

Teaching

Comparing Animal Traits

COMPARING
ANIMAL TRAITS

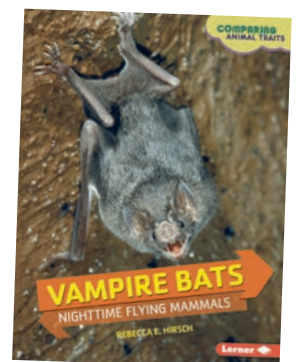
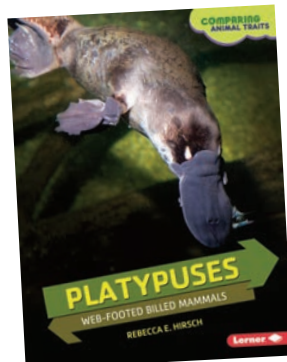
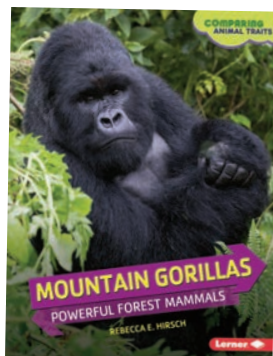
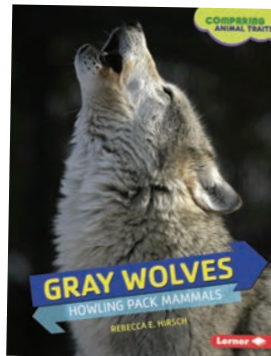
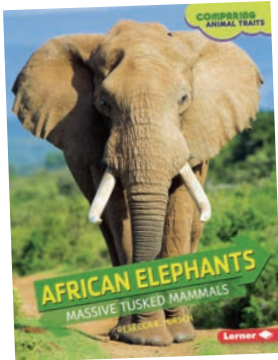
Interest Level: Grades 2–4

Reading Level: Grade 3

LEARNER  SOURCE™

Titles in this series:

Go to www.lernerbooks.com for a complete list of books in the *Comparing Animal Traits* series.



Standards

Next Generation Science Standards (Disciplinary Core Ideas)

- LS1.B Growth and Development of Organisms
- LS2.D Social Interactions and Group Behavior
- LS3.A Inheritance of Traits
- LS3.B Variation of Traits
- LS2.C Ecosystem Dynamics, Functioning, and Resilience
- LS4.C Adaptation
- LS4.D Biodiversity and Humans

Common Core Reading (Informational Text)

- CCSS.ELA-LITERACY.RI.3.4
- CCSS.ELA-LITERACY.RI.3.5
- CCSS.ELA-LITERACY.RI.3.7
- CCSS.ELA-LITERACY.RI.3.9

Common Core Writing

- CCSS.ELA-LITERACY.W.3.2
- CCSS.ELA-LITERACY.W.3.7

Multiple Intelligences Utilized

- Bodily-kinesthetic, interpersonal, intrapersonal, linguistic, visual-spatial

Lesson 1

Science Synonyms

Purpose

Students will use thesauruses to find synonyms for academic words.

Materials

- Comparing Animal Traits series
- paper
- pencils
- Finding Synonyms p. 6
- a class set of thesauruses

Pretest

- What can you do when you don't know what a word means?
- What is a synonym?
- What is a thesaurus?

Read

- Choose one book from the Comparing Animal Traits series.
- Share or display chapter 1 of this title.
- Read aloud chapter 1.
- Ask students to write down any unfamiliar words.
- After you have finished reading, ask students to share these words.

Record students' responses on the board.

Model

- Pass out Finding Synonyms p. 6.
- Choose an unfamiliar word from chapter 1. Explain that one way to learn more about a new word is to look at its synonyms, or words that have similar meanings.
- Ask students to write the unfamiliar word on Finding Synonyms p. 6.
- Using an online or print thesaurus, look up the unfamiliar word. Ask students to find a synonym that they know. Record the synonym on Finding Synonyms p. 6.
- Then revisit the sentence in the book that used the unfamiliar word. Reread the sentence, substituting the synonym.
- Ask students to draw a picture on the Finding Synonyms page to help

them remember the meaning of the unfamiliar word in the future.

Practice

- Distribute books in the Comparing Animal Traits series.
- Ask students to read the books and identify three or more words they do not know.
- Students should record these words, look up synonyms using a thesaurus, and draw pictures that communicate the word's meaning.

Discuss

- What is a synonym?
- How can a synonym help you learn more about a word's meaning?

Evaluate

- Examine students' worksheets for completion and understanding.

Lesson 2

Compare It!

Purpose

Students will use information from the text to create Compare It! boxes.

Materials

- Comparing Animal Traits series
- Compare It! p. 7 (two copies for each student)
- pencils

Pretest

- What is comparing?
- What can we learn by comparing two things?

Read

- Choose a book from the Comparing Animal Traits series. Read the first chapter aloud.
- When you finish reading, display the Compare It! chart found in the chapter.
- What two animals are compared in the chart?
- How are the two animals similar? What do they share?
- How are the two animals different?
- Which animal in this chapter is not in the chart?
- When possible, refer back to the

text to find sentences that directly compare the two animals.

Model

- On the board, draw a blank chart similar to the one on p. 30 of the book.
- Compare the title animal to the remaining animal in the chapter, the one not shown in the book's chart.
- Record the similarities and differences on the chart.
- Model searching the text for explicit comparisons.

Guided Practice

- Distribute two copies of Compare It! p. 7 to each student.
- Read chapter 2 aloud with students.
- As a class, fill out the first Compare It! chart for the title animal and the animal not compared in the chapter's chart.
- Lead the class in finding explicit comparisons in the text.

Independent Practice

- Distribute books from the Comparing Animal Traits series so that every student has a book. These books may be the same one used as a model or a different book in the series.
- Ask each student to complete a chart for chapter 3. The chart should compare the title animal and the animal not compared in the book's chart.

Discuss

- What animals did you compare?
- What was difficult about this assignment? What was easy?
- Was it easier to find similarities or differences?
- Why do you think the author included Compare It! charts in the book?

Evaluate

- Review completed Compare It! assignments.

Lesson 3

Comparing Two Books

Purpose

Students will compare two texts on similar topics.

Materials

- Comparing Animal Traits series
- pencils
- Compare It! p.7

Pretest

- What have you learned about comparing and contrasting?
- What can you learn when you compare two things?

Read

- Choose two books from the Comparing Animal Traits series that feature creatures from the same animal group, such as reptiles.
- Read aloud pp. 6–7 in the first book.
- Ask students to identify important points about the animal that were shared in the book. Record their answers on the board.

- Read aloud pp. 6–7 in the second book.
- Again, ask students to identify important points. Record answers on the board.

Model

- Draw a blank Compare It! chart on the board.
- With help from students, choose comparison categories for the chart.
- Complete the Compare It! chart with your class, drawing from the information recorded on the board.

Practice

- Divide students into pairs.
- Distribute Compare It! p. 7 and books from the Comparing Animal Traits series. Each pair should have two sheets and two books.

- Ask students to read pp. 6–7 in each book and then to create and complete a Compare It! chart for those two animals.

Discuss

- What two animals did you compare?
- What similarities did you find between the two animals?
- Aid students in recognizing major features shared by all members of the same animal group, such as reptiles or mammals.

Evaluate

- Review students' oral responses and completed Compare It! assignments.

Lesson 4

Research and Compare

Purpose

Students will conduct short research projects and then compare their research subject to another animal.

Materials

- Comparing Animal Traits series
- pencils
- paper
- Research and Write p. 8
- computer or library access

Pretest

- What is research?
- Why do we research?
- How can you share your research with other people?

Read

- Choose a book from the Comparing Animal Traits series.
- Display or distribute pp. 6–9 of the book.
- Read aloud pp. 6–9.

Model

- Call students' attention to a similarity or a difference between two animals identified in the book. Record this point of comparison on the board.
- Ask students to search both animal spreads for similarities or differences between the two animals. Record their findings on the board. Then ask students to read aloud the sentence in which they found their answer.

- What words or phrases does the author use when showing how two animals are the same?
- What words are used when the two animals are different?
- Begin a list of words or phrases the author uses to clue readers into the comparison.

Guided Practice

- Distribute Research and Write p. 8.
- Lead students in using the list of words and phrases to make other kinds of comparisons. Use available objects, such as a desk and a chair for practice comparisons. Or to allow students to move around, ask volunteers to strike poses or demonstrate dance moves. Then compare the two actions.
- Ask students to record their practice sentences on Research and Write p. 8.

Independent Practice

- Assign each student a book from the Comparing Animal Traits series. Allow students time to read about the title animal. Tell students that they will be writing a new entry for the Comparing Animal Traits books. They will be comparing the animal they just read about to another animal that

they get to choose!

- Give students books or computers to do research on an animal of their choice. They may record their choice on Research and Write p. 8.
- Allow students time to research and record information about the chosen animal.
- Finally, ask students to write a new entry for their assigned book. Each student should write a three to five sentence paragraph comparing the researched animal to the book animal. Encourage students to use the words or the phrases identified earlier in the lesson.

Discuss

- What interesting things did you learn about the animal you researched?
- When you were writing, what words or phrases did you use the most? Why?
- What was easiest about this assignment?
- What was most challenging about this assignment?

Evaluate

- Review students' research notes and written comparisons.

Name _____

Date _____

Finding Synonyms

Unfamiliar word _____

Synonym _____

Unfamiliar word _____

Synonym _____

Unfamiliar word _____

Synonym _____

Unfamiliar word _____

Synonym _____

Name _____

Partner's name _____

Date _____

Compare It!

	Animal 1 _____	Animal 2 _____



Name _____

Date _____

Research and Write

Words or phrases used to compare:

_____	_____
_____	_____
_____	_____
_____	_____

Practice sentences:

	Book animal _____	Research animal _____
Life span		
What it eats		
Where it lives		
How much it weighs		

When you finish your research, write three to five sentences comparing the two animals. Use your research and comparing words to write your paragraph.