

- For students reading at
Literacy Level E/8, including:
- English-language learners
 - Students reading below grade level
 - K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Discuss ideas with others
- Utilize text and graphic features
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures ____
can help ____ and *A ____ gives* ____
- Use present tense verbs

PHONEMIC AWARENESS

Students will:

- Listen for short /i/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize words with short “i”

FLUENCY

Students will:

- Read smoothly with minimal breaks

WRITING

Students will:

- Write to a picture prompt

Helping Animals

Theme: Being a Good Citizen

- Helping Friends (C/4)
- Helping Animals (E/8)

Social Studies Big Idea:

Readers learn that people can help animals by providing food and water, playing with them, giving them baths, and taking them to the vet.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- A Good Pick (G/12)
- What Is a Good Citizen (G/12)
- Miss Keen Needs Help (I/16)
- A Volunteer Helps (I/16)

Fluency and Language Development

- *Helping Animals* Audio CD

Comprehension Resources

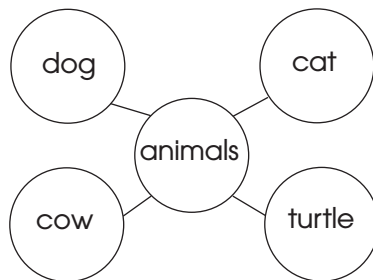
- *Helping Animals* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Drama Say:** *We will read a book about helping animals. People can help animals in many ways. I will pretend I am giving my dog a bath. Pretend to do so. Then invite students to share other ways people help animals. Encourage them to act out their ideas as well.*
- **Use a Graphic Organizer** Draw a circle on the board and write the word **animals** in the center. Read the word. **Ask:** *What animals might we see in the book?* As students respond, create a concept web about animals. Then read each word and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about helping animals. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a **photograph**. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	bath, play, rabbit, vet		
4–5	photo	need, people, help, animals	animal/animal	___ can help ___.
6–7	photo	food, rabbit		A ___ gives ___.
8–9	photo	water, horse	too/tu (false cognate)	
10–11	photo	play, dog	to/tu (false cognate)	
12–13	photo	clean, bath		
14–15	photo	sick, vet, get well		
16	photo			

- **Page 4 Spanish Cognate** Does **animal** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **animal** sounds like the Spanish word **animal**. **Animal** and **animal** mean the same thing. What is an **animal**? (Allow time for students to respond.) Write the word **animals** on the board and ask students to locate it on page 4 in the book.

- **Page 4 Sentence Structure** Write ____ can help ____ on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** We use this sentence structure to tell about something. Model using the sentence structure to tell about people who help, such as A teacher can help a student or Friends can help each other. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.

Rehearse Reading Strategies

- **Say:** One word in this book is **need**. Say the word **need**. What letter do you expect to see at the end? Allow time for students to respond, assisting as needed. Then ask them to find the word **need** on page 6. **Say:** Use final-letter sounds to help you when you read.
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the animal web. **Say:** Now it's time to whisper-read the book. Read to see the different animals we can help.

Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letter.	clean	12
Syntactic	Think about the sentence structure.	People can help animals get food.	6
Semantic	Check the picture.	water	8

During Reading

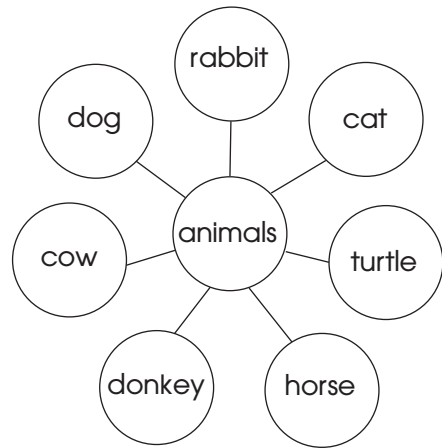
Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. Do we need to add any animals?* Record words students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to discuss my ideas with others. I can share my thoughts. I can ask for help, too. Ask students to turn to page 10. Say: I want to discuss the word **play**. I like to play games and sports with my friends. I feel good when I play. I have fun. I get exercise, too. Allow time for students to share ways they like to play. Say: Discussing the page helped me. Now I better understand how playing helps animals.*
- **Guide** Invite students to read pages 4 and 5 with you. **Ask:** *What do you notice on these pages? Does the information make you think of something? Do you have questions? What would you like to discuss with the group? Allow time for students to share their thoughts. Then invite them to tell how the discussion helped them better understand pages 4 and 5.*
- **Apply** Ask students to read their favorite page to a partner and conduct a discussion about it. Observe students as they read and discuss, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can discuss ideas with others after you read any text. Remember to discuss ideas to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Prove It! questions. Say: The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first Prove It! question on the question card. **Say:** *I will read the question to figure out what to do: Look on page 11. How can you tell the boy is happy? This question asks me to make an inference. I know because the question asks something that is not explained in the book. I already know an inference has only one or two clues. What words in the question will help me? (Allow student responses.) Yes, I need to look on **page 11**. I need to find clues and evidence about the **happy** boy. Model looking at page 11. Say: The boy in the picture has a smile on his face. People smile when they are happy. I have located the clues and evidence I need. The clues support my answer. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *what is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Summarize Information

- **Explain** Create an overhead transparency of the “Helping Animals” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we **summarize** the information. To summarize, we put the ideas together into one sentence about the book.*
- **Model Say:** *Let’s figure out the important ideas in Helping Animals. On page 6, we read about a boy giving his rabbit some food. Write **food** in the first box on the graphic organizer. Then **say:** On page 8, we read about a girl giving water to her horse. Write **water** in the next box on the graphic organizer.*
- **Guide Say:** *Let’s find another way people help animals. Look at page 10. How does the boy help his dog? (Allow time for students to respond, assisting if needed.) Yes, the boy plays with his dog. Write **playing** in the next box on the graphic organizer.*
- **Apply** Ask students to work with a partner to find other ways people help animals. If more support is needed, utilize all or part of the “Guide” process on pages 12 (**getting a bath**) and 14 (**going to the vet**). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *Food, water, playing, getting a bath, and going to the vet help animals.*

Name: _____ Date: _____

Helping Animals	
Important Ideas	Summary:
food	Food, water, playing, getting a bath, and going to the vet help animals.
water	
playing	
getting a bath	
going to the vet	

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Home Connection

- Give students the take-home version of *Helping Animals* to read to family members. Encourage students to work with a friend or family member to draw a picture of someone helping an animal. Invite them to bring their pictures to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw what you saw in your mind as you read.
- Tell how the boy might have felt when he took his dog to the vet.
- Write about a connection you made to the book.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Use the photographs in the book to retell the information to a partner.
- With a partner, act out some ways to help animals.

Write to a Picture Prompt

- **Write Dialogue** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 8. **Say:** *I can pretend I am in this picture. I will talk to the girl: **Your horse looks gentle and friendly. I would like to pet your horse.** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner what they would say to someone in a picture. Allow time for students to share their dialogue, providing assistance as needed. Then **say:** *You thought of something to say to a person in a picture. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Short /i/

- Tell students you will read a sentence from *Helping Animals*. Ask them to listen for words that have the short **i** sound: *A boy gives his dog a bath.* (page 12) Reread the sentence if needed so students can identify the words **gives** and **his**.
- **Say:** *I will say name some animals. Some have the short **i** sound and some do not. Please listen carefully. Say **it** if you hear a word that has the short **i** sound: **chick, crab, fox, fish, lamb, pig.***

Phonics: Short "i"

- Ask students to locate the word **with** on page 10. Write **with** on the board and underline the "**i**" in the middle. **Say:** *I see the letter "**i**" in the word **with**. I hear the short **iil** sound in the word **with**.* Slowly draw your finger

under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **gives** and **his** on page 6 and **sick** on page 14.

- Ask students to brainstorm words with the short /i/ sound. Make a list on the board. Then read each word, inviting students to echo-read.
- **Say:** *I will make up some rhymes. You may call out a word from the list to help me finish each rhyme. I will underline the “i” in the word. Then you will know you guessed correctly. Use simple rhymes such as: My dog is big. He likes to ____.* (**dig**)

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **essential** and ask students to repeat it. **Say:** *Something that is **essential** is very, very important. Food and water are **essential** for animals and people. Books are **essential** for a library. Gas is **essential** for a car. Discuss other things that are **essential**, such as stopping at a stop sign or brushing your teeth every day. Then model a sentence, such as *A warm jacket is **essential** when you play in the snow.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**essential**. Let’s try to use the word **essential** many times today. We can use the word at school and at home.**

- **Tier Three Vocabulary** Review the book with students and record the following words on the board: **people, animals, help, need, food, water, play, bath, vet, rabbit, horse, and dog.** Ask students to read the words with you. Invite pairs of students to take turns responding to naming requests about the words, such as *Name two types of **food** that **animals** eat.* For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Present Tense Verbs

- **Model** Explain that authors sometimes write about events that are happening right now. Ask students to read the third sentence on page 6 with you: *A boy gives his rabbit some food.* **Say:** *The word **gives** means the boy is giving the food right now. I can use the word **gives**, too.* Point to various students as you model sentences with **gives**, such as:
*Rick **gives** me his homework.*
*Kate **gives** a pencil to her partner.*
*Molly **gives** a gift to her friend.*
- **Guide** Invite students to read page 10 with you. **Ask:** *What word tells what the boy is doing right now? (**plays**)*
- **Apply** Ask students to find two present tense verbs on page 14. (**takes, helps**) Write the words on the board. Then invite student partners to make up a sentence using one of the words.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** *We do not pause or stop between each word. Instead, we read smoothly. We blend one word into the next. We pause or stop only when we see punctuation marks. We quickly fix mistakes and move on.*
- Ask students to turn to page 8. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentences again, pausing at the comma and stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 10. Choral-read the page with them, reading smoothly and stopping only at the periods.
- Invite students to take turns rereading *Helping Animals* with a partner. Remind them to read smoothly, pause or stop at punctuation, and quickly fix any mistakes so they can keep on reading.

Name: _____

Date: _____

Vocabulary

**Fill in the blanks. Use words from the box below.
Then read the paragraph to a partner.**

sick

food

animal

vet

water

help

A dog is an _____. All animals need

_____ and _____.

A _____ animal goes to the

_____. People can

_____ animals.

Helping Animals

Important Ideas	Summary: