

Reading Level: Grade 1

Subject: Social Studies

Materials

- Book for each student
- Chalkboard or dry erase board
- Pencils, crayons, or markers, paper
- Sticky notes (optional)
- Venn Diagram reproducible (optional) (p. 3 of this guide)

Lesson Standard

- **Key Ideas and Details: CCSS ELA-Literacy R1 1.3:** Describe the connection between two individuals, events, ideas, or pieces of information
- **Integration of Knowledge and ideas: CCSS ELA-Literacy: R1 1.9:** identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Targeted Reading Strategy/Objective

Compare and Contrast

Academic Vocabulary: animals, bodies, scared

High Frequency Words: are, how, know, out, what, with, will

Before Reading

Build Background

- Introduce the book. Tell students that they are going to read a book about veterinarians. Ask them if any of them have pets at home. Ask them if they know what a veterinarian does. Tell them that we sometimes call them “vets” for short. Accept all answers about this topic and then tell them that vets are animal doctors.
- Show students the front cover of the book and read the title. Review the title page, table of contents, picture glossary and index. Talk about the information (title of book, author’s name, vocabulary words and definitions).

Skill Introduction

- Explain that good readers may sometimes compare and contrast two or more things. For example, ask the students what they know about doctors. Have a discussion about this and write some of their answers down on chart paper. Then tell them that as they read, they should think about their own doctor visits, and compare those experiences to an animal visiting the veterinarian.
- Model how to compare and contrast. Example below:

Think Aloud: *I know that when I visit the doctor, I go for different reasons. Sometimes I go to get a check-up or physical exam. The doctor makes sure I am healthy and takes my blood pressure and temperature. Sometimes, I go to the doctor because I am sick. When this happens, I tell the doctor what is hurting or bothering me and I sometimes get medicine. The doctor helps me feel better. I bet that animals go for the same reasons. But how does an animal tell a doctor they aren't feeling good if they can't talk? This is something different between people doctors and animal doctors. I am going to read to find out other information about what is alike and what is different about both kinds of doctors.*

- Use the picture book walk to introduce the new vocabulary and to model ways to figure out the words. For example, point to the word *animals* on page 4. Remind students to look at the picture clues and to look at how the word looks. Then have them make an informed guess by asking themselves if the word looks right, sounds right, and makes sense in the sentence. Also, remind students to use the pictures and the clues in the bubbles, along with what they know about vets, to help figure out other new words on the pages.

During Reading

Check for Understanding

- Guide reading by asking students to read through page 9 (you may want to place a sticky note there).
- Model connecting prior knowledge.

Think Aloud: *I just read about how vets help animals stay healthy. This reminds me of how my doctor helps me stay healthy. I also read that animal doctors use special tools to check the animals. I know my doctor uses a thermometer to check my temperature and uses lights to look in my eyes, nose, ears and mouth. I see that the animal doctor on page 7 also uses a light to check the animal's ears. This is something that both animal and people doctors use.*

- Have students explain how they made connections with the reading so far, as they compare and contrast people doctors and animal doctors. Accept all answers.
- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read. Have students place a small sticky note next to any word they cannot read or understand when they continue reading on their own. This can be discussed after the book is read.

After Reading

Response to Text

- Have the students discuss what is alike and what is different between animal and people doctors. Have students share their experiences to add to the conversations and to make connections with the learning. Then have them work in pairs to find evidence of the similarities and differences.

Word Work—Phonics

- Have students revisit the short sounds for /e/ and /i/. Remind them that vowel sounds have long and short sounds. Long sounds say the letter names but the short sound does not. Short /e/ sounds like the 'e' in egg and short /i/ sounds like the 'i' in igloo. Have students create a list of words that have these sounds. They can use the book to find some.

Extend the Reading

- Social Studies Connection
 - Have students fill out a Venn Diagram handout (p. 3 of this guide) showing how animal doctors (vets) are alike and different than people doctors. Have them use facts they learned from the book and information they know from experiences. They may also research these topics for further learning.
 - Invite a community worker to visit the classroom as a guest. Before he or she comes, have students write questions they want to ask the guest, such as whether or not he or she went to school, if he or she has special tools, clothing, etc. Then you may want to create your own class book about the different community helpers you have as guests.

Critical Thinking with Bumba Books

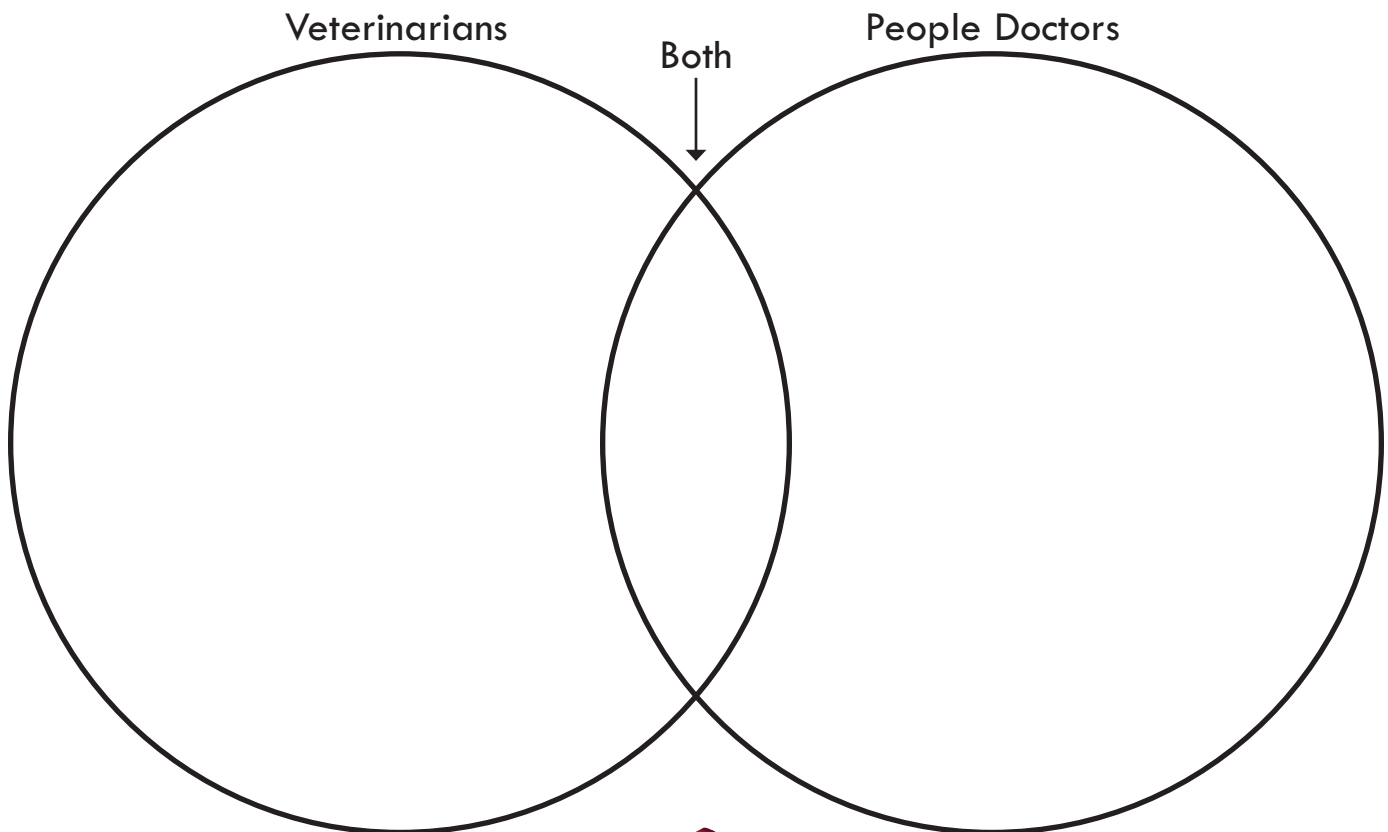
Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: _____

Venn Diagram

A Venn diagram allows you to compare and contrast (look at what is alike and what is different) among different things. We just read about veterinarians and learned that they are animal doctors. There are some things that are the same as a people doctor and some things that are different.

Use the Venn diagram to write as many facts about veterinarians as you know in one circle, and as many facts about people doctors that as know in the other. The parts of the circles that do not overlap are for writing things that are different. The part that does overlap is for writing about things that are the same. The first example is done for you. How many other facts can you add about this topic? You can look back into the book if you need ideas, and you may also use your own experiences.



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