

TEACHER READING GUIDE

Lesser Spotted Animals

written and illustrated by Martin Brown

This book is #1 in the **Lesser Spotted Animals** series.



Essential Question: How does analyzing the author’s purpose and perspective enhance your comprehension of the text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative booklist

Text Type: Nonfiction

Genre: Informational

Themes/Topics: Animal Science

Lexile: 970L

SKILLS ALIGNED WITH FLORIDA’S ELA B.E.S.T. STANDARDS

- Word Work** **ELA.5.F.1.3 (a)**
Decode words with the final stable syllable *-ture*.
- Vocabulary** **ELA.5.V.1.1**
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.5.R.2.4**
Analyze an author’s purpose and perspective.

Cross-Curricular Connection

Lesser Spotted Animals reinforces the science standard **SC.5.L.15.1**. Students will learn about how changes in the environment can affect animals’ survival and the different adaptations animals have.

BUILDING BACKGROUND

- Explore the multiple meanings of spotted, and discuss which meaning fits best in the title.
- Ask students if they have ever heard of any of the animals listed on the contents page. If they have, give students time to share what they may know.
- Do a picture walkthrough, and ask students to make visual associations between animals they already know and the “lesser spotted animals.”

STUDENT LEARNING TARGETS

Today I am:
analyzing the **author’s purpose and perspective**.

So that I can:
understand how the **author’s perspective** influences their **purpose** for writing a text.

WORD WORK — DECODING WORDS WITH THE FINAL STABLE SYLLABLE (-ture)

- **ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**
 - a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Students will identify the **final stable syllable** *-ture* to decode unknown words. **Final stable syllables** are syllables found at the ends of words and can be taught as recognizable units because of their consistent pronunciations across different words.

- Write *-ture* on the board. Say, "Today, we are going to practice reading the following syllable." Point to *-ture* on the board. "This syllable is pronounced /chər/. Repeat after me, /chər/."

Suggested words from the book to guide your lesson:

creature (on multiple pages)	nature (p. 8)	capture (p. 12)	miniature (p. 14)
pasture (p. 17)	moisture (p. 26)	temperature (p. 37)	future (p. 51)

Write *creature* on the board, and say to students:

- "This word is *creature*. I'm going to divide the word before the syllable *-ture*". (Draw a line between *crea* and *-ture*.)
- "How do we pronounce the first part of the word?" (Point to *crea*.)
- "That's right; it is pronounced /crē/. How do we pronounce this syllable again?" (Point to *-ture*.)
- "Yes, it is /chər/. Now blend the word parts together, *creature*." (Run your finger under the word as you blend.)

Repeat this process with two to three other words.

Reinforce students' decoding of the syllable *-ture* by asking them to practice encoding the rest of the example words on whiteboards.

- Model encoding by sounding out the word and writing the corresponding letters. Underline the *-ture* in the word to reinforce the students' understanding of the syllable as a unit.
- Guide students to the correct spelling of each word. If needed, scaffold this activity by reviewing open and closed syllables.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



remote (p. 12): A place that is **remote** is far away from cities where most people live. A few Cuban solenodons were spotted in the **remote** parts of Cuba.



obscure (p. 18): If something or someone is **obscure**, they are unknown by most. The silvery gibbon is **obscure**, compared to other types of gibbons.



beneficial (p. 20): If something or someone is **beneficial**, they are helpful. The dagger-toothed flower bat spreads pollen, which is **beneficial** for the fruit trees.



adapted (p. 36): If an animal or person **adapts**, changes occur to help them better survive. The sand cats are **adapted** to living in sand.

Vocabulary Extension Activity

- Reinforce students' understanding of the vocabulary by asking them to make personal connections to each word. Model how to make a personal connection using the target vocabulary word.
 - For example, "Teeth are beneficial for eating solid foods. What are other ways teeth are beneficial?"

READ FOR MEANING — ANALYZING AN AUTHOR'S PURPOSE AND PERSPECTIVE

- ELA.5.R.2.3: Analyze an author's purpose and/or perspective in an informational text.**
 - Clarification 1:** The term perspective means "a particular attitude toward or way or regarding something."



Before:

The purpose of the read aloud is to analyze the **author's purpose** and **perspective**. The **author's purpose** refers to why the author wrote the text. There are three main **purposes** that often overlap: *to persuade*, *inform*, or *entertain*. Refer to p. 213 of the B.E.S.T. Standards for additional information on each **purpose**. The **author's perspective** refers to how the author *feels* or their attitude about a subject/topic.

- Write the words *persuade*, *inform*, and *entertain* on three pieces of chart paper, and hang them around the room. Divide students into groups of three to four, and provide each group with sticky notes.
- Brainstorm what students already know about each **purpose**. Confirm and guide students' thinking to the most important aspects of each **purpose**.
- Provide a theme or topic, and ask students to create a book title for each **purpose**.
 - For the topic of *oceans*, example titles may include: "Why We Need to Clean Up Our Oceans" (*persuade*), "20 Animals You Won't Find in Our Oceans Anymore" (*inform*), "Under the Sea Joke Book" (*entertain*).
- Discuss the students' titles and possible overlaps of the **author's purpose**.

READ FOR MEANING — ANALYZING AN AUTHOR’S PURPOSE AND PERSPECTIVE



During:

As you read *Lesser Spotted Animals*, display the **author’s purpose and perspective** graphic organizer to help students analyze why the author wrote the book and how the author feels about the lesser spotted animals.

Animal	Author’s Purpose	Author’s Purpose Text Evidence	Author’s Perspective	Author’s Perspective Text Evidence
numbat	The author’s purpose is to <u>inform</u> readers about <u>the dropping numbers of numbats</u> .	“There are probably only about a thousand or so left in the wild and the numbers are dropping.”	The author uses the word pity, which means he cares about this animal and holds the animal in high regard.	“The great pity about this unique creature is that there are so few of them.”
Cuban solenodon	The author’s purpose is to _____ readers about _____.		The author feels the Cuban solenodon’s temper was justified.	“It was found to be a clumsy, sluggish animal – with a foul temper! Not surprising, I suppose. If you’d been snatched from your home, then poked and prodded and stared at for a few days, you might be a bit cranky, too.”
lesser fairy armadillo	The author’s purpose is to <u>inform</u> readers about <u>the usefulness of the lesser fairy armadillo’s armor</u> .	“And if that doesn’t work, they can use the bony armor on the rear end to plug the entrance to their burrow.”		

- **I Do:** Model thinking out loud to explain the difference between the **author’s purpose and perspective**.
 - For the **author’s purpose**, look at what the author wants the reader to know about the animal. Example: The author wants the readers to know that numbats’ numbers are dropping.
 - For the **author’s perspective**, look at how the author feels about the animal. Example: The author feels it is a pity there are so few left.
- Use the Gradual Release of Responsibility Framework to continue guiding students in identifying and analyzing the **author’s purpose and perspective** in the text.
 - **We Do:** Guide students in completing the graphic organizer for the Cuban solenodon and the lesser fairy armadillo.
 - **You Do:** Allow students to choose which animals they would like to analyze independently.



After:

- Ask students to share their responses; confirm/guide their thinking.
- Discuss how the **author's perspective** towards each of these animals contributes to the overall **purpose** for writing *Lesser Spotted Animals*.
- Ask students to construct a one-paragraph response to the following question: How does the **author's perspective** towards these animals form his overall **purpose** for writing the book *Lesser Spotted Animals*?
 - Encourage students to use the graphic organizer to help form their responses.
 - The paragraph will include:
 - The **author's purpose** for writing this text
 - Text evidence to support their conclusion of the **author's purpose**
 - A one to two sentence explanation providing reasoning of how their evidence supports the **author's purpose**
 - The **author's perspective** towards the animals
 - Text evidence to support their conclusion of the **author's perspective**
 - A one to two sentence explanation providing reasoning of how their evidence supports the **author's perspective**
 - A concluding sentence explaining how the **author's perspective** contributed to the overall purpose for writing the book

B.E.S.T. Standards Connection

P. 185 of the ELA B.E.S.T. Standards provides a list of **elaborative techniques**. Students will benefit from referring to the techniques to include more detail in their writing.