

Determine Meaning of Animal-Family Words

Animals in Camouflage - Grade 2 - Short lesson

TIME

OBJECTIVE

15 minutes Collect the special words the answer pages give for parents and young, and say which animal each word belongs to.

PRODUCT

Rows for each animal, with a box for the word and a box for who it names Essential question: This book gives a different word for the babies of almost every animal. Why not just say babies?

Materials	Text to mark
• The book	• Passage 2 - a polar bear's face in close up with cubs beside her

- A row for each answer page in the book
- Passage 5 - an owl with wings spread, three owlets on a branch
- Prepared passages: Passage 2, Passage 5, Passage 9, Passage 11

Lesson sequence

1 Cubs and owlets - 5 min

- Passage 9 - a spotted fawn lying in long grass beside a doe
- Passage 11 - a green tree frog with its throat sac puffed out

Focus:	A proper word instead of babies
Teacher model:	Read these pages and ask what each animal's young are called.
Prepared text:	Passage 2, Passage 5 2 A whole page of them - 6 min
Teacher direction:	Write the family words on this page.
Expected answer:	Fawn, doe and buck.
Prepared text:	Passage 9 3 One more - 4 min
Teacher direction:	Write who the frog calls to.
Expected answer:	A female mate.
Prepared text:	Passage 11

Support & extension

Above: Say which answer page is made almost entirely of family words.

Below: Say what a young polar bear is called.

Assessment

- Matches each word to the right animal
- Finds the page that names a mother and a father as well
- Says why the book uses the proper word rather than babies

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