

Title of Text: What Can Live in a Desert?

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GRL: F

Series: First Step Nonfiction

Genre: Nonfiction, Animal Adaptations



Standard: Identify the main topic and retell key details of a text.

Lesson Objectives: To identify the main topic and retell key details of a text, to use questioning, and to use cause and effect as the skill

Comprehension Strategy: Questioning

Skill: Cause and Effect

Fluency: Immediate letter/cluster/word recognition

Academic Vocabulary: explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

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|------------|----------------|-----------|
| a. habitat | b. adaptations | c. webbed |
| d. pincers | e. prey | |

Before Reading: ENGAGE! THINK!


1. Build Background Knowledge
 - a. Let's look at the front and back cover. What do you know about this topic?
 - b. What would you like to learn about what can live in the desert?
 - c. What is a habitat? What are some different kinds of habitats?
 - d. Name a few animals that live in the desert?
2. Skill Introduction:
 - a. Questioning – What are adaptations? As we read today we will find out.
3. Strategy Introduction:
 - a. Cause and Effect – Why do some animals look like their environment? Have students tell you why the animals look like their environment?
4. Fluency: Immediate letter/cluster/word recognition, have students to look carefully at each word. As they look at each word ask themselves the following questions: What does the word begin with? Do you see another word within a word? Do you notice a cluster that you are familiar with?



Standard – Have the students to identify the main topic and retell key details of a text. Be prepared to share with the class.

During Reading: Don't Wait Until It's Too Late! Check for Understanding (Stop Midway through the Book)

1. Tell me about a part you didn't understand?
2. Turn and Talk: how is using the strategy of questioning helpful in your reading?
3. What habitat are we reading about today? What is a habitat?
4. Describe some of the animal's adaptations we have read about so far.
5. What do you know about the climate of this habitat?

6.  **Standard** – What is the main topic of this book? Retell two details of the text so far.

After Reading: EVALUATE!

1. What is the most important thing to remember from this book? What are the details that can help you remember this?
2. What did you learn?
3. What more do you want to learn about this habitat?
4. What animals live in this habitat?

5.  **Standard:** What is the cause of Geckos walking on top of the sand without sinking?

6.  **Standard:** Retell the adaptations of the animals listed in this book?

7. **Academic Vocabulary:** Look at each vocabulary word. What is the root word of each of these words and how does the word change in meaning when additional letters are added to it?



Writing Standard: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Task: Write a story about your trip to the desert. What did you see? What was the weather like? Did you have fun? Use the points above to help you write.

IF/THEN: If I jump into the swimming pool with my clothes on, what will happen? Jumping into the pool with my clothes on has the effect of causing my clothes to get wet. Write a cause and effect chart. If the custodian was to turn off the air conditioning, what effect would it have on us? How can we show that in our chart. It is important to think about the effect our actions will have. Can you think of something to do that would cause something to happen? Then read to your class a story of your choice and look for cause and effect relationships.