Title: **Animal Snackers** Level: **H**  ISBN: 0-439-77357-1 Publisher: Scholastic

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. favorite

2. imagine all – wall – swallow – follow

3. swallow

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

This is a **nonfiction** book that teaches about the unusual diets (foods) of some animals.

It also has a page like a Glossary that gives more interesting facts about them.

Based on the abilities of your students, choose a few difficult words (either for pronunciation or meaning) to discuss before reading, the *rest* can be discussed *during* the reading.

* Difficult Words/Vocabulary: brutes, carnivorous, platypus, enough, indigestion, decorate, eucalyptus, herring, snout, tolerates, guests, brine, abalone [ab-*uh*-**loh**-nee]
* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers group words together so their reading sounds smooth.

This book has a rhyming pattern which can help with reading fluency and solving unknown words.

(See Gorilla… shiver us 🡪 carnivorous; Platypus… enough🡪 stuff)

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Students will **whisper read** the story as teacher listens in to give support as needed.

After whisper reading starts, if several students are struggling with many words, it may be best to do choral or echo reading. Stop and work on tricky words together as a group.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

*Who* ***ate*** *a rock? Why?* (ostrich, helps it digest its food)

*What do the gorilla and koala have in common*? (fur, climb trees, both eat plants)

*How are the platypus and tickbird alike? Different?*

(both eat bugs, have a beak/bill – platypus has fur & swims but tickbirds have feathers & fly)

*Which animal uses a “****tool****” to eat its food?* (otter, cracks clams on a rock to open it)

**Partner Turn & Talk**: *Which was your favorite animal? Why?*

* Return to Teaching Point: *Did the rhyming pattern help you to read a new word?*
* Comprehension Strategy Focus: connections, **questions, inferences**, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Write 1 or 2 facts you learned about your favorite animal in this book.