Contrast using a Venn diagram to compare and contrast.

**Dog**
- Both
- Have four legs
- Have fur

**Cat**
- Both
- Have four legs
- Have fur
Comprehension Read Together

**TARGET SKILL: Compare and Contrast**

When you **compare**, tell how things are the same. When you **contrast**, tell how things are different. Good readers think of how things are alike and different to help them understand a story better. How are a dog and a cat alike? How are they different?

As you read **Animal Groups**, think about the ways animals from different groups are the same and different.

![Venn Diagram: Amphibians, Both, Reptiles]

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**Monitor Comprehension**

*Can children identify similarities and differences?*

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
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<tbody>
<tr>
<td>children have difficulty identifying up to two ways that the dog and cat are the same.</td>
<td>✤ use Struggling Readers lesson, p. T472.</td>
</tr>
<tr>
<td>children can identify up to two ways that the dog and cat are the same.</td>
<td>✤ use On Level lesson, p. T472.</td>
</tr>
<tr>
<td>children can identify two more ways that the dog and cat are the same and different.</td>
<td>✤ use Advanced lesson, p. T473.</td>
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</table>

**Differentiate Comprehension:**


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2 **Guided Practice**

Guide children as they write differences on the Venn diagram, using what they know about cats and dogs. Help them fill in *barks* for dog in the left outside area and *purr* on the right. Explain that the outside areas show how dogs and cats are different.

---

3 **Apply**

Have children work in pairs or small groups to add one example to each section of the Venn diagram. Allow time for volunteers to share examples with the class.

---

Introduce Comprehension (SB p. 137) • T415
Introduce the Selection

**TARGET SKILL**

**COMPARE AND CONTRAST** As you read the selection together, fill in Projectable 15.3 with ways that animal groups are alike and different.

**TARGET STRATEGY**

**MONITOR/CLARIFY STRATEGY** Review the Monitor/Clarify strategy using Projectable S3. Tell children that you will record their comments as they read Animal Groups. Start by recording questions about what children think the text will be about. Remind them to reread parts aloud when they don't understand text.

**GENRE: Informational Text**

- Read aloud Student Book p. 138. Model identifying the genre of Animal Groups:
  
  **Think Aloud**: An informational text gives information about a topic. It uses details to explain key ideas. The title Animal Groups makes me think the selection will give information about kinds of animals. This must be informational text.

- How can the pictures in Animal Groups help you figure out that the selection is an informational text? The pictures show real animals. They give information, too.

- Share and discuss the Genre Blackline Master: Nonfiction.

---

**Reading the Selection**

<table>
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<td><strong>Supported</strong></td>
<td><strong>AUDIOTEXT CD</strong></td>
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<tr>
<td>Have children listen to Animal Groups as they follow along in their books. Clarify words and sentences as needed.</td>
<td><strong>SUMMARIZE</strong> Read each spread and help children summarize information about the animals on the spread.</td>
</tr>
<tr>
<td><strong>Independent</strong></td>
<td><strong>PREVIEW</strong> Have children Picture Walk through the selection, thinking about what they already know about the animals they see.</td>
</tr>
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**Meet the Author**

James Bruchac

James Bruchac has many interests. He is a writer, a storyteller, an animal tracker, and a wilderness guide. Together with his father, Joseph Bruchac, he wrote the books How Chipmunk Got His Stripes and Turtle's Race with Beaver.
Essential Question

How are animals the same and different? 139

Set Purpose

- Read aloud the title and the author's name. Ask children to describe what they see in the photograph on Student Book p. 139. Explain that information in this text will help children learn about different kinds of animals.

- Model setting a reading purpose.

Think Aloud: I know many different kind of animals, but I do not know which animals are in a group together. I wonder what makes animals belong in a group together. I will read to find out.

- Have children page through the selection and tell their purpose for reading it. Have them record their purposes in their journals.
Let's take a look at five animal groups.

How are animals in a group the same?

**Develop Comprehension**

1. **Compare and Contrast**

   *What is one difference you see between the fish and the reptile on this page?* The fish has fins and the reptile has legs.

**Monitor/Clarify Strategy**

**TEACHER MODELING** Use the Monitor/Clarify Strategy on Projectable S3 to explain that *monitor* means to pay attention to how well you understand what you read. If something does not make sense, stop to figure it out or decide how to fix it. Model the strategy:

   *Think Aloud* The text says "five animal groups," but I only see five single animals. A group needs to have more than one animal. I can probably figure this out by reading the next few pages. Maybe I will find out about animals in one group, and then I will find out about animals in another group.
**Compare and Contrast**
What is alike about all fish? They must live in water and have gills, fins, and tails to help them breathe and swim in water.

**Identify Main Ideas and Details**
What is the most important idea on pages 142 and 143? Fish live in water. What details support that idea? Fish have gills, fins, and tails to help them live in water.

**Monitor/Clarify Strategy**

**TEACHER/STUDENT MODELING** Help children apply the Monitor/Clarify Strategy after reading p. 142. Record their answers.

*Think Aloud*
The first sentence says that fish must live in water. The first word is capitalized. Does this mean one fish named Fish must live in water, or does it mean all fish? How can we figure this out? Read on to the next sentence. The words have and them tell us that the author is writing about more than one fish.
Fish can be many shapes and sizes. Can you find a fish in this picture?

Reptiles can live on land. Some like to be in water. Reptiles have scales on their skin.

Develop Comprehension

4. **Compare and Contrast**
   - What are some ways one fish can be different from another?
   - They can have different shapes and sizes.

5. **Use Text and Graphic Features**
   - What does the picture tell you about this fish? It looks like the things around it so it is hard to see.

6. **Develop Oral Vocabulary: scales**
   - Where do reptiles have scales? On their skin. If you touched a reptile's skin, how would the scales make it feel? Rough or bumpy

T420 • Unit 3 Lesson 5 (SB pp. 144–145)
7. Interpret Text and Graphic Features
What does the picture on page 146 show? A turtle swimming and a turtle hatching from an egg. Which picture shows what the sentence is saying in words? The picture of the turtle hatching.

8. Compare and Contrast
What is different about how turtles and snakes move? Turtles swim and walk. Snakes slide on the ground. What do turtles have that snakes do not? Why? Turtles have legs, so they can swim and walk. They also have shells.

9. Identify Main Ideas and Details
What is the most important idea on page 147? Snakes cannot walk. How do the other sentences and the picture explain that snakes cannot walk? The sentences explain why snakes cannot walk and how they move instead. The pictures show how the snake looks and how it slides along the ground.