

BABY ANIMALS EATING

by SUZI ESZTERHAS

COMPREHENSION FOCUS

Retelling
Who-What

STANDARD CORRELATION

With prompting and support, retell familiar stories, including key details.



SEL CONNECTION
Growth/Academic
Mindset

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 5, 7, 11, 15, and 21.

Create the anchor chart template as shown; it will be completed during the lesson.

Who	What

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today as we read, we are going to be stopping and thinking about who is the important animal on the page and what they are doing. This helps us remember important information when we are reading, and asking questions helps us learn!

STEP 2

INTRODUCE THE NEW BOOK

This book is about baby animals and what they eat. Let's read to find out interesting ways they get their food.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read, stop and discuss who the animal is and what they are doing.

Read pages 2-3. *We just read about brown bear cubs. That is the Who on this page (write brown bear cubs under Who on the chart). Who can tell me what they are doing (eating Mom's leftovers)? Add this to the chart.*

Read pages 4-5. *Let's stop here. Who is this page about (baby koalas or joeys)? What are they doing (eating leaves, climbing high)?*

Read pages 6-7. *Turn to your partner and one of you tell Who this is about and the other tell What they did. Listen in and have one pair of students share their Who and What.*



What is something you wonder about baby animals and what they eat? Turn to a partner and tell them something you are wondering about baby animals and what they eat. Now we will see if any of our questions get answered as we read more.

Read pages 8-11. *Who is this page about (cheetah cubs)? What are they learning (to stalk and catch prey)?*

Read pages 12-15. *Who is this about (giraffe calf)? What is he doing (plucking juicy leaves off the tree)?*

Read pages 16-21. *Turn to your partner and one of you tell Who this is about and the other tell What they did. Listen in and have one pair of students share their Who and What.*

STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of one baby animal and what they are eating. Display the pictures on the wall.

Who	What
brown bear cubs	eating Mom's leftovers
baby koalas/joeys	eating leaves
jackal pups	licking Dad
cheetah cubs	learning to stalk and catch prey
giraffe calf	plucking juicy leaves off the tree
baby sloths	waiting to eat

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- STEP 1** ● **REVIEW THE BOOK**
 Cover up the *What* part of the anchor chart from Day 1. Have students take turns retelling what they remember about what each of the animals was doing.

- STEP 2** ● **DICTATE THE SENTENCE(S)**
The baby animals like to eat. They eat lots of food.

- STEP 3** ● **INTERACTIVE WRITING**
Let's write, The baby animals like to eat. They eat lots of food. Repeat that with me. As students say the sentences with you, draw a line for each word in the first sentence on the chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, have students repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

- STEP 4** ● **EXTEND AND CONNECT THE LEARNING**
 Repeat this Who-What interactive read-aloud lesson with other narrative and informational texts. As part of the discussion during a small-group reading lesson, have students practice orally telling who the page is about and what they are doing.

The baby animals
like to eat.

They eat lots
of food.

