



## Summary

This book describes many ways that animals have adapted their appearance and behavior in order to survive.

Guided Reading Level	Lexile Level	100th word	Total Word Count
F	200	NA	84

### Standards:

#### Common Core Language Arts

- Identify the main topic and retell key details
- Use various text features to locate information

#### Science

- Knows similarities and differences in appearance and behavior of animals

## Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Create and use informational text features Use specificity Use a variety of details to support main ideas	Using graphic features Summarizing information	Self-monitoring Reading text features Suffix <i>-tion</i>	adaptations breathe gills survive termites webbed

## Lesson

- Warm up for reading – Students read familiar books.
- Introduction of **Animal Adaptations** – Introduce **Animal Adaptations** by looking at the cover photo and starting a discussion about animals.

Suggested questions to facilitate introductory conversation:

- Read the title and define adaptation.
- Discuss the photo of the rattlesnake. Explain to students that the rattle is an adaptation that the snake has developed for protection.
- Discuss the small pictures on the cover. Name each animal feature shown. Follow with the questions below.
- How would having a spotted covering help an animal? How would these large eyes help an animal? What can you learn about this animal by looking at its footprint?

- Skimming and Scanning **Animal Adaptations** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- Find the heading and the textbox on page 4. What can you learn about this unusual animal from using these features?
- Look at the animals in each picture. Describe the animals. What do you notice about each one?
- Look through the text. Read the headings, textboxes and labels. What can you learn about the animals' adaptations?

- Reading **Animal Adaptations** – Students read independently.
- After reading **Animal Adaptations** – Open the conversation with a question that relates to the comprehension strategy which is summarizing or using graphic features. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- Name some of the animals you read about and describe their adaptations?
- Discuss the important ideas that you learned from this book. As students discuss, ask them to return to the text to support their answers.
- If you lived in an extremely cold (hot, dry, wet) environment, how could you adapt to your surroundings?

Suggested after reading lesson focus prompts:

- How do the textboxes (or headings) help the reader to better understand the book?
- I noticed (student's name) going back to reread (or reading on) a part of the text. Did that help you with your reading?
- There are some words in this text that end with the suffix *-tion*. Let's go back and locate those words. (List the words and circle the *-tion* in each one.) Read the list together.

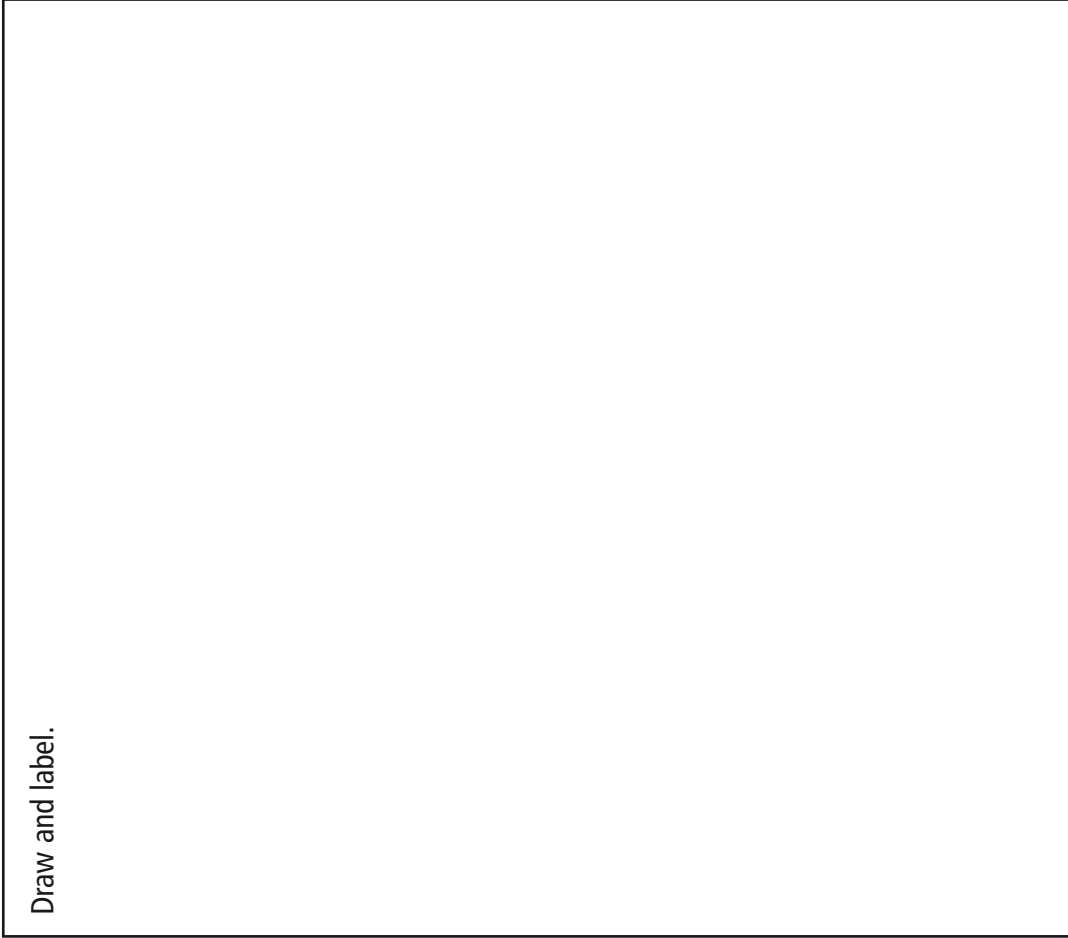
- After Reading Application for **Animal Adaptations** – Have students complete the reproducible on **Animal Adaptations**.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Draw a picture of an animal adaptation that you learned about in the book. Label all of its parts. Then write three "Did you know..." facts about the animal and its adaptations. .

Draw and label.



Did you know...

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Did you know...

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Did you know...

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