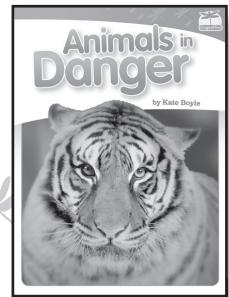


Animals in Danger

by Kate Boyle



Overview

This simple text looks at animals that are in danger and need our help, such as whales, pandas, and manatees. (Big idea: People need to care for animals that are in danger.)

Content standards

This book supports the following content standard:

- NSS-G.K-12.5 Environment and society

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- identifying the main ideas 
- asking questions. 

It supports the following **nonfiction strategies**:

- using photographs to get information
- using a glossary.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *animals, danger, help*
- Content words – *bears, birds, frogs, manatees, need, pandas, seals, tigers, turtles, whales*
- High-frequency words – *are, in, they*

Features of the text

- Nonfiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (endangered animals), which expands on pages 10 and 11 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - photographs that match text
 - picture glossary
- Word study:
 - initial consonants – *bear, bird; tiger, turtle*
 - initial consonant blends – “fr-,” “wh-”
 - plural nouns – *bears, birds, frogs, manatees, pandas, seals, tigers, turtles, whales*
 - “er” word endings – *danger, tiger*
 - soft and hard “g” – *danger, tiger*
 - close look at visual discrimination of “d” (*need*) and “p” (*help*)
 - medial sound “ea” – *seals*
- Repetitive sentence structure

Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Talk about why people help animals that are in danger. *People help animals that are in danger for different reasons. What reasons can you think of? If we don't help these animals, they could become extinct. That means there will be none left. Do you know of an animal that is in danger? Do you know of an animal that has become extinct?*

ELL support

ELL students will demonstrate the ability to understand words that are repeated in familiar contexts. The repeated reading of books with varied settings will provide them with opportunities to hear and repeat content language.

The first reading

Page 2 – Discuss the photograph. *Why do people need to help tortoises? How do you think this man is helping? Support the students to read this page. Point out the anchor words.*

Page 3 – *What is happening to the whales? How are the people trying to help? What will happen to the whales if they don't get back to the ocean? Do you think the people will be able to save them? Allow time for discussion and encourage the students to ask questions. Discuss the "wh" sound.*

Page 4 – *Have you seen a bird like this before? What do you notice about it? (size, beak, claws) (Making connections)* Encourage the students to share their knowledge of birds of prey. *Why do you think this bird lives in trees? (big claws for holding onto branches) With its sharp claws and big beak, what do you think this bird eats? (mice and other small animals) Point out the band around the bird's leg. Why do you think this bird has a band around its leg? Why do you think this bird is in danger?*

Page 5 – *Why do you think this panda needs help? How might the man be helping the panda? Discuss the possibilities. For example, he could be an animal doctor or a scientist. Discuss the small words in "panda" (pan, an). What sound does the "a" make?*

Page 6 – *What does this photo show? Discuss how we can tell that the person is setting the turtle free. How is this person helping the turtle?*

Introducing the book

Front cover – Discuss the photograph on the cover. *What kind of animal is this? What do you think this book will be about? Ask the students to read the title. Support them to read "animals" and "danger." What does danger mean? Ask them again what they think the book will be about.*

Back cover – Read aloud the preview question. Help the students to make connections with their experiences.

Using the flap – Read aloud the text on the cover flap. Remind the students that they have read this in the anchor book *Helping Planet Earth*. Point to the picture. *What is the name of this animal? Why do you think this animal is in danger? Read aloud the anchor words on the other side of the flap. Ask the students to leave the flap open as they read the book.*

Title page – Have the students read the title and look at the picture. Ask them to think about why this frog might be in danger.

Page 7 – *What is happening to the tiger? Who do you think this man is? (Making connections)* Encourage the children to share their experiences of taking medicine. *How does medicine help you? How might it help this tiger?*

Page 8 – Talk about the animal. Point to "seals" as you say it. *What sound do you hear in the middle of the word? Where do you think the seal is? How do you think the man feels about the seal? What kind of person would want to help animals?*

Page 9 – Write "manatee" on the board and sound it out together. *Can you see a smaller word inside this word? (man) What sound does the first "a" make? What sound does the second "a" make? Where does this animal live? Do you think the manatee is frightened of the diver? Why do you think that? (Asking questions) What questions would you like to ask the diver?*

Page 10 – *What kinds of bears are these? How do you know? Where do they live? Explain that the people are scientists. What are the scientists doing? Explain that the scientists are collecting information and checking on the health of the polar bears. Look at the word ending of "need." What letter does it end with? Compare "d" with "b" at the beginning of "bears." What do you notice?*

Page 11 – *Where is this frog? How big is it? How might a person help this frog?*

Page 12 – Review what the students have learned.

MI (Main ideas) Use the picture glossary to review the main ideas. *What do all of these animals have in common? What do all of these animals need?*

Vocabulary activity

Focus word: danger (page 2)

1. Explain that we have been learning about animals in danger. *Some animals are in danger. This means they are not safe.*
2. *Say "danger" with me. Say it to the person next to you.*
3. Explain that these animals are in danger for different reasons. *Some turtles have a hard time getting to the oceans because birds can see them and eat them. Some birds that live in the forest lose their homes when trees are cut down. If we don't look after animals like these, they may become extinct. This means that there won't be any of them left.* Have the students close their eyes. *Imagine that you are a small turtle. You need to get to the ocean where you will be safe. You suddenly see a big shadow come over you. It's a bird! You are in danger. Will you make it to the ocean?*
4. Explain that we see danger signs in many places. *Some road signs warn us of danger. Can you think of any signs like these?* Show some examples of road signs (slippery road, falling rocks). *What do these signs warn people about?* Encourage the students to share their knowledge of danger signs.
5. Have the students complete the sentences "Frogs are in danger because ..." or "Fish are in danger because ..."
6. *What's the word you've been learning that means not safe?* Ask the students to say "danger" again with you.

ELL activity

Language objective: Reordering sentences

1. Reread the book. Ask the students to find the sentence they like best.
2. Have each student read their sentence to the group. As they read, write the sentences onto sentence strips.
3. Each student can then read their sentence to a partner.
4. Cut up each student's sentence into individual words. Ask the students to piece them back together. They can then reread them to the group.
5. The students who need extra help can keep their book open on the appropriate page as they reassemble their sentence strip.
6. The students who need a challenge can swap sentences and piece the new sentence back together.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency. Check that they are using the correct directionality and return sweep.
- Review the anchor and content words. Check that the students know what the words mean and how they are used.

2. Stop and learn

a. Decoding/word attack activities

Practicing blends

- Write "whale" on the board.
- Practice the "wh" sound together.
- *Do you know any other words that start with "wh"?* (wheat, wheel, wheelbarrow, whiskers, whistle, white) Remind the students about the question words "where," "what," "why," and "when."
- Repeat with the "fr" sound in "frog." (freckles, freeze, Friday, friend, front, fruit, fry)

Onset and rime

- Write "Animals need our help" on the board.
- Point out the long "ee" sound in "need." Practice saying it together.
- Make a list of words that rhyme with "need." (feed, seed, weed, greed)

Multisyllabic words

- Explain that some words in this book have two syllables (danger, pandas, tigers, turtles) and some have three syllables (animals, manatees).
- Encourage the students to say these words aloud and listen to the number of syllables.
- Have them clap the syllables.
- Play a game where the students identify the words by the number of claps.

Locating high-frequency words

Ask the students to locate the high-frequency words "they," "are," and "in" on the front cover, the title page, and page 2.

BLM – Hearing the consonant sounds

Have the students look at the pictures and name the animals. They can then draw a line to match each picture with its initial sound.

b. Comprehension activity

BLM – Answering questions

Talk about animals the students know of that need help. They can reread the book and tell a partner which animals need our help. Write on the board the frame question “Does a _____ need our help?” Support the students with reading “does,” “need,” and “help.” Go through some examples . The students can tick the boxes on the BLM to answer “yes” or “no” to the questions about which animals need our help.

c. Writing activities

- Have the students draw a picture of an animal in danger, then write a sentence about it.
- The students can talk with a partner about why some animals are in danger, then practice writing sentences, using starters such as “Frogs are in danger because ...”

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Ask a worker from WWF or a local conservation center to talk to the class.
- Visit an animal sanctuary.
- Look at websites such as WWF that explain how we can help endangered animals.