LESSON 22 TEACHER'S GUIDE

Animal Homes

by Rosalee Park

Fountas-Pinnell Level E

Informational Text

Selection Summary
A spider, bees, baby birds, ducks, a bear, a skunk, and a cheetah live in different kinds of homes. An animal’s home is close to food and water, is safe, and is the right size.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person exposition</td>
</tr>
<tr>
<td></td>
<td>• Repeated introductory sentence addressed to reader: Look at the (animal name).</td>
</tr>
<tr>
<td></td>
<td>• Question and answer on final pages</td>
</tr>
<tr>
<td>Content</td>
<td>• Various animals and their homes</td>
</tr>
<tr>
<td></td>
<td>• Shared characteristics of animal homes</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Animals live in many different kinds of homes.</td>
</tr>
<tr>
<td></td>
<td>• Animals need places where they can find food, water, and safety.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Repetition of words and sentences</td>
</tr>
<tr>
<td></td>
<td>• Text takes form of extended captions for photographs.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Sentences of eleven words or fewer</td>
</tr>
<tr>
<td></td>
<td>• Repeated sentence pattern: Look at the <strong><strong>. It lives in a</strong></strong>.</td>
</tr>
<tr>
<td></td>
<td>• Statements, question, exclamation</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Each page introduces animal name: spider, bees, birds, ducks, bear, skunk, cheetah</td>
</tr>
<tr>
<td></td>
<td>• Each page introduces name of home: web, hive, nest, pond, cave, log, tree</td>
</tr>
<tr>
<td></td>
<td>• Possibly unfamiliar word: cozy</td>
</tr>
<tr>
<td>Words</td>
<td>• Repeated high-frequency words</td>
</tr>
<tr>
<td></td>
<td>• One- and two-syllable words; three-syllable word: animal</td>
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<tr>
<td></td>
<td>• Plurals</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Photos with labels support and extend text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Photo above text on each of nine pages</td>
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<tr>
<td></td>
<td>• Each sentence begins on a new line.</td>
</tr>
<tr>
<td></td>
<td>• One- and two-line sentences</td>
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</tbody>
</table>

Animal Homes by Rosalee Park

Build Background
Read the title to children. Explain that the cover photograph shows a bald eagle and two baby eagles. Ask children what the eagles’ home is called. Anticipate the text with questions like these: Why is a big nest a good home for eagles? What are some other homes that animals live in?

Introduce the Text
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Point out the repeated sentence pattern, Look at the. Preview the photos to identify the animals. Here are some suggestions:

Page 2: Tell children that this book gives information about different animals and the homes they live in.
Suggested language: Turn to page 2. What animal is on this page? Where does it live? The sentences say: Look at the spider. It lives in a web. Say lives. Find the word lives and put your finger under it.

Page 3: Now on page 3, what animal do you see? Look at the bees. What is the name of the home that bees live in? They live in a hive.

Page 4: Remind children that they can use the information in the pictures to help them read. Look at the big eagle flying in the air. Then look at the baby birds. Where do the baby birds live?

Page 7: Turn to page 7. The last sentence says: The log is cozy and warm. A cozy home is comfortable and just the right size. What are some cozy and warm places you have been?

Now turn back to the beginning of the book to read about animals and their homes.

Words to Know
baby food live places right warm
Read
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text
Personal Response
Invite children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.
Suggested language: Which of the animals in this book have you seen in real life? Where did you see them?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each animal lives in a different kind of home.</td>
<td>Some animals make their own homes, and others live in homes made by nature.</td>
<td>The photos show things that aren’t easy to see, like the inside of a beehive or a bear’s cave.</td>
</tr>
<tr>
<td>An animal’s home is close to food and water, safe, and the right size.</td>
<td>Animals use their homes for different things, like sleeping, catching food, or taking care of babies.</td>
<td>The writer uses the same sentence on more than one page.</td>
</tr>
<tr>
<td></td>
<td>When you see an animal, you could look for its home.</td>
<td>The writer wants to show readers that animals’ homes are interesting.</td>
</tr>
</tbody>
</table>


Choices for Support
Fluency
Invite children to prepare to read pages 9 and 10 aloud. Encourage them to read like a teacher who is showing and explaining interesting information. Remind them that a question ends with a slightly higher voice.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:
• Vowel Sounds Have children listen as you say these words from Animal Homes and raise their hands each time they hear a word with a long e sound: tree, web, food, bees, honey, nest, swim, sleeps, log, cheetah, safe.
• Word Hunt On a page from Animal Homes, have children find a word with a sound you say. Examples: Find a word on page 5 that ends with /m/. Find a word on page 6 that begins with /w/.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 22.7 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill
Conclusions
Tell children that when they read a book with facts, they can put the facts together to think of new ideas. Model drawing a conclusion:

Think Aloud

In Animal Homes, I read that a bird's nest is high in a tree, that a skunk can use a log as a home, and that a cheetah sleeps in a tree. I can put those facts together to come up with a new idea: Many different animals use trees for homes.

Practice the Skill
Ask children to reread the information about bees on page 3 and tell a new idea about it.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Choose an animal from Animal Homes. Draw a picture to show something else about the animal.

Write about the animal.
English Language Learners

Front-Load Vocabulary  Preview the book by showing children the photographs on pages 2–8, saying the words in the labels, and having children repeat the words.

Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/ Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Where do ducks live?</td>
<td>Speaker 1: What does a spider use to catch food?</td>
<td>Speaker 1: What animal homes does this book show?</td>
</tr>
<tr>
<td>Speaker 2: near a pond</td>
<td>Speaker 2: It uses its web to catch food. Speaker 1: Where does the bear sleep in winter?</td>
<td>Speaker 2: The book shows a web, a hive, a nest, a pond, a cave, a log, and a tree.</td>
</tr>
<tr>
<td>Speaker 2: a skunk</td>
<td>Speaker 2: They live in a nest in a tree.</td>
<td>Speaker 2: The animal won’t get hurt in its home.</td>
</tr>
</tbody>
</table>

Responding

Conclusions

What are three animals that live near their food? What can you tell about where animals need to live? Make a chart.

Text to Text  Think about an animal from another story. Where does it live? What does it eat?

Think About It

Write an answer to the question. Responses may vary.

1. What is important about the size of an animal’s home?

An animal’s home needs to be the right size for the size of the animal.

Making Connections  Think about another animal’s home. Write some sentences about the animal and its home.

...
Animal Homes

Choose an animal from Animal Homes.
Draw a picture to show something else about the animal.

Write about the animal.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Think About It

Write an answer to the question.

1. What is important about the size of an animal’s home?

Making Connections Think about another animal’s home. Write some sentences about the animal and its home.
### Animal Homes • LEVEL E

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
</table>
| 6    | Look at the bear.  
      It sleeps in a cave  
      in the winter.      |        |                  |
| 7    | Look at the skunk.  
      This skunk lives in a log.  
      The log is cozy and  
      warm!                |        |                  |
| 8    | Look at the cheetah.  
      It hunts on the ground.  
      Then it sleeps in a tree. |        |                  |

**Comments:**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>© cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**  
(# words read correctly/43 × 100) %  
1: __________%

**Self-Correction Rate**  
(# errors + # Self-Corrections/ Self-Corrections)  
1: __________%