

Animal Mothers and Babies

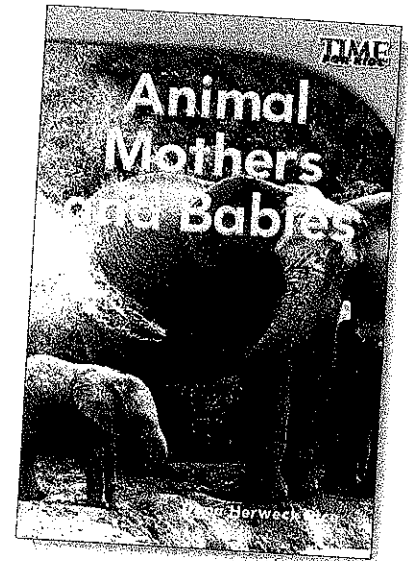
Focus Objectives

Students will be able to:

- understand the main idea and supporting details of simple expository information
- use self-correction strategies to monitor comprehension

TESOL Objective

Students will use English to interact in the classroom.



Word Work

- **High-Frequency Words:** *take, find, many*
- **Word Study:** word chunk patterns *-ub* and *-en*
- *Know Your Words* activity sheet

Academic Vocabulary

- *baby*
- *feed*
- *food*
- *keep*
- *mothers*

Comprehension Skills

- Understanding Main Idea and Supporting Details
- Monitoring Comprehension
- *Things Mothers Do* activity sheet

Writing

Trace and practice high-frequency and vocabulary words.

Cross-curricular Connections

- **Social Science:** Students know the roles of parents and the extended family in supporting a strong family and promoting the health of children.
- **Science:** Students know that animals closely resemble their parents.

Building Fluency

- **Reading the book:** repeated readings
- **Reading the poem:** poetry folder; repeated readings
- "Animal Mothers" poem

Teacher Created Materials

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Animal Mothers and Babies (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *take*, *find*, and *many* on the board. Read each word aloud. Depending on students' abilities, you may wish to introduce the high-frequency words one at a time.
 - Give students lined paper and a variety of colored pencils. Say and point to the featured high-frequency word. Have students repeat the word and write it on their papers using a different color for each letter.
 - If you have a classroom word wall, have students add the high-frequency words to it. As time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the *-ub* word chunk on a sheet of chart paper using a red marker.
 - Have students brainstorm other words that end with *-ub*. Write these words on the chart paper. The list of words may include *cub*, *dub*, *hub*, and *rub*.
 - Repeat the process above for the *-en* word chunk.
 - For additional practice with the words in this lesson, have students complete the *Know Your Words* activity sheet.

Tip: When adding words to the list, use a black marker for the beginning sound and a red marker for the *-ub* word chunk. For example, the *c* in *cub* would be black and the *-ub* would be red. This will help students identify the beginning (onset) and featured word chunk (rime).

Academic Vocabulary

- 1.** Develop students' vocabulary by naming animal babies. Write the heading *Animal Babies* on the board or chart paper. Under it, list all the words that students can provide. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add the academic vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and to include a picture.

Animal Babies	
kittens	puppies
chicks	cubs
goslings	foal
calf	hatchling

Animal Mothers and Babies *(cont.)*

Comprehension

Before Reading

- 1. Introducing the Book**—Tell students the title of the book.
 - Ask students, “What do you think this book will be about?” Ask if they have ever seen other books about this same topic.
 - Ask students to imagine that there is more to the cover picture. Ask them to tell you what they think might be around the elephants.
- 2. Monitoring Comprehension**—Display the cover of the book. Ask students to name some things they already know about elephants from looking at the picture. Praise them for using the picture clues.
 - Read the title aloud. As students offer suggestions, ask if they think it is an important fact about the elephants. For example, if someone says the elephants are playing, ask students if they think that fact is important now that they know the title.
 - Ask students to name important things about animal mothers and babies that might be included in the book.

English Language Support

Build prior knowledge and vocabulary before introducing the book. Discuss ways in which human mothers take care of their children. Discuss ways in which animal mothers might be similar to and different from human mothers using a Venn diagram.

During Reading

- 1. Monitoring Comprehension**—Read the title of the book, pointing to each word as you read it.
 - Read the book with students, showing them photographs prior to reading the text. For example, on page 8, cover the text. Ask students to describe what is happening in the picture. Encourage all responses such as “eating” or “feeding.” Then look at the text and determine what guesses, if any, fit with the text. Lead students to the idea that making predictions from the pictures can help them when they come to text they don’t know.
 - Read pages 4–8 of the book with students, pausing to discuss the photographs and to comment on what they see and think.
- 2. Understanding Main Idea and Supporting Details**—Using the choral-reading strategy, read the title aloud with students.
 - Ask students whether the title tells what the book is about. Ask them to explain how the title can help you understand the important parts of the text.
 - After reading each page, ask students to make comparisons between the animal on the page and human mothers. Ask them if thinking about people they know helps them to better understand the text of the book. Encourage students to add sentences to the text.
 - Now have students read the book independently. Monitor and check for understanding.



Assessment Opportunity—Monitor students as they read the high-frequency words.

Animal Mothers and Babies (cont.)

Comprehension (cont.)

After Reading

- 1. Building Oral Language**—Discuss whether or not students think animal mothers love their babies. Can animals love? Let this be an open discussion with no right or wrong answers. Encourage students to use real-life examples to explain their opinions.
- 2. Understanding Main Idea and Supporting Details**—Ask students to tell you what the book is about in as few words as they can (such as “families” or “how moms take care of babies”). Inform them that telling about the book in as few words as possible can help them identify the author’s main idea. Then ask students to provide some details from the book. Explain that these details help the reader better understand the book but are not the author’s main reason for writing the text. For additional practice with the comprehension skill in this lesson, have students complete the *Things Mothers Do* activity sheet.

English Language Support

Assign a partner to each student. Ask each pair to select an animal to portray. One will be the mother (or father) and one will be the baby. Each team can show the class something that the animal parent does for the baby.

Writing

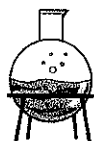
Create a cloze activity. Write each sentence from the book on chart paper, deleting a key word from each. For example, “Animal mothers take _____ of their babies.” Have students take turns filling in the blanks.

- Allow below-grade-level students to use a word bank when writing the words.
- Have on-grade-level students write the high-frequency words several times until they can write the words fluently.
- Encourage above-grade-level students to write the words and then additional sentences that include additional high-frequency and vocabulary words.

Cross-curricular Connections



Social Science—In groups, look for magazine pictures of families with children. Use these pictures to create a class book about how family members help each other. For a picture of a mother handing a child food, students may write, “Moms help kids eat healthy.”

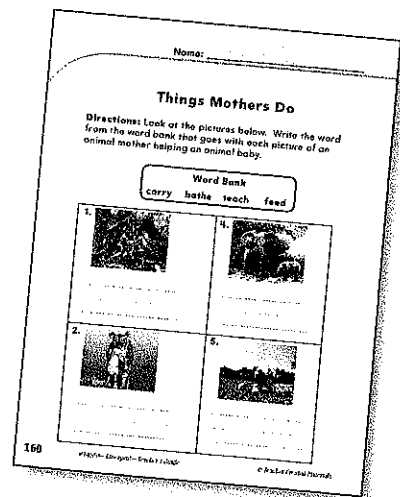
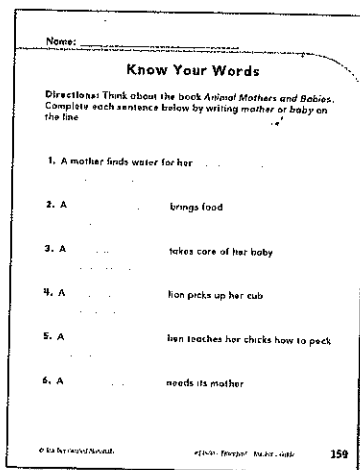
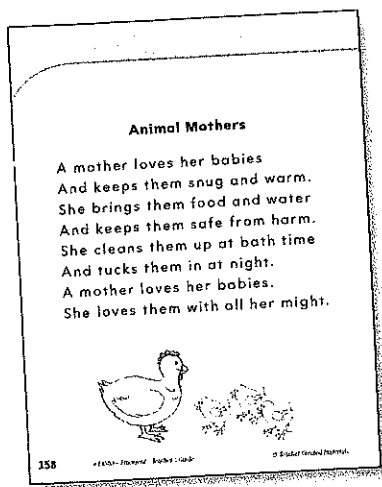


Science—Provide students with a variety of pictures of animal and human babies. Have students match the baby with the mother. Discuss how babies often resemble their parents, but not always.

Animal Mothers and Babies (cont.)

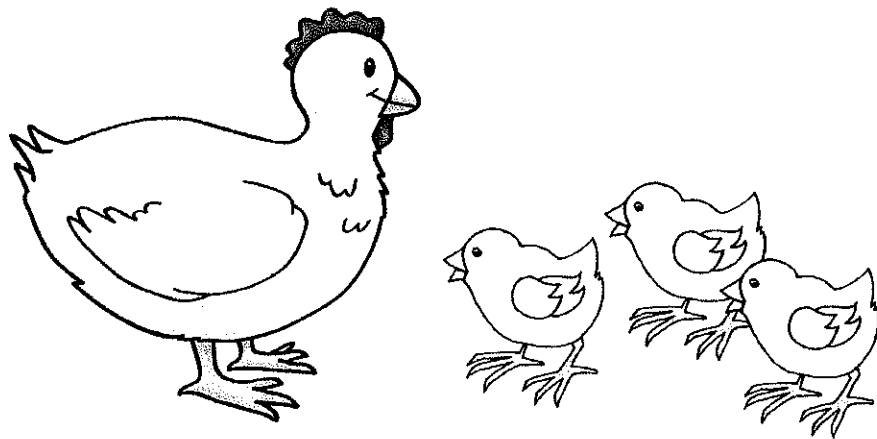
Building Fluency

- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Discuss the “Animal Mothers” poem. Compare and contrast the book and the poem by asking students questions, such as “How is the poem similar to or different from the book?”
 - Provide copies of the poem for students to keep in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
 - Write the poem on a sheet of chart paper. Take time to reread it throughout the day. Choral and repeated readings are effective strategies for building fluency. Encourage students to create actions and gestures or a tune to go along with the poem.



Animal Mothers

A mother loves her babies
And keeps them snug and warm.
She brings them food and water
And keeps them safe from harm.
She cleans them up at bath time
And tucks them in at night.
A mother loves her babies.
She loves them with all her might.



Name: _____

Know Your Words

Directions: Think about the book *Animal Mothers and Babies*. Complete each sentence below by writing *mother* or *baby* on the line.

1. A mother finds water for her _____.

2. A _____ brings food.

3. A _____ takes care of her baby.

4. A _____ lion picks up her cub.

5. A _____ hen teaches her chicks how to peck.

6. A _____ needs its mother.

Name: _____

Things Mothers Do

Directions: Look at the pictures below. Write the word from the word bank that goes with each picture of an animal mother helping an animal baby.

Word Bank

carry bathe teach feed

1.



4.



2.



5.