

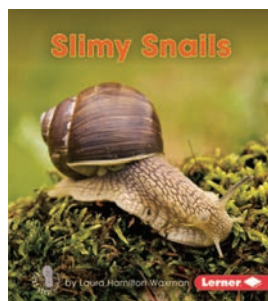
# Teaching First Step Nonfiction Backyard Critters



Interest Level: Grades K–2  
Reading Level: Grade 1

## Titles in this series:

*Crawling Cockroaches*  
*Creeping Caterpillars*  
*Darting Dragonflies*  
*Flashing Fireflies*  
*Slimy Snails*  
*Speedy Centipedes*  
*Web-Spinning Spiders*  
*Wiggling Earthworms*



## Lesson Standards

### Common Core State Standards

- CCSS ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- CCSS ELA-Literacy.RI.1.2:** Identify the main topic and retell key details from a text.
- CCSS ELA-Literacy.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS ELA-Literacy.RI.1.5:** Know and use various text features to locate key facts or information in a text.
- CCSS ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- CCSS ELA-Literacy.RI.1.8:** Identify the reasons an author give to support points in a text.
- CCSS ELA-Literacy.RI.1.9:** Identify basic similarities in and differences between two texts on the same topic.
- CCSS ELA-Literacy.RF.1.4A:** Read grade-level text with purpose and understanding.

### Next Generation Science Standards Science and Engineering Practices

- LS-1** From Molecules to Organisms: Structures and Processes
- LS-1.A** Structure and Function (Disciplinary Core Ideas)
- LS-1.B** Growth and Development of Organisms (Disciplinary Core Ideas)

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**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Magnetic letters (optional)
- Main Idea and Supporting Details handout (p. 3 of this guide)
- Sticky notes (optional)
- Paper, crayons/markers, if needed

### Lesson Standards

- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic and retell key details from a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RF.1.4A:** Read grade-level text with purpose and understanding.

### Targeted Reading Strategy/Objectives:

Determining main idea and identifying supporting details

**Academic Vocabulary:** antennae, cockroach, damp, insect, oval, shell

**High Frequency Words:** are, be, can, day, eat, have, one, or, some, their, them, two, with

## Build Background

- Introduce the book *Crawling Cockroaches* by showing students the cover and reading the title. Ask them what they know about cockroaches. What information do you think will be in this book?
- Take a book walk and review the table of contents, glossary, and index. Point out the headings of each section and have students look at the pictures to make predictions.
- During the book walk, point out the bold-faced vocabulary words and model ways to decode the words. For example, point to the word **shell** on page 5. Have them chunk the word. Have students cover the digraph *sh* with their finger and pronounce the *-ell* ending. Then, blend the two sounds together to say *shell*. Also, remind students to use the other text features to figure out other new words on the pages.

### Skill Introduction

- Tell students that they will be determining what the main idea of *Crawling Cockroaches* is and identifying key details to support the main idea.
- Explain that the main idea of the book is what the book is mostly about. Supporting details give us additional information about the topic.

**Think Aloud:** *The title helps me understand that the book will be about cockroaches, which will be the main idea. The information I learn about cockroaches will be the supporting details. Nonfiction books help give us clues about supporting details by breaking the book into sections and giving each section a heading. The heading lets us know what we will learn about. Can you give me some examples of what details we may learn about cockroaches (parts of their body, where they live, food, etc.)?*

## During Reading

### Check for Understanding

- Guide students as they are read by asking them to read and stop on page 15 (you may want to place a sticky note there).
- Model how to identify supporting details.

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**Think Aloud:** *I see that the heading of the last section you read is called **Where to Find Cockroaches**. One supporting detail you could identify about this section is on page 13 (read the sentence out loud to students).*

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- 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. These can be discussed after the book is read.

## After Reading

### Response to Text

- Did you discover any new information about cockroaches? Let students discuss what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

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**Think Aloud:** *Since we have been discussing main ideas and supporting details, I see there are important features in a nonfiction book that help me understand how to find supporting details. For example, bolded headings help me pick out main ideas and/or key details. Can someone share another way to identify a supporting detail when I am reading a nonfiction book? Accept all reasonable answers. Guide students if they need additional examples or help.*

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### Word Work

- Have students practice high frequency words from the book (listed above). Use magnetic letters (or other letters students can manipulate) and say-spell-say each high frequency word. Students could also write words in rainbow colors with crayons or markers.

### Extension Activity

- Have students complete the Main Idea and Supporting Details handout (p. 3 of this guide).
- **Science Connection:** Have students go on a nature walk and look for backyard critters outside. Have them draw and label the parts of a cockroach's body.



Name: \_\_\_\_\_

## Main Idea and Supporting Details

Main Idea:		
Detail 1:	Detail 2:	Detail 3:



**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Pencils, crayons, or markers
- Paper
- Caterpillar Retell handout (p. 3 of this guide)
- Sticky notes (optional)
- Dry erase board or chalkboard (optional)

### Lesson Standards

- **CCSS ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Targeted Reading Strategy/Objectives:

Use descriptive words to retell and illustrate what they learned about caterpillars.

**Academic Vocabulary:** beady, butterflies, caterpillar, cocoon, eggshells, molting, moths

**High Frequency Words:** are, big, can, have, little, many, other, or, out, some, there, their, they, this

## Before Reading

### Build Background

- Introduce the book *Creeping Caterpillars* by showing students the cover and reading the title. Ask them what they know about caterpillars. What new information do you think you might learn about caterpillars?
- Take a book walk and review the table of contents, glossary, and index. Point out the headings of each section and have students look at the pictures to make predictions.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode the words using phonics strategies. For example, point to the word **beady** on page 10. Remind students that when two vowels are together, most often they make the sound of the first vowel. In this case, *-ea* would have the long /e/ sound. Also, remind students to use the other word strategies and text features to figure out other new words on the pages.

### Skill Introduction

- Tell students that they will focus on identifying descriptive words in the text. They will use descriptive words that they find in the text and their own descriptive words to retell what they have learned about caterpillars.

**Think Aloud:** *When I am reading, especially a nonfiction book, I pay close attention to words that are descriptive. By descriptive I mean words that help give me a better understand about what I am reading about. For example, it could be a word about what something looks like, how it moves, or even how it communicates. Let's look at the cover of the book. I think that caterpillar looks wrinkly. Can someone give me another descriptive word that is not in the text to tell me how the caterpillar looks or how you think the caterpillar is moving? As you are reading and find a descriptive word that you want to remember, place a sticky note on that page.*



## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there).
- Model targeted skill: Descriptive words.

**Think Aloud:** *I placed a sticky note on page 4. Let's turn to page 4. Do you see the word squishy? This descriptive word gives me a clear picture of how a caterpillar's body would feel if I could touch it. As you continue reading about caterpillars, pay close attention to words that describe different things about caterpillars and what they do. You will use some of these words for our activity after you have finished reading the book.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read.

## After Reading

### Response to Text

- Did you discover any new information about caterpillars? Let students discuss what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

**Think Aloud:** *I learned that caterpillar bodies feel squishy from the book. What descriptive words did you learn about caterpillars? These words help us visualize what caterpillars look and feel like, how they move, what they eat, where they live, and what they do. Can you tell me a different descriptive word you can use to describe caterpillars that is not in the book?*

### Word Work

- Syllables
  - Have student use the academic vocabulary words in the book (listed above) to clap the number of syllables.
    - > cat-er-pil-lar, but-ter-fly

### Extend the Reading

- Now that students have learned about descriptive words, explain that they are going to use the words from the book or their own descriptive words to write three sentences retelling what they learned about caterpillars. To get started, have students draw a bubble map on a piece of paper or whiteboard with the word *caterpillar* in the middle. Then have students fill in the other bubbles with bright, descriptive words telling what they learned about caterpillars from the book.
- After students have finished creating their bubble maps, pass out the Caterpillar Retell handout (p. 3 of this guide) and have them write three sentences retelling what they learned using their descriptive words and then draw an illustration of a caterpillar to show their descriptive words.
- **Science Connection:** Discuss the life cycle of a butterfly. Have students draw and label each stage of the life cycle.



Name: \_\_\_\_\_

## Caterpillar Retell

Write three sentences, using descriptive words, to retell what you learned about caterpillars.

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Draw an illustration of a caterpillar to show the descriptive words you used in your sentences.



**Reading Level: Grade 1**

**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Darting Dragonflies Text Features Scavenger Hunt handout (p. 3 of this guide)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS ELA-Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS ELA-Literacy.RI.1.5:** Know and use various text features to locate key facts or information in a text.

### Targeted Reading Strategy/Objectives:

Using text features to find information in a nonfiction book.

**Academic Vocabulary:** dragonflies, hove, hunt, insects, prey

**High Frequency Words:** and, are, but, can, come, for, have, little, many, other, or, out, see, their, them, these, with

## Before Reading

### Build Background

- Introduce the book *Darting Dragonflies* by showing students the cover and reading the title. Ask them what they know about dragonflies. What new information do you think you might learn about dragonflies?
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode the words using phonics and decoding strategies. For example, point to the word *insects* on page 4. Model how to chunk the word *insects* into two parts: *in-sects*. Also, remind students to use the other word strategies and text features to figure out other new words on the pages.

### Skill Introduction

- Tell students that nonfiction books give important information. Nonfiction books are organized with text features so information can be found easily and quickly.

**Think Aloud:** *I know nonfiction books have specific features that help me as I am reading. For example, the title tells me what the book will be about, but the table of contents tells gives me more information such as main topics that will be discussed in the book. Can anyone tell me other text features that nonfiction books have? Review other text features, including title page, headings, glossary, diagrams (p. 22), and index. As you reading, I want you to be on the lookout for all of these text features.*

## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 11 (you may want to place a sticky note there).
- Model targeted skill: Identifying text features.

**Think Aloud:** *I placed a sticky note at the top of page 7. Let's turn to page 7. Do you see the text in the box outlined in red on the photograph? This is called a caption, and it gives additional information about the picture. It is helpful to read captions and any other information given on a page.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read.

## After Reading

### Response to Text

- Did you discover any new information about dragonflies? Let students discuss what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

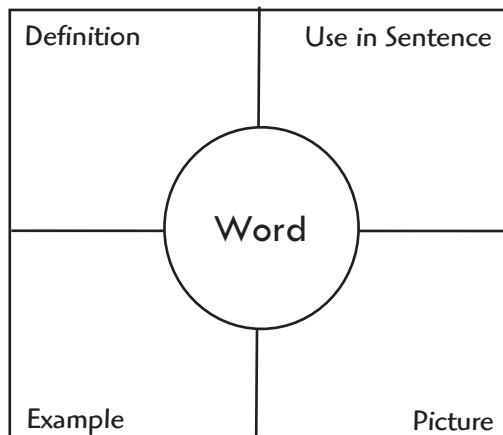
**Think Aloud:** *I learned from a caption that dragonflies can see in front of them and behind them. That is really interesting. I see that extra boxes on the page are important because they give me other useful information.*

- Ask students to identify other information they learned by using the text features. Accept all reasonable answers.

### Word Work

- Academic Vocabulary Four Square

- Have each student select a word, a bold-faced vocabulary word or a word from the glossary to complete a four square. Students can draw the four square on a piece of paper.



### Extend the Reading

- Now that students have learned about text features, have them complete the Darting Dragonflies Text Features Scavenger Hunt handout (p. 3 of this guide).
- **Science Connection:** Go on a nature walk (weather and season permitting) to see if students can observe dragonflies outside. If you do not see any, have students draw and label the parts of a dragonfly.



Name: \_\_\_\_\_

## Darting Dragonflies Text Features Scavenger Hunt

Text Feature Clue	Answer
What is the title?  Where can you find this?	<hr/> <hr/>
Turn to page 5. What are the words in the red box called?	<hr/> <hr/>
What page can you find what dragonflies eat?  What text feature did you use to find this?	<hr/> <hr/>
What is the labeled picture on page 22 called?	<hr/> <hr/>
What does the heading on page 12 say?	<hr/> <hr/>
Where can I find the meaning of the word <b>prey</b> ?	<hr/> <hr/>
What pages can I find information about dragonflies' legs?  What did you use to find this information?	<hr/> <hr/>



**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Flashing Fireflies Author's Purpose handout (p. 3 of this guide)
- Dry erase board or chalkboard (optional)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA–Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS ELA–Literacy.RI.1.5:** Know and use various text features to locate key facts or information in a text.
- **CCSS ELA–Literacy.RI.1.8:** Identify the reasons an author give to support points in a text.

### Targeted Reading Strategy/Objectives:

Identifying the author's purpose of the book

**Academic Vocabulary:** abdomen, antennae, damp, firefly, insects, poison

**High Frequency Words:** and, are, but, can, come, eat, for, have, like, little, on, one, other, or, see, some, their, they, these, with

## Before Reading

### Build Background

- Introduce the book *Flashing Fireflies* by showing students the cover and reading the title. Ask students if they have seen fireflies before. If so, where were they? What were they doing? What time of the year was it? Ask students what new information they think they might learn about fireflies.
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode the words using phonics and decoding strategies. For example, point to the word **insects** on page 4. Model how to chunk the word *insects* into two parts: *in-sects*. Also, remind students to use the other word strategies and text features to figure out other new words on the pages.

### Skill Introduction

- Tell students they are going to be identifying the author's main purpose for writing the book *Flashing Fireflies*.

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**Think Aloud:** *I know authors write books for different reasons. Authors can write to try and persuade the reader to do or believe in something. Sometimes they write to entertain by telling a story. Other times authors write to inform or give information. As you read, think about why the author wrote the book. Use sticky notes to mark pages that help tell why the author wrote the book.*

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## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 12 (you may want to place a sticky note there).
- Model targeted skill: Author's purpose

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**Think Aloud:** *I placed a sticky note at the top of page 12. Let's take a look here. I did not know that fireflies live in grass. I have learned some interesting facts as I have been reading. I believe the author is giving information here to tell the reader about fireflies.*

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- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read.

## After Reading

### Response to Text

- Did you discover any new information about fireflies? Let students discuss what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

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**Think Aloud:** *I learned new facts about fireflies from the book. For example, on page 15 it says fireflies only live for a few days or weeks. I know this is a nonfiction book because it gives facts about fireflies.*

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- What do you think is the author's purpose of the book? Allow students to discuss aloud and ask them to identify evidence from the text to support their reasoning.

### Word Work

- Consonant Blends
  - Do a quick review of consonant blends. Use dry erase boards, chalkboards, or paper and have students find and list all of the sm-, sn-, and sl- blends in the book (for more: add fl-, fr-, br-, bl-).

### Extend the Reading

- Students complete the Flashing Fireflies Author's Purpose handout (p. 3 of this guide).
- **Science Connection:** Use the picture of a firefly on page 22 to discuss the parts of a firefly. Have students draw and label the parts of a firefly on paper. Ask students to draw the firefly in the environment they live (i.e. grass, summer, or night time).



Name: \_\_\_\_\_

## Flashing Fireflies – Author’s Purpose

**Persuade** – the author is trying to get you to do or believe something

**Inform** – the author is giving you information about a topic

**Entertain** – the author is telling you a story that you will enjoy

After reading *Flashing Fireflies*, did you think that the author’s purpose was to persuade, inform, or entertain? \_\_\_\_\_

Use three details from the book to prove that the author’s purpose was to \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Backyard Critters

## Slimy Snails



**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Slimy Snails K-W-L Chart handout (p. 3 of this guide)
- Dry erase board or chalkboard (optional)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA–Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS ELA–Literacy.RI.1.5:** Know and use various text features to locate key facts or information in a text.

### Targeted Reading Strategy/Objectives:

Building background knowledge

**Academic Vocabulary:** algae, moist, snail, spiral

**High Frequency Words:** and, are, but, can, come, eat, for, have, like, little, on, one, other, or, see, some, their, they, these, with

## Before Reading

### Build Background

- Introduce the book *Slimy Snails* by showing students the cover and reading the title. Survey students' prior knowledge by asking a few questions. Have they seen snails before? If so, where were they? What were they doing? What time of the year was it? Ask students what new information they might learn about snails.
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode the words using phonics and decoding strategies. For example, point to the word **spiral** on page 5. Model how to chunk the word and use the sp- blend to sound out the word. Also, remind students to use the other word strategies and text features to figure out other new words on the pages.

### Skill Introduction

- Explain that students will be building their prior knowledge about snails by filling in a K-W-L Chart.

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**Think Aloud:** *I can think of different things I know about snails. (Model how to begin filling out the K-W-L Chart under "I Know . . ."). I know I have seen snails outside on the ground, especially after it rains. I have also seen snails in the water at the beach. I have an idea where snails live, but I wonder what other places snails live and what they eat (fill in under W on the chart).*

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- Have students place a sticky note on pages where they learn new information.

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# Backyard Critters

## Slimy Snails



### During Reading

#### Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there).
- Model targeted skill: Building Background Knowledge

**Think Aloud:** *I placed a sticky note at the top of page 13. Let's take a look here. I know snails live in the sea because I have seen them at the beach, but I did not know that they live in ponds and streams too. This is something new I learned that I can write under "I Learned . . . ." As I continue reading the book, I will think about what I already know about snails to continue building my prior knowledge.*

- Have students finish reading the rest of the book. Remind them to use what they already know to help them understand what they read.

### After Reading

#### Response to Text

- What did you learn about snails? Did you already know some things about snails that you learned more details about? Let students discuss and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answer.

**Think Aloud:** *I learned new places that snails live, such as in wet dirt and leaves, which it says on page 12. I also learned that snails eat algae. Now I have new information to fill in my chart. Thinking about things I already knew as I read really helped me to build on what I already know. Now I know more information about snails and have expanded my prior knowledge about snails.*

- Did you learn anything that you put under "I Wonder . . ." on your chart?

#### Word Work

- Plurals
    - Remind students about plural forms and when to add *-s* or *-es*. Note: Some plurals change a letter (e.g., leaf and body). Write the following words on the board and have students find their plural form in the text.
- |         |         |          |         |
|---------|---------|----------|---------|
| > snail | > place | > animal | > leaf  |
| > plant | > shell | > body   | > shape |

#### Extend the Reading

- Have students complete the Slimy Snails K-W-L Chart handout (p. 3 of this guide). Ask students to write three sentences about what they learned about snails.
- **Science Connection:** Have students draw a snail in a place they can live. Whatever place they choose, they must include what the snail would eat while living in that environment (e.g., if you draw a snail in the ocean, then draw algae for it to eat).

**Backyard Critters**  
**Slimy Snails**



Name: \_\_\_\_\_

### Slimy Snails K-W-L Chart

I Know . . .	I Wonder . . .	I Learned . . .



# Backyard Critters

## Speedy Centipedes



**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Asking Questions about Speedy Centipedes handout (p. 3 of this guide)
- Dry erase board or chalkboard (optional)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS ELA-Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Targeted Reading Strategy/Objectives:

Asking and answering questions to understand text

**Academic Vocabulary:** antennae, centipede, damp, molt, prey, segments, venom

**High Frequency Words:** are, been, by, day, eat, for, have, many, on, one, or, other, their, them, they, this, the, with, you

## Before Reading

### Build Background

- Introduce the book *Speedy Centipedes* by showing students the cover and reading the title. Survey students' prior knowledge by asking a few questions. Have they seen centipedes before? If so, where were they? What were they doing? Ask students what new information they might learn about centipedes.
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode the words using phonics and decoding strategies. For example, point to the word **centipede** on page 4. Remind students of the phonics principle when *c* is followed by the vowels *-e* or *-i* it makes the soft *c* sound like an *s*. Model how to chunk the word. Remind students that the "magic *e*" at the end of centipede makes the first *e* long. Also, remind students to use the other word strategies and text features to figure out other new words on the pages.

### Skill Introduction

- Explain that students will be asking questions before, during, and after their reading.

**Think Aloud:** *Good readers ask questions before, during, and after they read. I see the cover of the book has a centipede on it. I wonder if all centipedes look like this one. Are centipedes poisonous? I also wonder what centipedes eat and where they live. I am going to write these questions down on my "Before Reading" part of Asking Questions about Speedy Centipedes handout (p. 3 of this guide).*

- Have students place a sticky note on pages where they find answers to their questions.

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## During Reading

**Check** for understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there).
- Model targeted skill: Asking questions.

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**Think Aloud:** *As I was reading, I thought about centipedes as babies. What do they look like? I will write that down under my "During Reading" section on my handout. I see the next section is titled "Food." I bet I will find the answer to my question about what centipedes eat here.*

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- Have students finish reading the rest of the book. Remind them to keep asking questions as they read.

## After Reading

### Response to Text

- What did you learn about centipedes? Did you learn any new words while you were reading? Do you think you found the answers to all of the questions you wrote down? Let students discuss and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

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**Think Aloud:** *I wondered about what centipedes eat and I read that they eat insects, spiders and even other centipedes. I also discovered that they are poisonous. Asking questions helped me watch for specific information as I was reading.*

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### Word Work

- Synonyms and Antonyms

– Have students use paper or dry erase boards to write a synonym or antonym for the following words found in the text (if students need extra help, have them use the glossary):

> venom	> before	> run
> many	> damp	> day
> hard	> hunt	
> segments	> molt	

### Extend the Reading

- Have students finish answering their questions on their Asking Questions about Speedy Centipedes handout (p. 3 of this guide). Assist students as necessary.
- **Science Connection:** Have students draw and label a centipede using page 22 in the book. Have them write three sentences describing how centipedes use their bodies (e.g., legs for crawling fast, arms for catching prey, segments to bend, etc.)

# Backyard Critters Speedy Centipedes



Name: \_\_\_\_\_

## Asking Questions about Speedy Centipedes

Have students fill in the boxes before, during, and after reading *Speedy Centipedes*.

	Question	Answer
Before Reading		
During Reading		
After Reading		

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Reading Level: Grade 1

Genre/Subject: Science

### Materials

- Book for each student
- Paper
- Pencils
- Spiders vs. Insects Venn Diagram (p. 3 of this guide)
- Dry erase board or chalkboard (optional)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA-Literacy.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS ELA-Literacy.RI.1.9:** Identify basic similarities in and differences between two texts on the same topic.

### Targeted Reading Strategy/Objectives:

Compare and contrast

**Academic Vocabulary:** fangs, insects, joints, paralyzes, silk, spider, venom

**High Frequency Words:** and, are, be, can, come, do, eat, fly, for, get, has, have, is, of, like, long, make, new, not, or, out, see, some, the, their, there, then, they, two, up, with

## Before Reading

### Build Background

- Introduce the book *Web-Spinning Spiders* by showing students the cover and reading the title. Survey students' prior knowledge by asking a few questions. Where have they seen spiders? What kinds of spiders have they seen? Have they seen a poisonous spider? Ask students what new information they would like to learn about spiders.
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode words using phonics and decoding strategies. Remind students to utilize the text features within the book.
- Review the table of contents, glossary, index, and other text features.

### Skill Introduction

- Explain that students will be thinking about how spiders are alike and different from insects.

---

**Think Aloud:** *I have seen plenty of spiders. I know that some spiders are good because they eat insects that hurt plants. I wonder how spiders are like insects. Do they eat the same things? Do they live in the same places? I know they are different because spiders have more legs than insects.*

---

- Have students place a sticky note on pages where they find similarities and differences as they read.



## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 10 (you may want to place a sticky note there).
- Model targeted skill: Compare and contrast.

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**Think Aloud:** *As I was reading, I found on page 5 that spiders do have eight legs. I know that insects have six legs, so I put a sticky note on this page since I found a difference. I noticed that spiders' legs are covered with hair. I know some insects also have hair on their legs, such as cockroaches. As I continue reading, I am going to keep looking for ways that spiders and insects are alike and different.*

---

- Have students finish reading the rest of the book. Remind them to keep placing sticky notes on pages when they find similarities and differences.

## After Reading

### Response to Text

- What did you learn about spiders that you did not know? Did you learn any new words while you were reading? Were you able to find ways spiders and insects are alike and different? Let students discuss and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

---

**Think Aloud:** *I learned that spiders eat insects, but they also do some of the same things as insects do. Some spiders can even run fast to catch their food. Now I will use what I learned from the book to fill in my Venn Diagram.*

---

### Word Work

- Word Ladders Game with High Frequency Words
  - Have students use lined paper or dry erase boards. Game rules:
    - > Students are given one word to start with. Use words from the high frequency word list given at the beginning of the lesson. Students can play with another student or individually. They must take turns changing one letter of the word to make a new word. Try and create at least four new words. Example below:  
run > sun > fun > fin > find

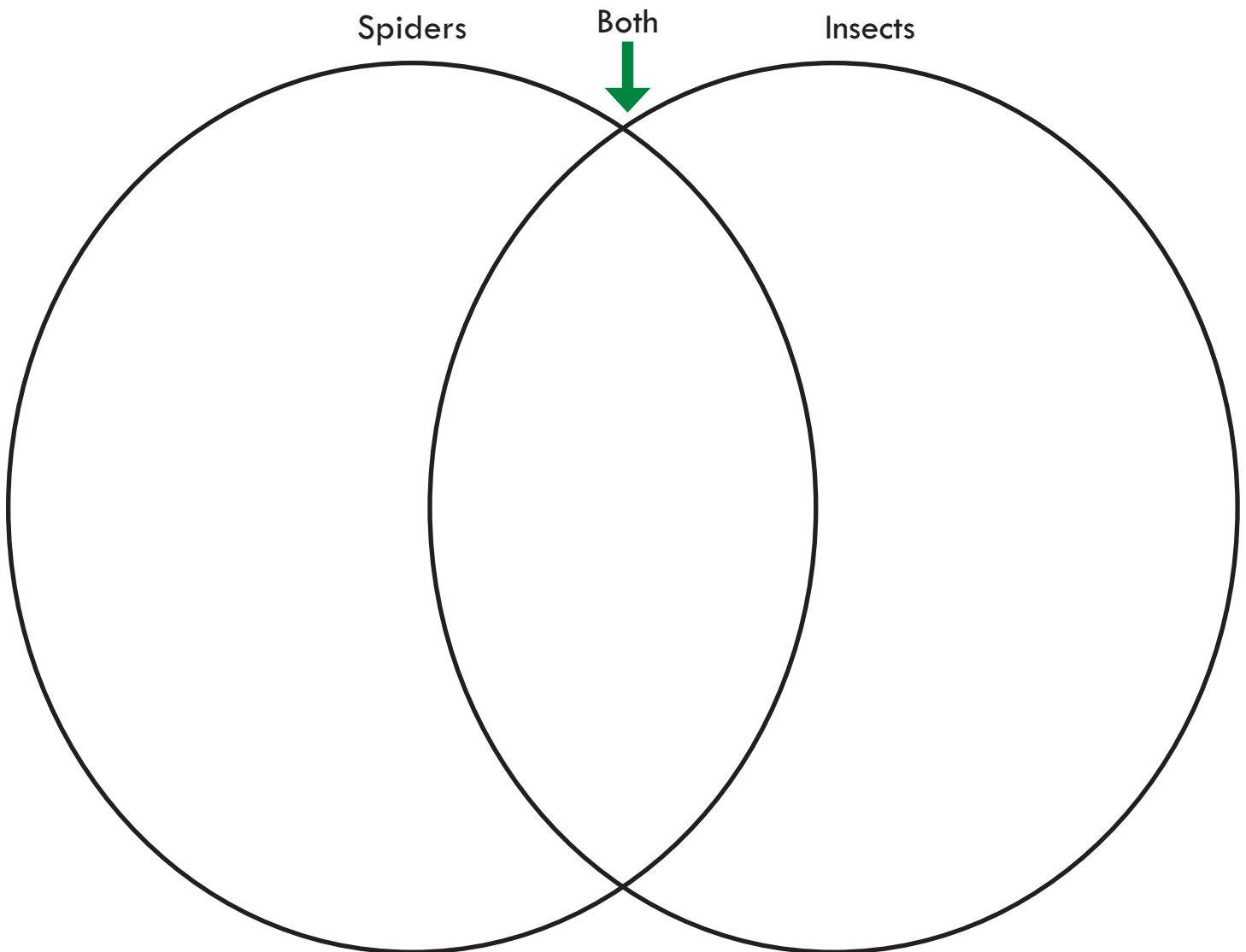
### Extend the Reading

- Have students complete the Spiders vs. Insects Venn Diagram (p. 3 of this guide). Assist students when necessary and encourage them to find their answers from the book.
- **Science Connection:** Students write and illustrate a description about a spider's web. Describe how the web looks, feels, and how spiders use it.

Name: \_\_\_\_\_

## Spiders vs. Insects

### Venn Diagram



# Backyard Critters

## Wiggling Earthworms



**Reading Level: Grade 1**  
**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Visualizing Earthworms handout (p. 3 of this guide)
- Dry erase board or chalkboard (optional)
- Sticky notes (optional)

### Lesson Standards

- **CCSS ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Targeted Reading Strategy/Objectives:

Visualizing

**Academic Vocabulary:** burrow, earthworm, roots, segments, soil, waste

**High Frequency Words:** and, also, are, by, can, come, for, eat, end, has, have, long, many, most, no, or, some, the, their, they, when, with

## Before Reading

### Build Background

- Introduce the book *Wiggling Earthworms* by showing students the cover and reading the title. Survey students' prior knowledge by asking a few questions. Have they seen earthworms before? Where have they seen earthworms? Have they touched an earthworm before? What did it feel like? Ask students what new information they would like to learn about earthworms.
- Take a book walk and make predictions using the photographs.
- During the book walk, point out the bold-faced words to introduce new vocabulary. Model ways to decode words using phonics and decoding strategies. Remind students to utilize the text features within the book.
- Review the table of contents, glossary, index, and other text features.

### Skill Introduction

- Explain that students will be using the text and pictures to visualize mental images of earthworms.

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**Think Aloud:** *Good readers make mental images as they read. A great way to make pictures in your mind is by using your senses. On the cover of the book I see many earthworms. They look like they are wet and slimy. If I close my eyes and visualize touching an earthworm, I think it would feel like slimy boogers. Gross!*

---

- As students begin to read on their own, have them place a sticky note beside text or pictures that help them use their senses to visualize about earthworms.

**LEARNER SOURCE™**



## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
- Model targeted skill: Visualizing.

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**Think Aloud:** *As I was reading, the word wiggly on page 4 helped me visualize how earthworms move. The picture on page 12 really helped me visualize what an earthworm looks like. I can see that the earthworm looks really wet and slimy the way it is reflecting in the picture. As I continue reading, I am going to use my senses to visualize what earthworm would sound like, smell like, and even taste like!*

---

- Have students finish reading the rest of the book. Remind them to keep placing sticky notes on pages when they find things that help them visualize with their senses.

## After Reading

### Response to Text

- What did you learn about earthworms that you did not know? Did using your senses help give you a clear and more detailed mental picture of an earthworm? Let students discuss and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

---

**Think Aloud:** *As I read, I use the text and illustrations to create mental pictures. This is a key tool to help me understand what I am reading and become a better reader. Using our senses is one of the best ways to help create our own mental images.*

---

### Word Work

- Alphabetical Order with High Frequency and/or Academic Vocabulary Words
  - Have students use lined paper or dry erase boards to write high frequency and/or academic vocabulary words in alphabetical order. Use words from the high frequency word and academic vocabulary list given at the beginning of the lesson (these are given in alphabetical order, so scramble them before giving to students).

### Extend the Reading

- Have students complete the Visualizing Wiggly Earthworms Using My Senses handout (p. 3 of this guide). Assist students as they get started.
  - For example, in the “See” box have students draw what earthworms look like as they move—wiggly— or draw what color they are, draw their segments, etc.
- **Science Connection:** Have students draw and label an above/below ground diagram of earthworms. In the diagram, show plants above ground, their roots underground, and tunnels that earthworms have created.



Name: \_\_\_\_\_

## Visualizing Wiggling Earthworms Using My Senses

Have students draw and label their visualizations about earthworms by using their senses.

See	Touch	
Hear	Smell	Taste