

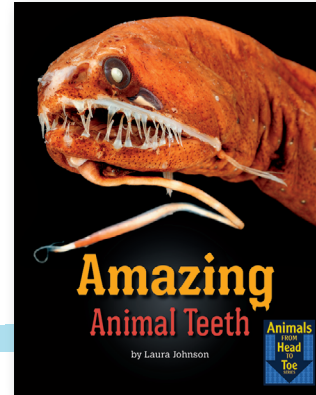
You Will Need

- *Amazing Animal Teeth*, Level N
- whiteboard

Visit fp.pub/resources to download online resources to support this lesson, including:

- Recording Form

Book	<i>Amazing Animal Teeth</i>
Level	N
Author	Laura Johnson
Genre	Nonfiction/Expository
Series	Animals from Head to Toe Series



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level N in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Search for and use information from a wide variety of illustrations or graphics.
- Notice a variety of punctuation and begin to reflect it with the voice.
- Use a glossary to learn the meanings of words.

- Understand word meanings (*fangs, poison, jaws*).
- Make connections among books in a series.
- Talk about a text, showing understanding of content.
- Understand the larger message in a nonfiction text.

Word Work

- Recognize and use irregular plurals that are the same as the singular forms.
- Read and write high-frequency words: *hard, probably, problem*.
- Write a sentence with decodable or high-frequency words.

Writing About Reading

- Relate important information and ideas within a text.

Analysis of Book Characteristics *Amazing Animal Teeth*, Level N

How the Book Works This series book is expository nonfiction. It is organized categorically and includes a table of contents, photographs, captions, diagrams, sidebars, and a glossary. The book describes animals with unusual teeth and explains how they use their teeth to survive.

Genre/Form

- Nonfiction
- Expository
- Series book

Text Structure

- Divided into sections
- Underlying structural patterns [categorical, description, cause and effect]

Content

- Much content that goes beyond children's immediate experience

Themes and Ideas

- Challenging theme [adaptations for survival]

Language and Literary Features

- Language used to make comparisons [*This long tooth looks like a horn.*]

- Language that speaks directly to the reader [*You probably don't notice your teeth except when you brush them.*]

Sentence Complexity

- Many sentences beginning with phrases or subordinate clauses [*If you've ever bobbed for apples, you know it's not easy.*]
- Occasional use of parenthetical material embedded in sentences

Vocabulary

- Some words that appear in the vocabulary of mature language users [*defend, victims, remarkable*]
- Many content-specific words introduced, explained, and illustrated in the text [*fangs, burrows, venom*]
- Many adjectives describing places and things [*small, unusual-looking, deep*]

- New vocabulary that requires strategic action to understand

Words

- Full range of plurals [*teeth, jaws, fish*]
- Wide range of contractions and possessives [*rats', you've, that's, fish's*]

Illustrations

- Illustrations [photographs] that extend ideas in the text
- Photographs with captions, diagrams, labels

Book and Print Features

- Italics for emphasis [The only food they eat or drink is *blood*.]
- Print placed in sidebars and graphics
- Table of contents, headings, glossary
- Periods, commas, question marks, hyphens, and dashes



For more information about concepts presented in this lesson, see Word Structure row 34 and High-Frequency Words row 7 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' understanding of concepts, vocabulary, and text features.

- Check to be sure that students understand the main concepts in this book, such as different kinds of animal teeth and how they help each animal.
- Make sure students understand unfamiliar vocabulary, such as *unusual-looking*, *grabbing*, *volcano*, *hollow*, *scary*, and *horn*.
- Point out and explain the purpose of the text features, such as captions and sidebars.

Supporting English Learners

Support students in reading the text.

- Model reading all the information on page 8.
- Point to the text and caption as you read them. *What did you learn about animal teeth from reading this caption?*
- Provide students with opportunities to listen to themselves read, reflecting the punctuation with their voices.

Warm-Up: Word Study

Help students recognize and use irregular plurals that are the same as the singular form of the word using words from the book.

- Say the word *prey* and write it on the whiteboard. Use it in a sentence: *Animals hunt for prey*. Ask students to describe what they notice about the word *prey*.
- Explain that the noun *prey* can be singular or plural depending on its use in a sentence, but no letters are added to make it plural. *The word prey is the plural of prey. Some words are spelled the same in both the singular form and the plural form. The word prey can mean one or many animals hunted by other animals.*

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

- This book is *Amazing Animal Teeth* by *Laura Johnson*. *This book is part of the *Animals from Head to Toe* Series.* If students have read other books in the series, ask them what animal body parts they have read about.
- *Turn to the table of contents and read the section titles.* ● *Each section describes a different kind of teeth.*
- *Turn to pages 2 and 3. What is this section called?* ● *The first sentence says, "You probably don't notice your teeth except when you brush them." The writer is talking directly to you, the reader. This section tells about how your teeth are like some animals' teeth and how they are different.*
- *Turn to pages 4 and 5. What is the heading for this section?* ● *Here's the animal you saw on the front cover—a dragon fish. It has long, sharp teeth called fangs. Find the bold word fangs in the middle of page 4.* ● *You can find the meanings of bold words in the glossary on page 16. In this section, the writer tells why the dragon fish needs fangs like these to survive. Read the caption beside the large photograph.* ● *The photograph and caption give extra information about the dragon fish.*
- *Turn to pages 6 and 7. This is a naked mole rat. Its teeth move! Naked mole rats work together to dig a burrow. Point to the diagram at the top of page 7.* ● *The diagram shows each rat's job and how the team works. Now look at the sidebar, or red box, at the bottom of the page. Sidebars in this book have interesting bits of information about the animals. Read this one now and share your thinking.* ● *Be sure to read all the information on a page, including headings, captions, diagrams, and sidebars.*
- *Turn to pages 8 and 9. What is this section about?* ● *What is poison?* ● *Poison can harm or kill a living thing. A rattlesnake's fangs can fill with poison, or venom, that goes into its prey when the snake bites it. The rattlesnake can open its jaws really wide to swallow its prey whole.*
- *Turn to pages 10 and 11. Find the sidebar titled "Teeth That Change Color."* ● *Look at the last two sentences in the sidebar. Read aloud the last two sentences in the sidebar. Notice the parentheses. The information in parentheses tells how old an adult rat is.*
- *Return to the beginning of the book and read to find out about some amazing teeth and how they help animals survive.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- To support noticing punctuation and reflecting it with the voice, tell the student to read the punctuation. *Change your voice when you see the marks on the page.* Prompt with *Make your voice read the punctuation.*
- If a student needs support with self-correcting close to the point of error, prompt with *You can fix that*. Remind students to look at the letters in a word and think about the sounds they stand for as they move through the word left to right. Reinforce with *You fixed that*.

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Amazing Animal Teeth*.
- To encourage discussion, you may want to select from the following questions/prompts:
 - *Talk about what you learned. What facts about animals' teeth did you find interesting?*
 - *Look at the diagram of the mole rat's teeth on page 7. What does it help you understand?*
 - *Look at page 14. How is a narwhal's long tooth different from the teeth of other animals in this book?*
 - *This book has captions, sidebars, and diagrams. How are these helpful? Did you use the glossary? Talk about how you used it.*
 - *This book gives information about animals with unusual teeth. Is it nonfiction? What does the writer want you to learn? The last sentence on page 15 may help you.*
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking *Within* the Text

- Animals use their unusual teeth to catch food, dig homes, and defend themselves.
- A dragon fish's fangs grab. The teeth on their tongues hold their prey.
- Naked mole rats' teeth are used for digging and carrying, while rattlesnakes' teeth fill with poison.
- Porcupines have orange teeth and vampire bats have thin teeth. A narwhal has one long tooth and one short tooth.

Thinking *Beyond* the Text

- ◆ Each animal's teeth are suited to the needs of the specific animal.
- ◆ Naked mole rats are cooperative animals.
- ◆ If a rattlesnake's teeth didn't fold, it might harm itself.
- ◆ You can tell the age of a rat by its tooth color.
- ◆ Scientists must be trying to figure out the purpose of the narwhal's long tooth.

Thinking *About* the Text

- The table of contents lists the headings and shows how the book is organized.
- Diagrams, captions, and sidebars provide additional information.
- The glossary defines bold words.
- The book is nonfiction, meaning that it gives information.

Supporting English Learners

Support students' discussion of the text.

- Model telling about one interesting fact you learned.
- Provide an oral sentence frame to help students tell what the writer wants them to learn [e.g., *Animals have different ___ to help them ___*].

MESSAGES Living things have physical features that help them survive in their environment. There are many unusual things in nature to learn about.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

Critiquing: Sharing Opinions About a Text

- After reading, invite students to share their opinions about the book. • *What did the writer do to make the topic interesting?*
- Help students think about how the writer gives information about the topic in the text. • *Based on what you read in the book, how would you describe one of the animals you read about?* • *What did the writer do to help you know that?*



For more information about concepts presented in this lesson, see Word Structure row 34 and High-Frequency Words row 7 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' participation in the independent writing activity.

- Make sure students understand the concepts of a summary and facts.
- Provide an important idea, such as *Animals have different kinds of teeth that help them stay alive.*
- Have students discuss using oral sentence frames (e.g., *Animals have teeth that ____.* *Some teeth ____.* *Other teeth ____.*).
- Have students use their oral sentence frames and the big idea for their writing.

Word Work

Help students become more flexible working with word structure.

Instructional Routine: Notice and Find

1. Draw students' attention to words that are irregular plurals. *Turn to page 4. Say the word fish and find it on the page.*
 2. *What do you notice about the word fish?* • *The word fish is the plural of fish. Some words are spelled the same in both the singular form and the plural form. Fish can mean one or many fish.* Lead students in reading the word in context on page 4.
 3. Write the words *sleep*, *deer*, and *moose* on the whiteboard along with the words *snake*, *mole*, *tooth*, and *rat*. *Can you find the words that are spelled the same in both the singular form and the plural form?* • Lead volunteers in finding words on the board. *You found the word deer. Deer is spelled the same way for one or more deer.*
- Reinforce the principle: *Some words are spelled the same in both the singular form and the plural form.*
 - If time permits, have students read and write high-frequency words: *hard*, *probably*, *problem*.
 - **Dictate-Write-Read:** Say the sentence *The prey don't have time to escape from the dragon fish.* Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.



Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Summary

- Talk with the students about an important idea from the book (There may be more than one). Guide them to compose a statement that summarizes an important idea and then give facts to support it.
- *Open the Reader's Notebook and write an important idea from the book. Then write two or three facts that show it is true.*
- Tell students to notice punctuation and capitalization. Ask them to reread the sentences to monitor and confirm. If time permits, have students illustrate their summaries.

Animals have teeth that help them stay alive.
Some teeth are fook.
Some teeth have poison to kill other animals.
Some teeth help them eat or drink.
Teeth are surprising!



Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level N in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

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