

## Animal Study

### Overview:

Animal Study is an activity that teaches students comprehension strategies.

### Procedure:

This activity is to be during an animal or other nonfiction unit

- ❖ Introduce a new book about animals. This can either be a whole group activity in which the group reads the same book, or an individual activity in which students work one-on-one with the teacher to study individual books.
- ❖ Use various strategies to introduce the book and create predictions: picture walk, title, key words, etc.
  - a. Before: predictions? Create anticipatory questions
  - b. Emphasize who, what, where, why questions
- ❖ After completing the introduction procedure, begin reading:
  - a. During: further questions, further predictions, connections to life or other knowledge
- ❖ Summarize the reading, answer questions
  - a. After: unanswered questions, summaries, theme, share new knowledge
  - b. Share various answers to “wh” questions
- ❖ Log responses and other thoughts in journals or graphic organizers

### ASOL Covered in this Activity:

**3E-CN 1e:** The student will answer “who” and “what” questions to demonstrate understanding of details in a familiar nonfiction text.

**Extension idea:** Students will create their own questions to be answered during this activity. They can also complete this activity with a peer, once the reading has become familiar to the learner. Example: Student A, who completed the teacher-guided activity, can ask a peer anticipatory questions, based on those created earlier. The two students can participate in a discussion about the book, answering “who” and “what” questions during the reading.

**3E-CN 2a:** The student will answer “who” and “where” questions to demonstrate understanding of details in a familiar nonfiction text.

**Extension idea:** Complete the above activity, but adding further “wh” questions. This activity can build upon the previous peer’s knowledge, or the student can participate with a new peer.

**3E-CN 1b:** The student will match similar parts of two nonfiction texts on the same topic.

**Extension idea:** Various students who are participating in the same lesson can share their topics as a group during a literature circle setting. Students will be given structured “wh” questions to answer. They can then compare various answers.

**3E-CN 1f:** The student will identify the topic of the nonfiction text.

**Extension idea:** The student can share the topic during instruction, during literature discussions, with peers, at home, etc.

**3E-CN 1i:** The student will identify a common element between two nonfiction texts.

**Extension idea:** Choose various animal books that teach students about the same needs: food, habitat, etc. During discussion throughout the day, students can brainstorm what each book has in common. They can share their information at home with family.

**4E-CN 1a:** The student will use details from the non-fiction text to retell what the text says.

**Extension idea:** Detail identification can be discussed after reading with the teacher or literature circle, illustrated, or completed in a graphic organizer.

**5E-CN 1a:** The student will, when given a nonfiction text, identify the main ideas that are supported by the key details.

**Extension idea:** Students will determine the various elements of the reading. Once determined, the student will share the supporting details. Example: If the elements are food and shelter, the student will share the details that support each.

**HSE-CN 2c:** The student will analyze information presented in different media on related topics to answer questions or solve problems.

**Extension idea:** If students have further questions, they can use a teacher-chosen informational Web site to search for the answers.

**Materials Needed:**

- Animal books
- Computer
- Chart paper or board (for anticipatory questions)
- Journals or graphic organizers (to log answers)

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

Students can either be instructed in a small group setting, with various ability levels, or individually with a teacher. Students in general education can participate in literature circle discussions, sharing their answers from their appropriate reading leveled texts.

**Functional Activity/Routine:**

Students will learn about various animals. Students can learn to discriminate among threatening animals and pets.

**Strategies to Collect Evidence:**

Use of video; use of data sheets to document each skill, as well as generalization of skills; use of graphic organizers; use of journals

**Specific Options for Differentiating this Activity:**

For students with visual impairments, use audio or braille texts

For students who are non-verbal or who have limited oral language, objects, photographs, drawings, clip art, and/or text could be available so student may make choice when answering

Augmentative communication devices should be available based upon individual communication needs of students

Vary books based upon student need/ability level

Alternate pencils for writing activities