

Name _____

Date _____

“I See Animals Hiding”
Comprehension Questions

1. This passage is an example of _____.
 A. a fairy tale
 B. a folk tale
 C. poetry
 D. nonfiction

2. The author’s purpose for writing this passage is to _____.
 A. inform the reader about animal camouflage
 B. tell a story about wild animals
 C. make the reader reread the passage
 D. get the reader to visit the zoo

3. Which point of view is this story told from?
 A. the animals
 B. the readers
 C. first-person/author
 D. third-person/characters

4. What would be another good title for this story?
 A. “Wild Animals are Shy”
 B. “Animals in Autumn and Winter”
 C. “Animal Camouflage”
 D. “Colors of Animals”

5. Which of the following two things did the author **NOT** compare in this passage?
 A. a bittern and a cattail
 B. speckled trout and stones in a brook
 C. screech owls and tree bark
 D. a garter snake and grass

I See Animals Hiding
Comprehension Skills Lesson Plan

Orientation: On sentence strips introduce **Compare: What is the same.** and **Contrast: What is different.** Also put signal words on the sentence strip. Compare – both, same, like, too and Contrast – different, but

Talk about another time you used compare/contrast

Review the scope/content of lesson

Presentation: On chart, board or sentence strips present: Horses and zebras are alike because they both 1) have tails and 2) have four legs. Horses and zebras are different because 1) many horses are tame, but zebras are wild. A pen and pencil are alike because 1) they are used for writing and 2) we use them with our hands. A pen and pencil are different because a pen uses ink but a pencil uses lead.

Highly Structured Practice:

1) **Teacher orally reads pages 238 and 239** – Teach the difference between tame/shy. **Model** the following:

A porcupine is **like** other wild animals because they are shy.

A porcupine is **different** from other wild animals because a porcupine hides up in a tree but other animals will hide on the ground.

2) **Teacher orally reads p. 240 and 241** – Ask students how woodcocks and birds are alike – partner talk. Ask students how woodcocks are like dry leaves? How are they different – partner talk.

Guided Group Practice: **Students choral read p. 242.** Partner talk - how are deer different from other animals? **Students choral read p. 243.** Talk about contrasting the coats of deer in different seasons. Partner talk - How are their summer coats different from their winter coats? How do their coats compare with the trees?

Students choral read p. 244. Partner talk – How is the coat of a snowshoe hare different in the summer than in the winter?

BEGIN WRITING FROM PART II TRANSPARENCY

Page 245

Students choral read just 1st paragraph on p. 245 . Sentence # 1

Partner talk – Compare a snowshoe hare and an arctic fox.

Sentence # 2 Partner talk – Contrast a long-tailed weasel and a snowy owl.

Students choral read 2nd paragraph on page 245 and paragraph 1 on 246. Sentence #3 – Partner talk – How is an owl like a moth?

Students choral read the rest of p. 246 – partner talk –what do speckled trout look like?

Students choral read p. 247 – partner talk – what does a garter snake look like?

Students choral read p. 248 – partner talk – what is a bittern like?

Students choral read p. 249 – What’s the difference in the way animals hide?

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“I See Animals Hiding”
Comprehension Skills

PART I

A porcupine is **like** other wild animals because _____.

A porcupine is **different** from other wild animals because a porcupine hides up in a tree, **but** other animals _____

_____. Woodcocks and other birds are **both** _____.

Deer are **different** from other wild animals because _____.

In the winter, deer have grayer coats that are **like** _____

_____. In winter, a snowshoe hares’ coat is _____.

However, in the summer its coat is _____.

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“I See Animals Hiding”
Comprehension Skills

PART II

A snowshoe hare is the **same** as an arctic fox because _____
_____.

The **difference** between a long-tailed weasel and a snowy owl is
that the long-tailed weasel _____
but, _____.

An owl is **like** a moth because _____.

Speckled trout look **like** _____. A garter
snake looks **like** _____.

A bittern is **like** _____. Some animals hide
_____, while others hide _____.

Name _____ Date _____

“They Thought They Saw Him”
Comprehension Questions

1. This passage is an example of which **genre** of writing?
 A. fiction/folktale
 B. a play
 C. poetry
 D. nonfiction
2. What is the **setting** of this story?
 A. spring
 B. outside in nature
 C. in an adobe house
 D. a chameleon
3. What conclusion can you reach about the owl when he says, “The brown chameleon got away”?
 A. The owl didn’t know what color a chameleon should be.
 B. The owl couldn’t see the chameleon because it was in the green grass.
 C. The owl ate the chameleon.
 D. The owl would find the chameleon soon.
4. What would be another good title for this story?
 A. “The Owl, the Snake and the Chameleon”
 B. “How Animals Camouflage”
 C. “The Hungry Chameleon”
 D. “Escape of the Chameleon”
5. What is the meaning of the word “glistened” in this passage?
 A. to get wet
 B. to sparkle
 C. to splash
 D. to be very deep

Name _____

Date _____

Hungry Little Hare
Comprehension Skill Cause and Effect
Part II pp. 281-291

**Write the effect for each cause. Write the cause for each effect.
Use the picture clues to help you.**

1. Little Hare did not see the woodcock. Why not?

2. Little Hare did not see the crab spider. Why not?

3. Little Hare said, "I wish I was invisible like the other animals". Why?

“Hungry Little Hare”
Comprehension Skill Inference
pp. 268-279

***Inferences used for teacher modeling and to chart to present on Day 1**

Little Hare smelled raspberries and raspberry leaves were her favorite food. From this information, we can **infer that** the little Hare will go to find the raspberry leaves to eat them.

Little Hare heard a voice say, “Ouch”, but Little Hare only saw bright green grass. We can **infer that** there was an animal hiding in the grass.

Frog asks Little Hare, “You don’t eat frogs do you”? We can **infer that** the frog is wary of Little Hare.

Little Hare heard a voice coming from the brown twig. From this information we can **infer that** an animal is camouflaged to look like a twig.

The katydid hopped up right in front of Little Hare. We can **infer that** he is not afraid of Little Hare.

Name _____

Date: _____

“Hungry Little Hare”
Comprehension Skill: Inference
pp. 268-279

Little Hare smelled raspberries and raspberry leaves were her favorite food. From this information, we can **infer that** _____

_____.

Little Hare heard a voice say, “Ouch”, but Little Hare only saw bright green grass. We can **infer that** _____

_____.

Frog asks Little Hare, “You don’t eat frogs do you”? We can **infer that** _____.

Little Hare heard a voice coming from the brown twig. From this information we can **infer that** _____

_____.

The katydid hopped up right in front of Little Hare. We can **infer that** _____.

Name _____ Date _____

“Hungry Little Hare”
Comprehension Questions

1. This passage is an example of which **genre** of writing?
 A. fiction
 B. a play
 C. poetry
 D. nonfiction

2. Which of the following can we **infer** when Little Hare heard a voice coming from the brown twig?
 A. Little Hare can not see well.
 B. The brown twig can talk.
 C. Little Hare is afraid of the twig.
 D. An animal is camouflaged to look like a twig.

3. **Why** did Little Hare go to the pond?
 A. She was following the scent of the raspberry leaves.
 B. She wanted to find a frog.
 C. She was looking for a snake.
 D. She wanted to swim.

4. What **caused** the frog to say “Ouch”?
 A. Frog tripped and fell.
 B. Little Hare stepped on Frog.
 C. Frog bit his tongue.
 D. A snake bit Frog.

5. What was the **effect** of Little Hare pushing the walking stick?
 A. The walking stick turned brown.
 B. Little Hare was mad.
 C. The walking stick said, “Ouch!”
 D. A sneaky squirrel got the walking stick.

Name _____

Date _____

“How to Hide An Octopus and Other Sea Creatures”

Comprehension Questions

1. This story is an example of which **genre** of writing?
 A. expository with rhyme
 B. a play
 C. poetry
 D. nonfiction

2. Which of the following statements from the passage show that the author’s purpose is to **entertain** the reader?
 A. “its skin can turn from smooth to rough”
 B. “the stripes that he is sporting, shows that he’s been courting”
 C. “creatures in this book are camouflaged”
 D. “This creature is an octopus”

3. Which of the following statements from the passage show that the author’s purpose is to **inform** the reader?
 A. “As quick as a wink”
 B. “if you think that’s not enough”
 C. “very often hides by changing to the color over which it glides”
 D. “the CUTTLEFISH, could do the same if he should wish”
4. Which of the following sets of words from the passage contain the same rhyming sound?
 A. creatures, camouflaged
 B. smooth, rough
 C. hides, glides
 D. slowly, delay
5. Which of the following set of words from this passage does **NOT** contain the same rhyming sound?
 A. pink, wink
 B. look, book
 C. best, nest
 D. stripes, sporting

Name _____ Date _____

“How to Hide An Octopus and Other Sea Creatures”

Directions: Read each statement from or about the story. Then decide whether the author was stating a fact or an opinion. Mark your response by filling in the correct bubble.

1. A sea dragon is the most bizarre of all the creatures so far.
 fact opinion

2. Ribbons of skin grow from the sea dragon’s chin and from its belly and back.
 fact opinion

3. The shrimpfish lives and dines head down among the urchin’s spine.
 fact opinion

4. The pipefish likes to play with the grasses drift and sway.
 fact opinion

5. The design of the butterfly fish makes it hard to find.
 fact opinion

6. The decorator crab is drab.
 fact opinion

7. The decorator crab covers itself with weeds, barnacles, sponges and anemones to protect itself.
 fact opinion

Name _____ Date _____

“How to Hide An Octopus and Other Sea Creatures”

Directions: Read each statement from or about the story. Then decide whether the author’s purpose was to entertain or to inform. Mark your response by filling in the correct bubble.

1. “quick as a wink”
 entertain inform

2. “and if you think that’s not enough”
 entertain inform

3. An octopus is an animal.
 entertain inform

4. His skin can change from smooth to rough.
 entertain inform

5. A cuttlefish can make his stripes fade.
 entertain inform

6. The stripes that he is sporting, shows that he’s been courting.
 entertain inform

7. A cuttlefish is a relative of the octopus.
 entertain inform

Name _____

Date _____

“Animal Camouflage”
Comprehension Skill: Main Idea and Detail

Directions: Read the three sentences. Write an “M” in front of the main idea and a “D” in front of the two supporting details.

_____ All of these tricks would make you much harder to find.

_____ Put on a costume that made you look like a tree.

_____ Lie down and cover yourself with leaves.

_____ Animals, fish, and reptiles use camouflage for hiding.

_____ Using colors and patterns to hide is called camouflage.

_____ Camouflage makes things very hard to find.

_____ There are many reasons why animals hide.

_____ Some animals hide so they can be better hunters.

_____ They often hide from their enemies.

_____ Some use it to blend in with the objects around them.

_____ The coat colors blend into the surroundings.

_____ Animals use camouflage in many different ways.

Grade-level Planning Reading Comprehension

Grade-level _____ Lesson _____ Date _____

1. Which reading comprehension and literary elements standards are taught in this lesson, and where are they found?

2. Which comprehension strategies will be taught? Which standards do they address?

3. Which comprehension skill is taught and what are the linguistic patterns targeted in this lesson? Which standards do they address?

Supporting the Reading Lesson:

Literary Elements Lesson:

Support from Literacy Coach:

Comprehension Skills Lesson

Orientation:

Presentation:

Highly Structured Practice:

Guided Practice:

Independent Practice:

IWT Support Lessons:

Name _____

Date _____

“Animal Camouflage”
Comprehension Skill: Main Idea and Detail

(p. 350-351)

The main idea of this page is _____

_____.

One detail I learned is _____.

Another detail I learned is _____.

(p. 352-353)

The main idea is _____

_____.

One detail is _____.

Another detail is _____.

(p,354-355)

The main idea is _____

_____.

One detail is _____.

Another detail is _____.

(p.356-357)

The main idea of this page is _____

_____.

One detail I learned is _____.

Another detail I learned is _____.

“Animal Camouflage”
Table of Contents and Chapter Headings

Chapter	Page
What is Camouflage?	334
Why Do Animals Need Camouflage?	338
How Do Animals Use Camouflage?	340
Why Do Some Animals Change Color?	344
Do All Animals Use Color to Hide?	346
What Is Mimicry?	350

Directions: Identify the chapter and the page number you will go to in order to find the answers for each of the following questions. Write the page number and the answer to the question in the space provided.

1. Does a walkingstick use mimicry to help it hide? page _____
2. What is an example of an animal that changes color? page _____
3. Do all animals use color to help them blend into their surroundings? page _____
4. What are the reasons that animals use camouflage? page _____
5. What are some ways animals use camouflage? page _____
6. What are some other kinds of camouflage besides color? page _____

Name _____

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“Animal Camouflage”
Comprehension Questions

1. This passage is an example of _____?
- A. fiction
 - B. a folk tale
 - C. poetry
 - D. nonfiction

2. **“Some animals use designs or patterns instead of changing colors to hide”.**

Which of the following statements is a **detail** that supports this main idea?

- A. The fawn’s back is covered with dots.
- B. The rabbit starts to turn white again in the fall.
- C. The fish’s white belly blends in with the bright sky.
- D. Black bear’s dark coat helps it hide in the dark trees.

3. Which of the following piece of information would you find under the heading **“What is Mimicry”**?

- A. Blending into a pattern is a good way to hide.
- B. Some animals move around at night and sleep during the day.
- C. The polar bear’s white coat blends in with its surroundings.
- D. Some animals have a shape or color that looks like something else.

4. Which of the following is an example of an animal using a **“costume”** for camouflage?

- A. a polar bears white coat that blends with white snow
- B. a crab putting seaweed on its shell
- C. a walkingstick that looks like a small branch
- D. a fawn’s spots that look like spots of sunlight

Name _____

Date _____

“How the Guinea Fowl Got Her Spots”

Comprehension Questions

1. This passage is an example of _____?
 A. expository writing
 B. a folktale
 C. poetry
 D. nonfiction

2. What happened just before the Lion fell into the water?
 A. Guinea Fowl got to the river.
 B. Guinea Fowl raced across the grass.
 C. Guinea Fowl called out to Cow.
 D. Cow dipped her tail into the milk.

3. What conclusion can you draw from the fact that Lion’s roar was not working properly?
 A. Guinea Fowl had scared Lion.
 B. Lion had a cold.
 C. Lion swallowed water when he fell into the water.
 D. Lion forgot to practice how to roar.

4. Who are the main characters in this story?
 A. Cow and Lion
 B. The calabash of milk and Cow
 C. Cow, Lion and Nganga
 D. Nganga and her spots

Name _____ Date _____

“How the Guinea Fowl Got Her Spots”
Comprehension Skill: Drawing Conclusions

(p.321)

A little black whirlwind raced across the grass toward the river.

After seeing the whirlwind and hearing “Whe-klo-klo-klo!”, Lion

concludes that _____.

(pp. 322-323)

After lion fell into the water, it took awhile for lions roar to work

again. We can **conclude that** _____

_____.

(pp.324-326)

Cow was grateful that Nganga had helped her escape from Lion

two times. When Cow splatters Nganga with milk, we can

conclude that _____

_____.

(p.327-329)

When Lion meets Nganga with her white spots, he

concludes that _____.

Lion asks the spotted bird whether it has seen Guinea Fowl. We

can conclude that Lion _____.

(p.331)

At the end of the story, Nganga turns back to Cow's house to thank

her friend. We **can conclude** that Nganga wants to thank Cow for

_____.

“How the Guinea Fowl Got Her Spots”

Clues from the story

Conclusion

p. 314

- 1) title of the story, the Guinea Fowl has white speckles on page 315 Guinea Fowl does not have speckles

- 1) The story will be about _____.

p. 315

- 2) Cow and Nganga always watched out for Lion.

- 2) Cow and Nganga felt _____.

p. 320

- 3) Nganga saw something yellow twitching in the reeds.

- 3) It was _____.

*for Two-Column Chart: Clues from the story/conclusions
Presentation