

Home Letter

Amazing Animals
Home Letter

Dear Family,

This week, we'll be using literature to learn about some interesting animals. Our class will look into the question "Why do some animals have spots or stripes?" We'll read the informational text **Amazing Animals** and learn about what eight different animals have to help them as they grow up. Then we'll enjoy the classical fairy tale **The Ugly Duckling**.

This week's...

Words to Know: baby, begins, eight, follow, learning, until, years, young

Phonics Skills: *r*-Controlled vowels *er*, *ir*, *ur*

Vocabulary Strategy: Using a dictionary entry

Comprehension Skill: Conclusions—use details to figure out more about the text

Comprehension Strategy: Visualize—picture what is happening as you read

Writing Focus: Narrative writing—story sentences

Activities to Do Together

Vocabulary

Ask your child to use this week's **Words to Know** to tell you how a polar bear's white fur helps.

Animal Match

Talk about other animals that might share the same special features as the ones mentioned in **Amazing Animals**. Discuss, for example, how the spots on a giraffe help it hide. Ask your child to name other animals that have spots.

My Pet

Discuss an animal that your child would like to have as a pet. Have your child write a few sentences telling how he or she would care for the pet.



Go to the *eBook* to read and listen to this week's selection.

Name _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<input type="checkbox"/> Reading Log
<input type="checkbox"/> Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/> Word Study Literacy Center	<input type="checkbox"/> Spelling
<input type="checkbox"/> Think and Write Literacy Center	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

I read . . .

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____

Words to Know

Baby Birds
Words to Know

Listen to each question. Answer each question with a word from the box.

1. Which word would you use to tell about

a **baby**? _____

2. Which word would you use to count

past seven? _____

3. Which word would you use to tell what you

are **doing in school**? _____

4. Which word would you use to tell your **age**?

5. Which word would you use to tell when something **starts**?

Word Bank

baby

begins

eight

follow

learning

until

years

young

Name _____

Words to Know

Amazing Animals
High-Frequency Words



Write a sentence for four of the words from the box.

Word Bank

baby

begins

eight

learning

until

young


years

follow

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated multiple times.

Words with *er, ir, ur*

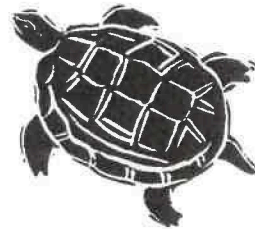
Amazing Animals
Phonics: *r*-Controlled Vowels
er, ir, ur

 Write the word with *er, ir, or ur* that completes each sentence.

Word Bank

purr skirt turtle clerk

1. A _____ can hide in its shell.



2. I spoke to the _____.



3. Kelly wore her new _____.



4. Cats _____, but dogs bark.



Name _____

Words with *er*, *ir*, *ur*

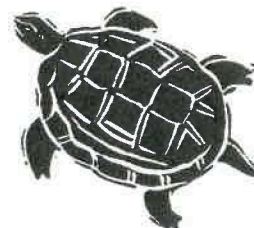
Amazing Animals

Phonics: *r*-Controlled Vowels
er, *ir*, *ur*



Write a sentence using each word.

1. turtle



2. clerk



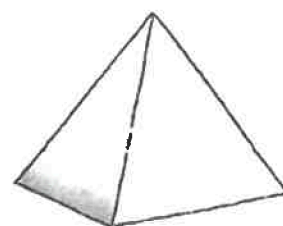
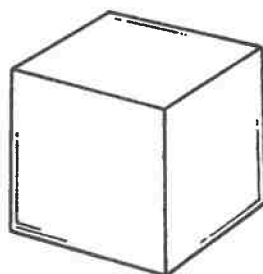
3. skirt



Comprehension

Answer Numbers 1 through 10. Base your answers on the article "Amazing Animals."

1 What does the hair of a polar bear look like?



2 Why does a polar bear need thick fur?

- Fur helps the polar bear find food.
- The polar bear wants to stand out.
- The polar bear lives in a cold place.

3 Which word in the sentence below **BEST** helps you understand what *tusks* are?

Elephants use their tusks to scrape bark off trees.

- Elephants
- their
- scrape



To the teacher: Read the directions, questions, and answer choices with children.

Name _____ Date _____

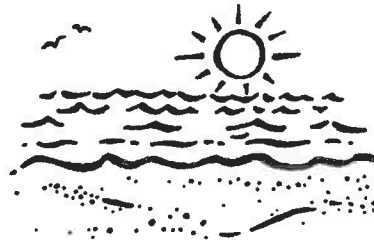
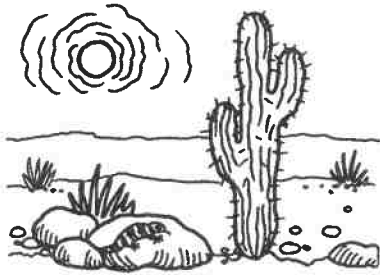
- 4 What could an elephant use its tusks for?
- to hide
 - to keep warm
 - to dig for food
- 5 Why does a camel need to use the fat in its hump for food?
- It does not like to eat.
 - It does not have time to eat on a trip.
 - There is not much to eat in the desert.
- 6 Which part of the article helps you know what a duck's *beak* looks like?
- the heading
 - the author's words
 - the photo of a duck
- 7 Why would a giraffe need to hide?
- so it can play hide and seek
 - so it can catch leaves that fly away
 - so animals that hunt the giraffe cannot see it

Name _____ Date _____

8 How do the quills of a porcupine keep it safe from other animals?

- The quills trap animals.
- The long quills trip animals.
- The sharp ends poke animals.

9 Where does a dolphin live?



10 What helps a dolphin swim fast?

- fins
- flippers
- flukes

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening



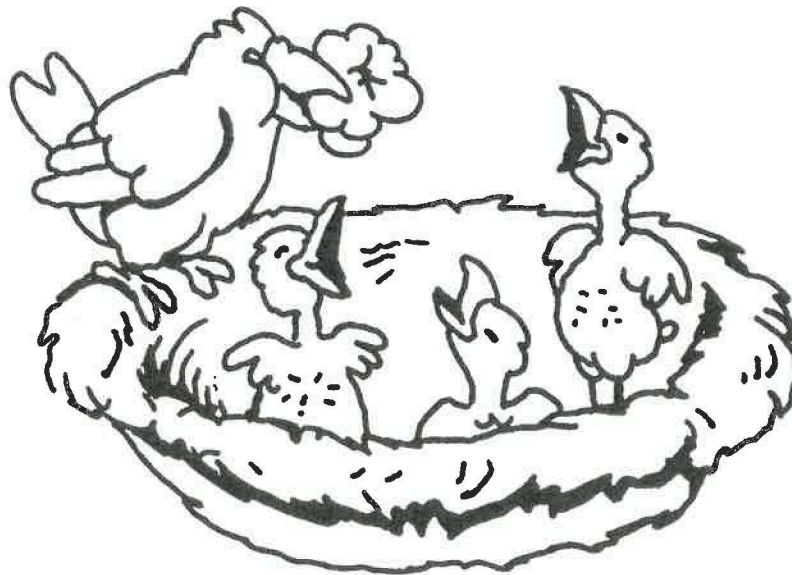


Newborn Baby Bird

Look at the picture. Take turns reading each line of the chant with your partner.

A **baby** bird hatches.
It **begins** to cry.
Its mother will feed it
until it can fly!

The bird **follows** its mother.
She protects it all day.
It's still too **young**
to fly far away.



Background Mother birds lay eggs. Then they sit on the eggs to keep them warm. That helps the eggs to hatch.

Setting a Purpose Read to find out about a special baby bird born in Mother Duck's nest.

The Ugly Duckling

Read
Together

1 Read Underline the words that tell when the story happens.

Once upon a time, a duck sat on eight eggs. One day, all but one of the eggs hatched. The ducks waited until the last baby bird came out. He was big and gray. The other ducks thought he was ugly.

2 Reread Reread page 91. Find the detail that tells what the last baby bird looks like. Write it below.

3 Read How does the ugly duckling feel? Circle the word.

ducklings:

Each day the **ducklings** would follow Mother Duck. They were learning to be ducks. The other ducks did not want to play with the ugly duckling. He felt sad. One day he left.

Winter soon came. A farmer found the ugly duckling. "I must take you home before it begins to snow," he said.

4 Reread Where does the farmer take the ugly duckling? Write it below.

5 Read Underline the sentence that tells what happens to the swans at the end of the story.

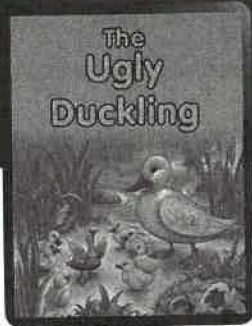
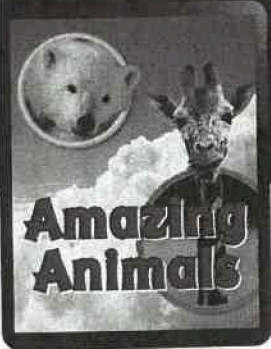
When spring came, the farmer took the duckling to a pond. The duckling saw himself in the water. He felt like many years had passed. He had changed!

Now he knew he was not an ugly duckling. He was a young swan. He and the other swans lived happily ever after.

SHORT RESPONSE

Cite Text Evidence Reread pages 91–93. Why is the ugly duckling happy at the end of the story? Write it below.

Lesson 22



Read
Together

Words to Know

- ▶ Read each Context Card.
- ▶ Make up a new sentence that uses a blue word.

1

learning

This baby giraffe is learning how to walk.



2

begins

The lion cub begins to get stronger.



Q LANGUAGE DETECTIVE

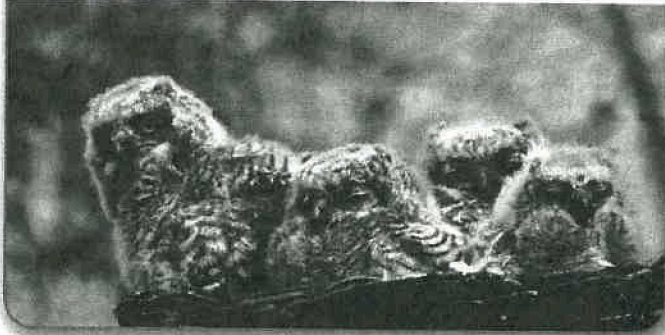
Talk About Words

Work with a partner.
Use the blue words in complete sentences to tell about something you did.

3

until

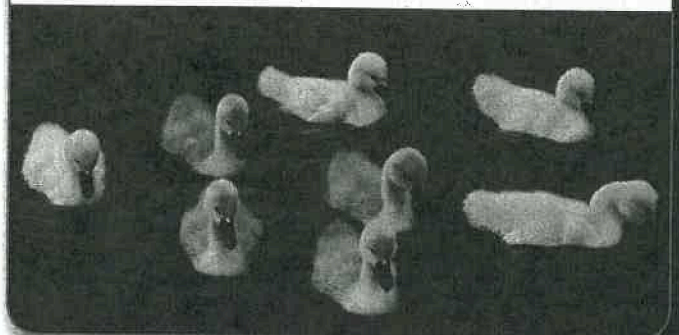
These owls can't fly until they are older.



4

eight

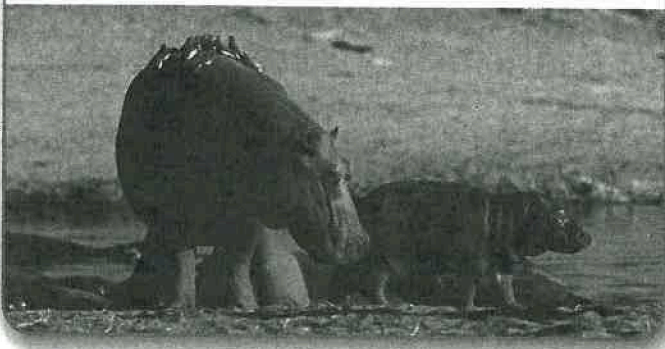
The eight little swans go for a swim.



5

young

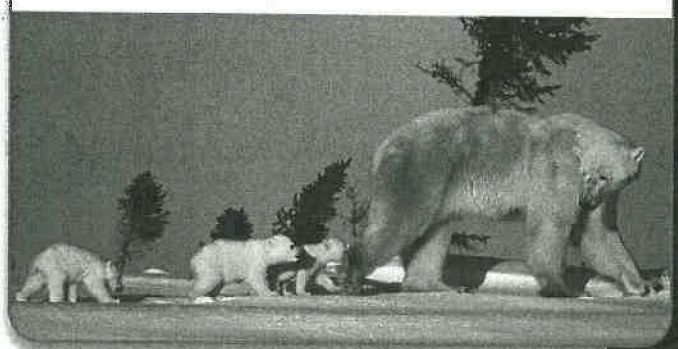
The young hippo will be very big soon.



6

follow

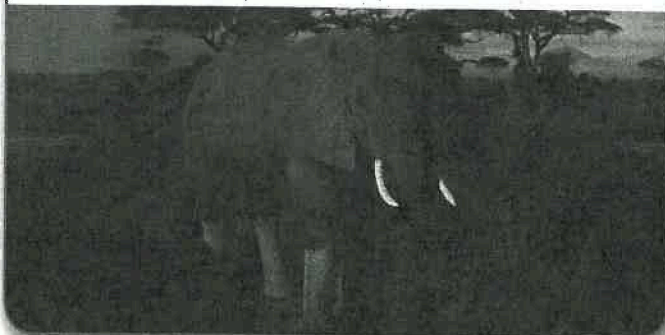
The bear cubs follow their mother.



7

years

An elephant can live for seventy years.

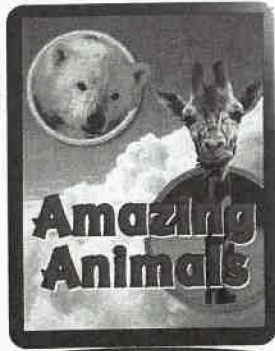


8

baby

This baby panda is eating plants.



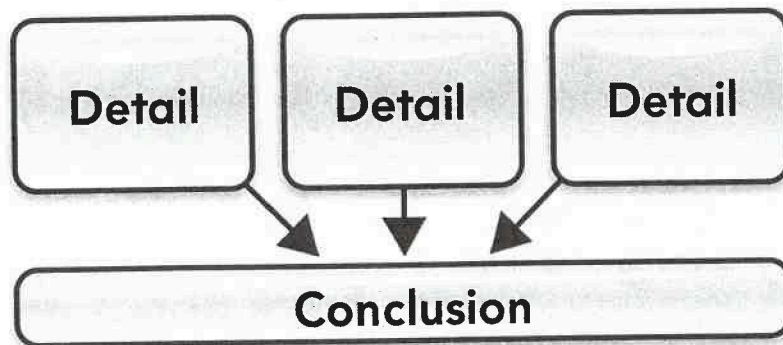


Read and Comprehend



✓ TARGET SKILL

Conclusions Sometimes authors do not tell all the details. Readers must use text evidence from the words and pictures and think about what they already know to make a smart guess about what the author does not tell. This smart guess is a **conclusion**. Use a chart to write details and conclusions about what you read.



✓ TARGET STRATEGY

Visualize As you read, picture in your mind what is happening to help you understand.

PREVIEW THE TOPIC

Animals

Animals have special body parts that help them do amazing things. Kangaroos have strong legs that help them jump very far. Some monkeys can use their tails to hang from branches. Anteaters have long noses they use to grab insects under the dirt. You will read more interesting facts about animals in **Amazing Animals**.



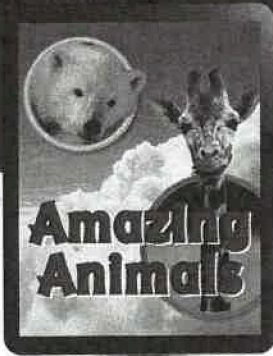
Think Write Pair Share

Think about an amazing animal. Why is it amazing? Complete the sentence:

___ is amazing because ___.

Share with a partner. Act out what makes the animal amazing.

ANCHOR TEXT



✓ GENRE

Informational text gives facts. As you read, look for:

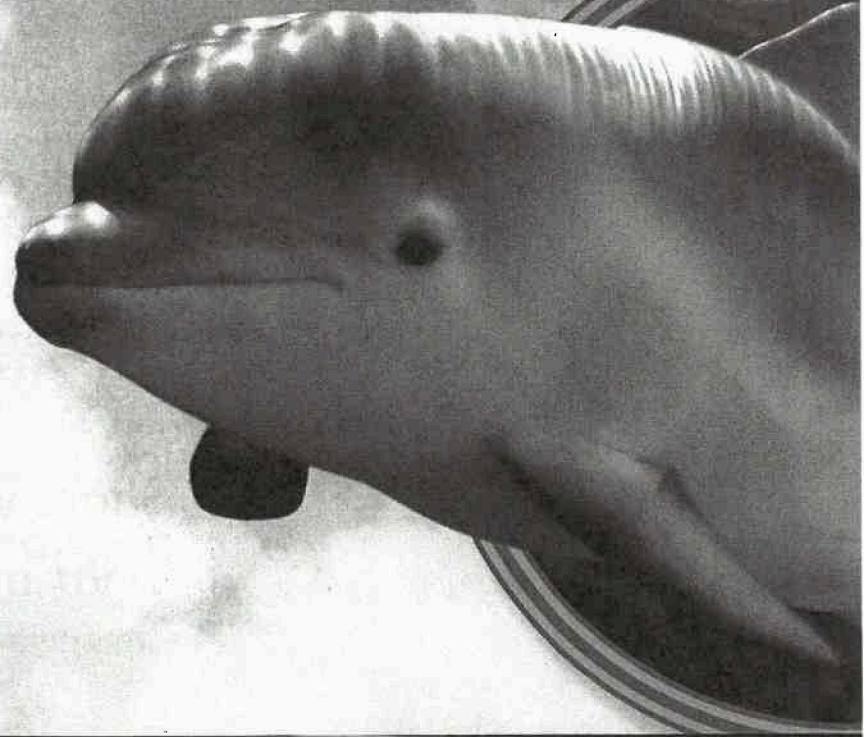
- ▶ information and facts in the words
- ▶ photos that show real animals

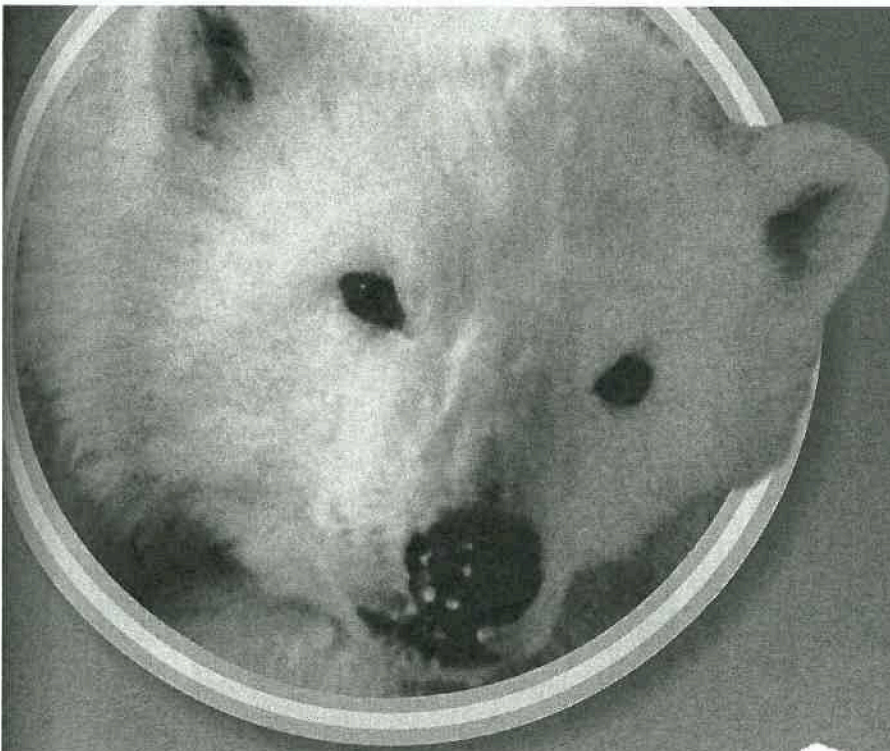
Meet the Author

Gwendolyn Hooks

Gwendolyn Hooks wrote this story because she loves animals. "This story is about wild animals," she explains.

"I don't own any wild animals, but I do have a pet cat."



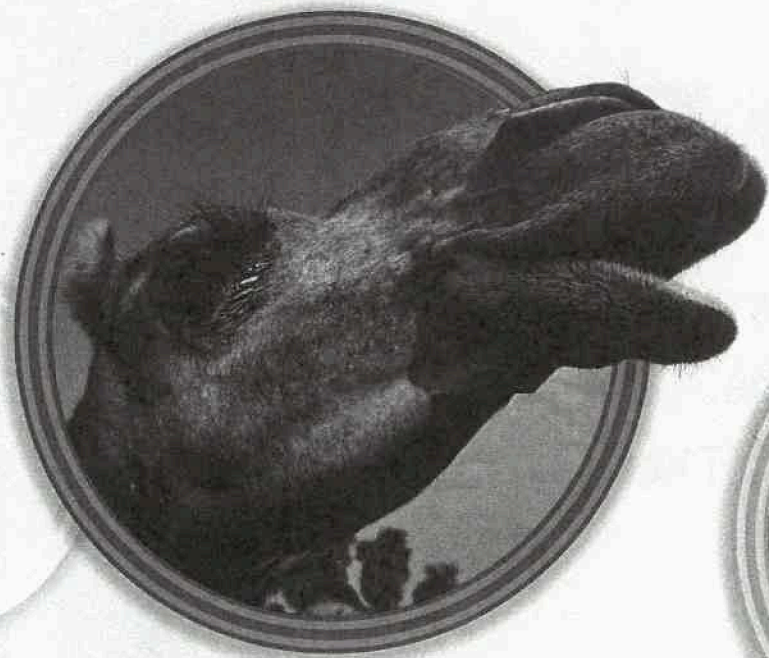


Amazing Animals

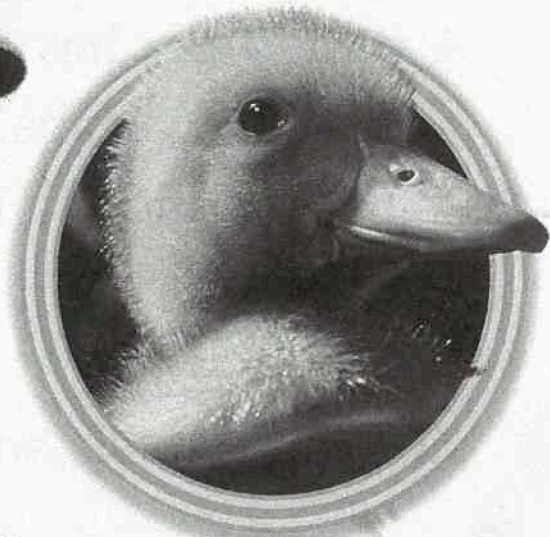
by
Gwendolyn
Hooks

ESSENTIAL QUESTION

Why do some animals
have spots or stripes?



Big eyes,



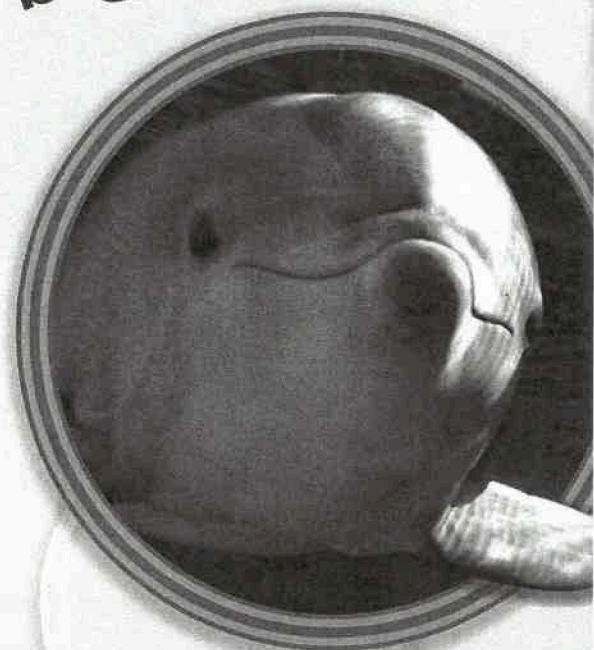
long beak,



thick fur,

big squeak!

Animals get a lot of help as they grow up. Let's find out about eight amazing animals.



Polar Bear

A polar bear has thick fur. Each hair is like a tube. The hair has no color, like glass. The sun makes it look white.

How does thick, white fur help?

ANALYZE THE TEXT

Conclusions How do you think the color of their fur helps polar bears?



Thick fur helps polar bears stay warm.
The color of their fur looks the same
as snow. This helps them hide.

Where does this cute young polar bear
like to hide?



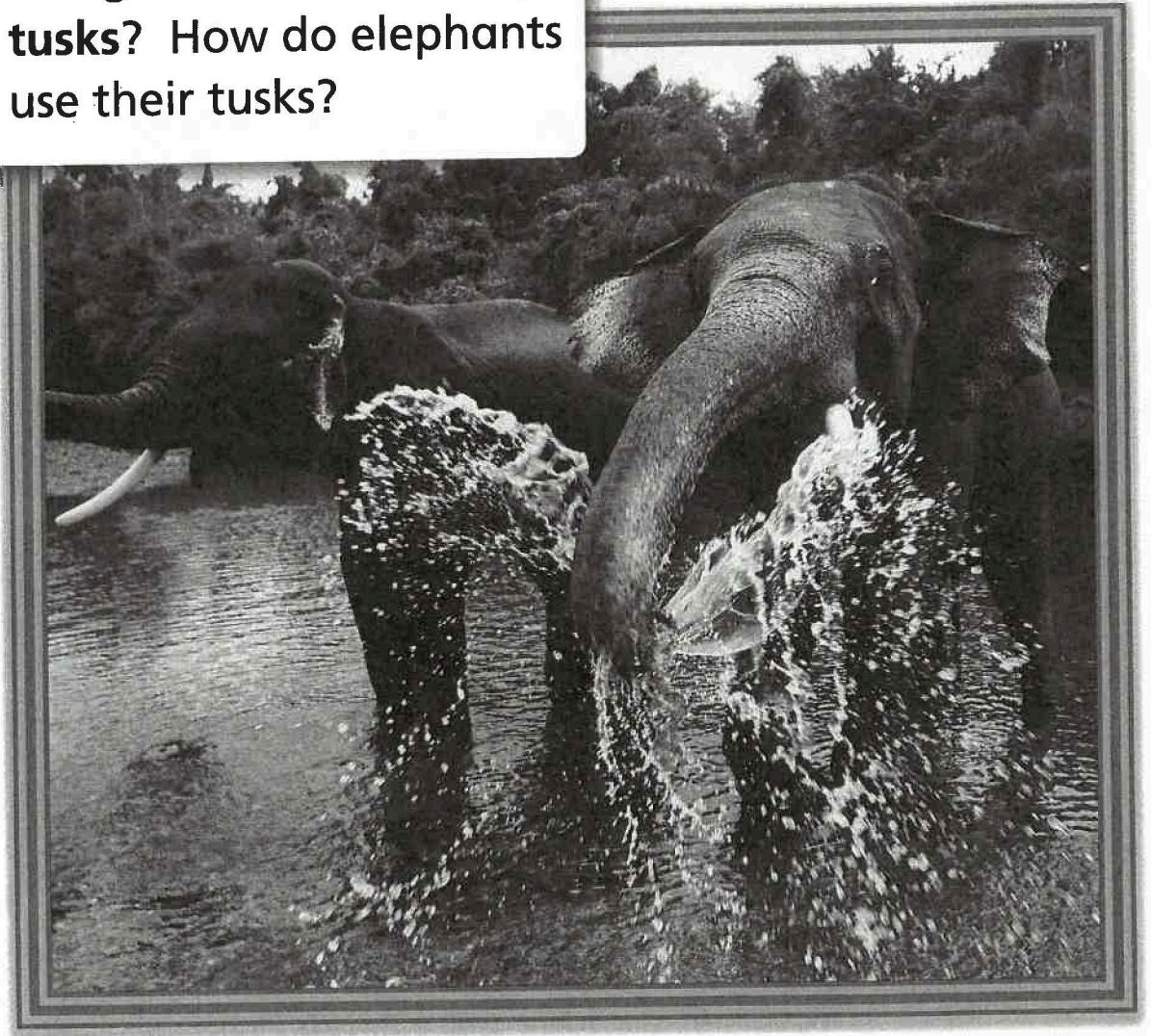
Elephant

An elephant has a long nose. The nose is called a trunk. It takes many years for an elephant to grow two big teeth. These teeth are called tusks.

How do tusks and a trunk help?

ANALYZE THE TEXT

Using Context What are tusks? How do elephants use their tusks?



Elephants use their tusks to scrape bark off trees. Then they eat the bark. These elephants are learning to use their trunks to get water.

Sometimes they will spray water at a friend!

Camel

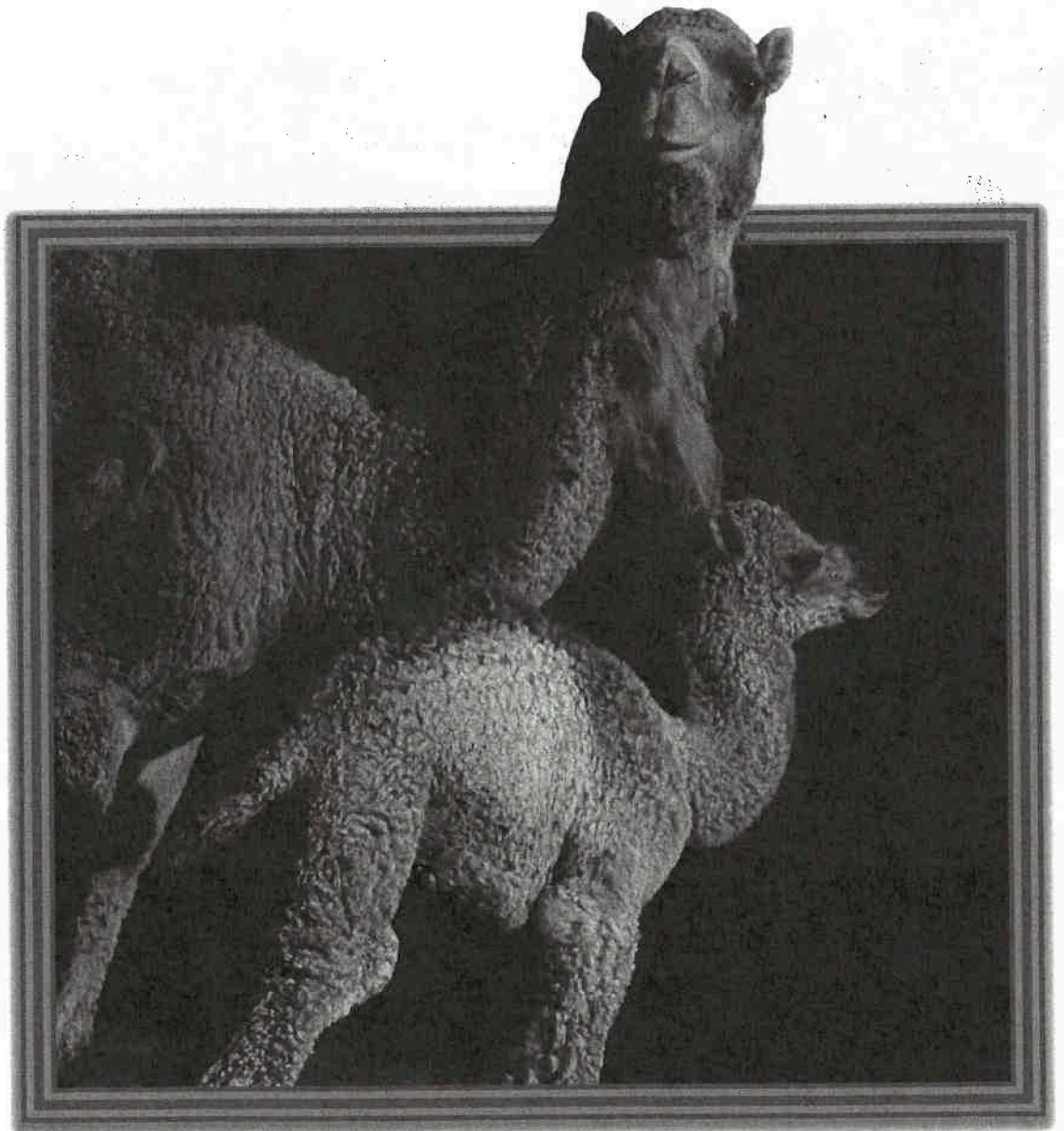
Some camels have one hump.
Some have two. All camels
have two rows of eyelashes.

How do humps and thick
eyelashes help?



A camel's hump has fat inside. On long trips, a camel's body uses the fat for food. A camel's eyelashes keep out the desert sand.

This baby camel will follow his mother when the herd goes from place to place.



Duck

A duck is a bird. It has two feet, and each foot has three toes. A duck has a beak, too.

How do feet and a beak help?





Ducks use their feet to swim in the water or walk on land. They use their beaks to eat plants and bugs.

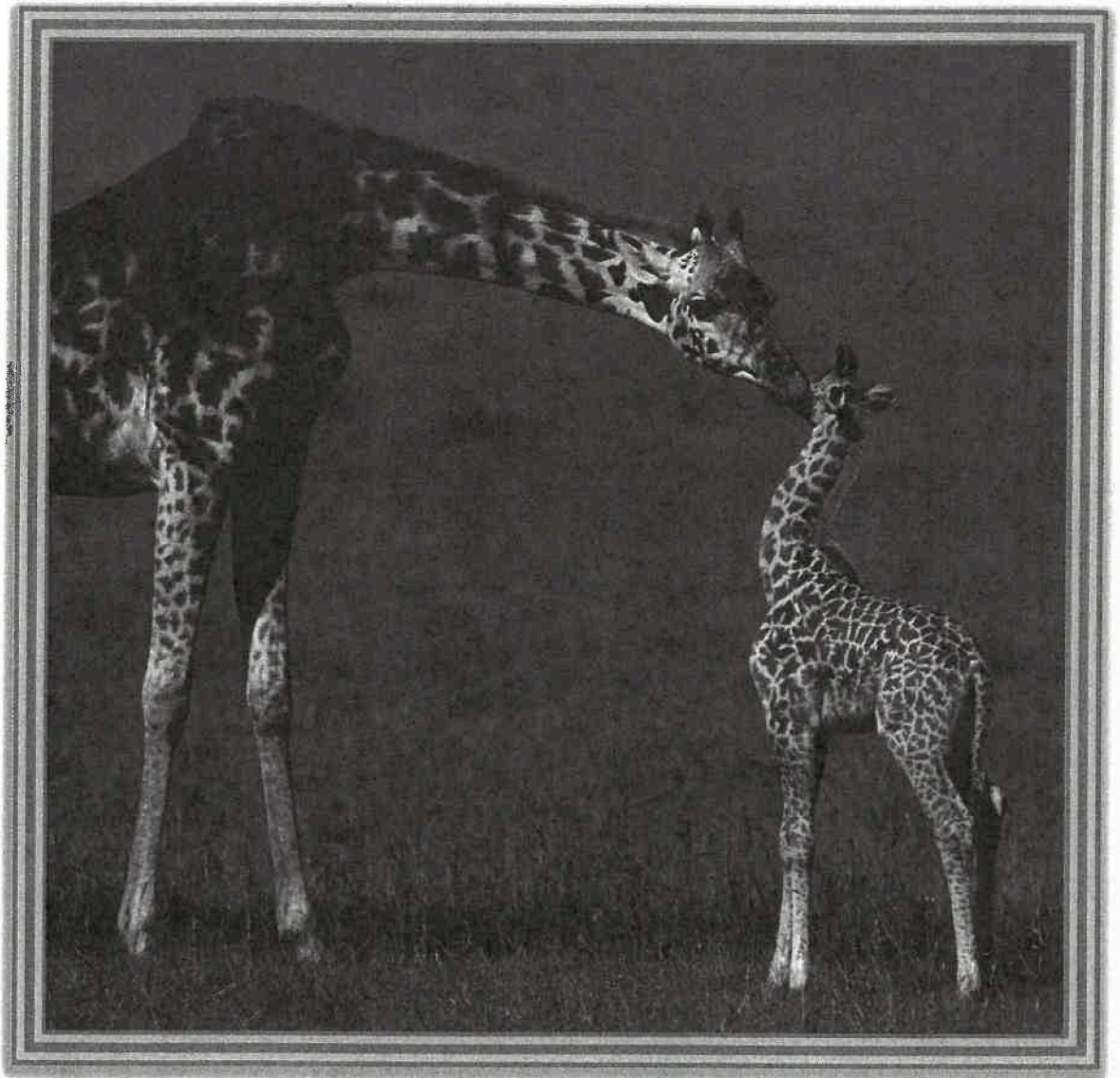
Look! This duck uses her beak to clean her friend.

A black and white photograph of a giraffe reaching up to eat leaves from a tree. The giraffe's long neck and spotted pattern are clearly visible. A large, white, circular text box is superimposed over the left side of the image, containing text about giraffes. The background shows a blurred landscape with a tree and a bright sky.

Giraffe

A giraffe has spots. A giraffe has a long neck.

How do spots and a long neck help?



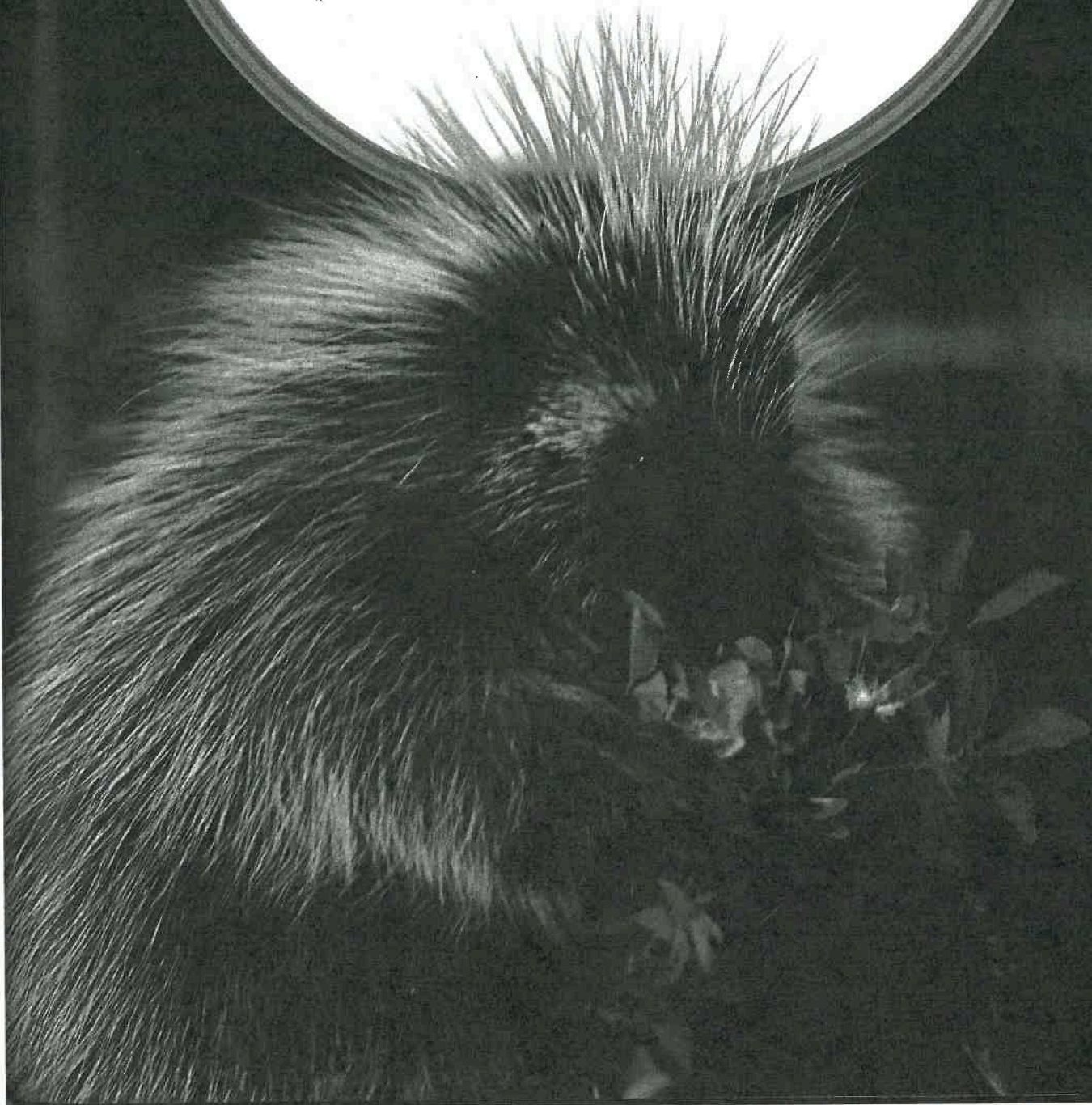
A giraffe's spots help it hide. A giraffe's long neck helps it reach the leaves of trees.

This giraffe's long neck helps her reach her baby. She gives him a big kiss!

Porcupine

A porcupine has soft quills when it is born. The quills get sharp in a day or two.

How do quills help?



Quills help keep a porcupine safe. If an animal begins to come too close, the porcupine backs into it. The sharp quills hurt!

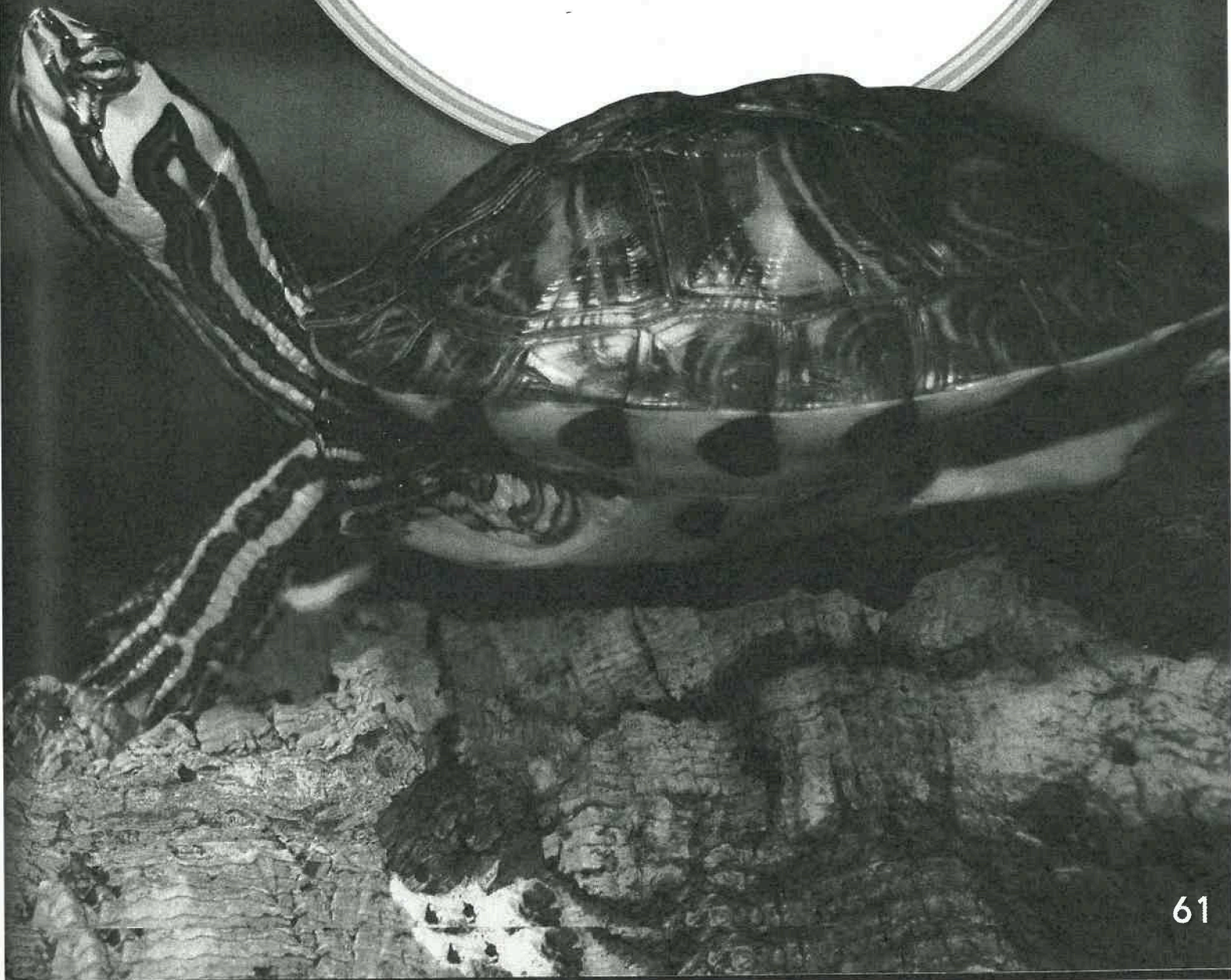
Quills tell this cub to stay away!



Turtle

A turtle has a shell that is very hard.

How does a hard shell help?



A turtle can hide inside its shell from an animal that may hurt it. The turtle waits until the animal goes away. Then the turtle comes back out.

You're safe now, turtle!

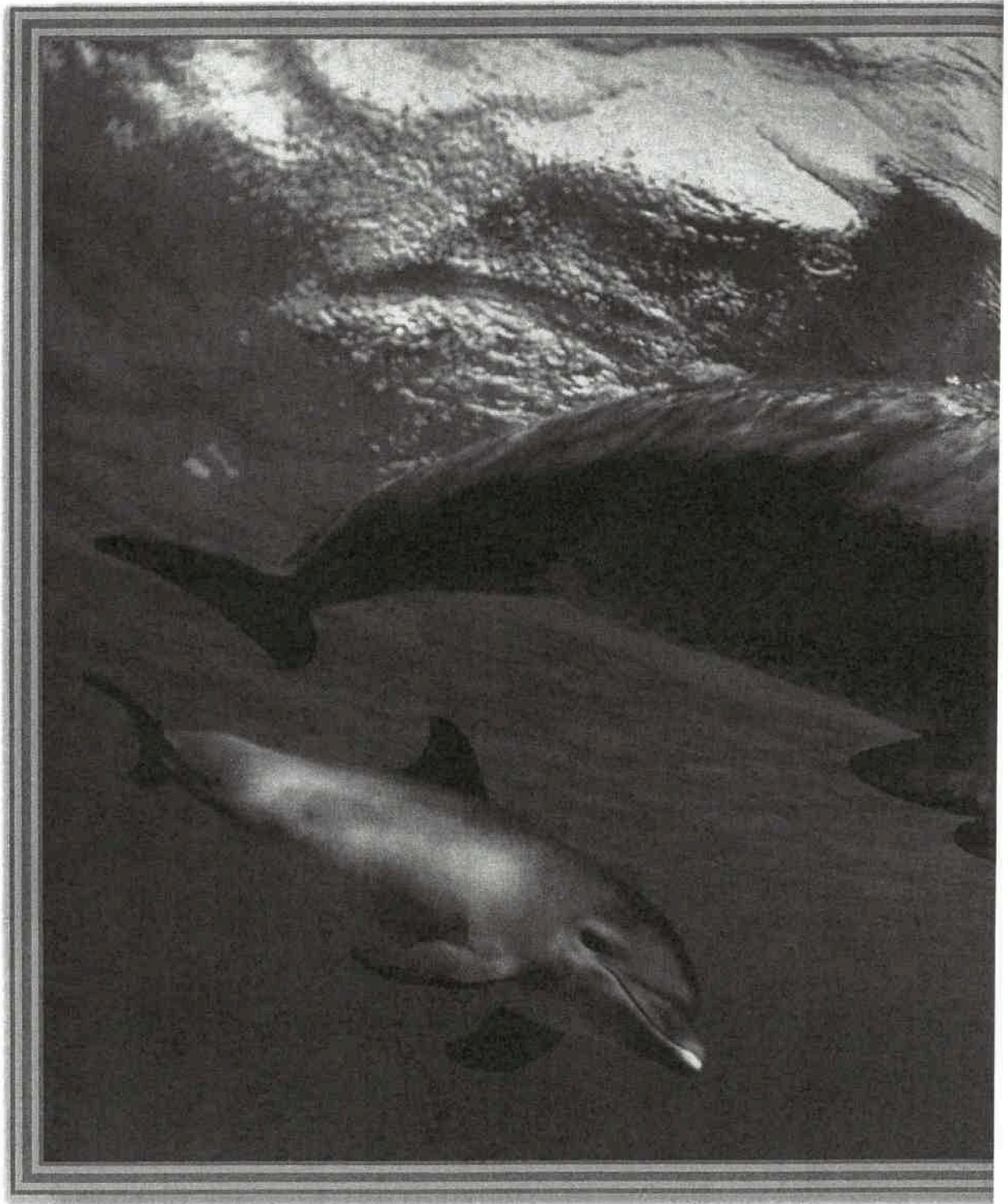


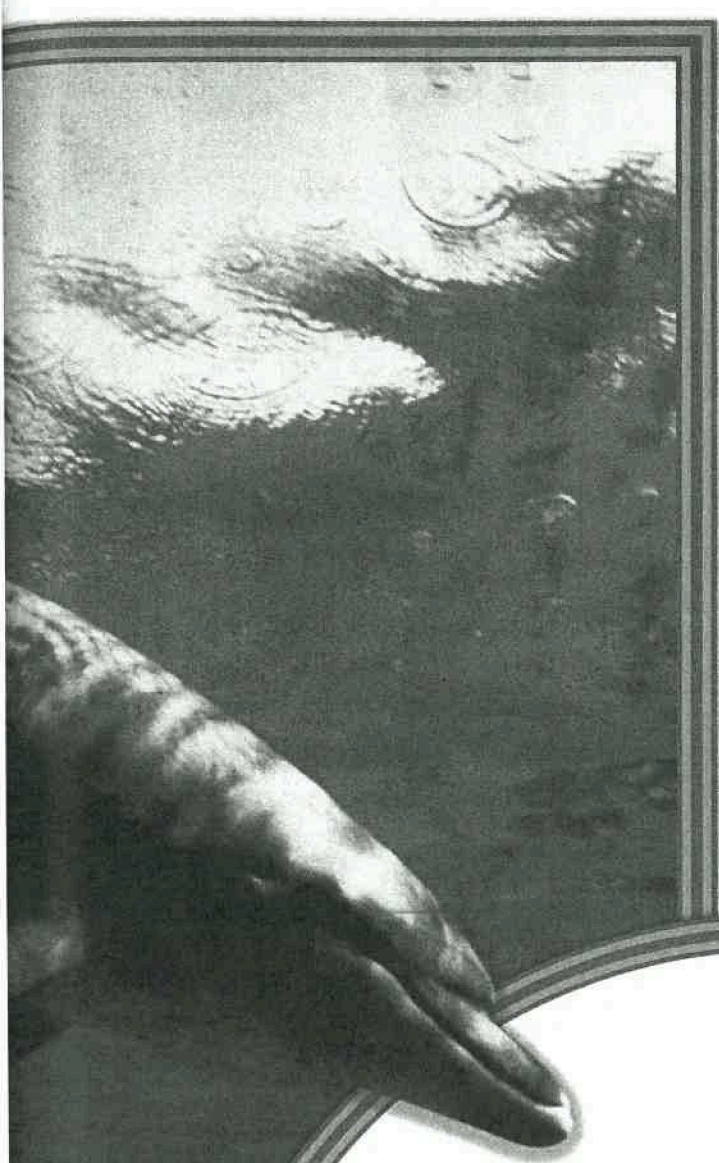


Dolphin

A dolphin's tail has two parts called flukes. A dolphin has two flippers.

How do tail flukes and flippers help?





A dolphin flips its tail flukes up
and down to swim fast. It uses its
flippers to turn to the left or right.

These two dolphins swim away fast.
Who will be first?

Have fun, dolphins!

Independent Practice



Tools Assessment

No

6

----- + ----- =

7

----- + ----- =

8

----- + ----- =

9

16 = 10 + -----

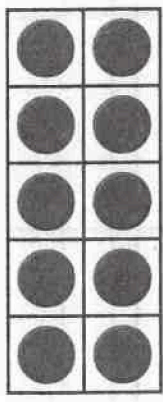
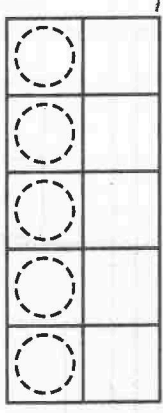
Directions Have students: draw counters and write an equation to show how to make 16. Then have them tell how the picture and equation show 10 ones and some more ones; draw counters and write an equation to show how to make 14. Then have them tell how the picture and equation show 10 ones and some more ones. **Number Sense** Have students write an equation to show 15 as 10 ones and some more ones. **Higher Order Thinking** Have students draw counters to find the missing number in the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

& Practice 10-2

Make 14, 15, and 16

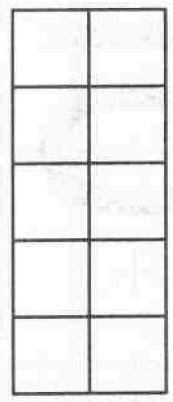
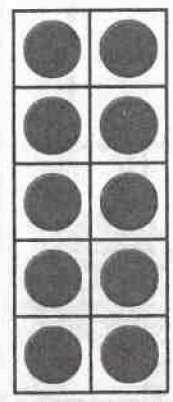
HOME ACTIVITY Have your child model the number 14 by drawing a big circle with 10 Xs inside the circle and 4 Xs outside the circle. Repeat with the numbers 15 and 16.

Another Look!



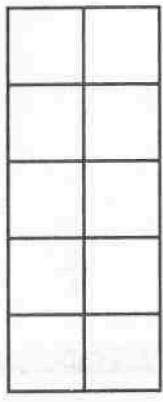
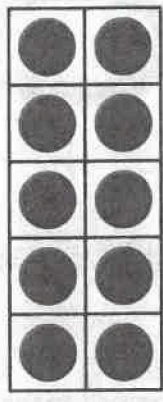
$$10 + 5 = 15$$

1



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

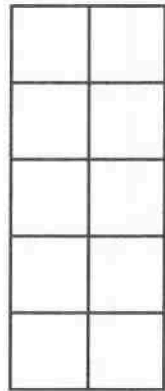
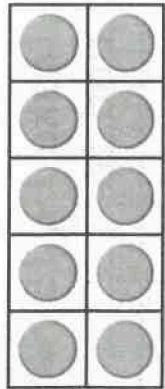
2



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

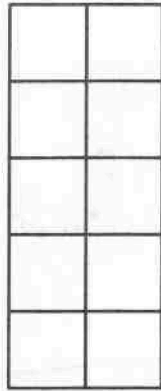
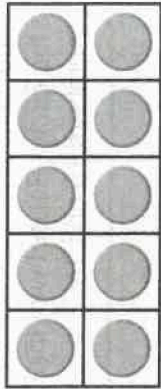
Directions Say: Finish drawing counters in the ten-frame to make 15. Then write an equation to match the picture. The picture and equation show one way to make 15 with 10 ones and some more ones. Have students: ★ draw counters to make 14, and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones; ● draw counters to make 16 and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones.

3



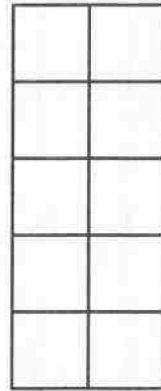
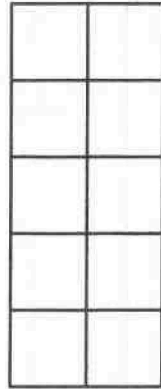
_____ + _____ = _____

4



_____ + _____ = _____

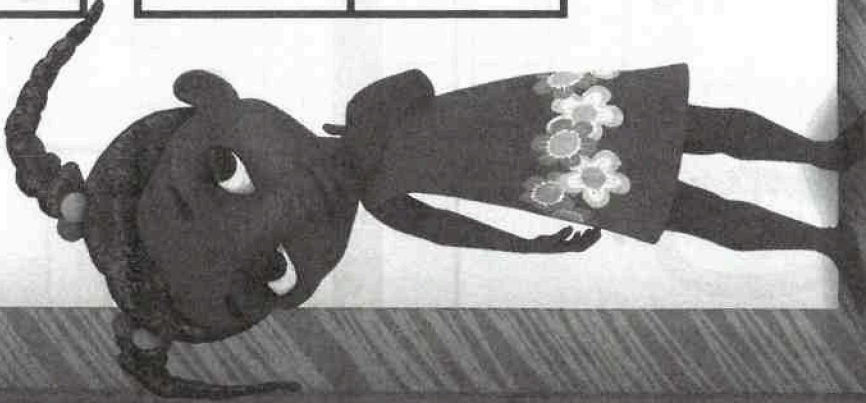
5



10 + 6 = 16

Directions Have students draw counters to show how to make 15 and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones; draw counters to show how to make 16 and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones. **Higher Order Thinking** Have students draw counters to find the missing numbers in the equations. Then have them tell how the picture and equations show 10 ones and some more ones.

Make 17, 18, and 19



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions Say: Jada made 10 prizes for the school carnival. She makes 8 more. Use counters to show how many prizes Jada made in all. Then write an equation to match the counters, and tell how the counters and equation show 10 ones and some more ones.

I can ...
make the numbers 17, 18, and 19.

Content Standards
K.NBT.A.1
Mathematical Practices
MP.1, MP.2, MP.4, MP.7

TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	
TICKET	TICKET
TICKET	
TICKET	

$10 + 7 = 17$



TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	
TICKET	TICKET
TICKET	TICKET
TICKET	

$10 + 8 = 18$



TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	TICKET
TICKET	TICKET
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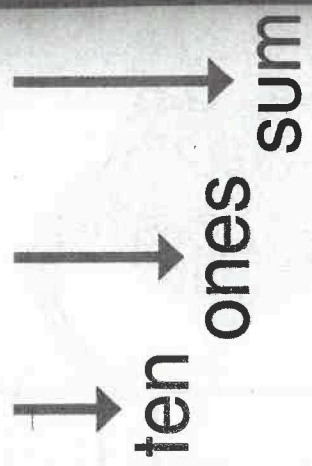
$10 + 9 = 19$



$10 + 7 = 17$

$10 + 8 = 18$

$10 + 9 = 19$



★ Guided Practice

●	●	●	●	●	●
●	●	●	●	●	●

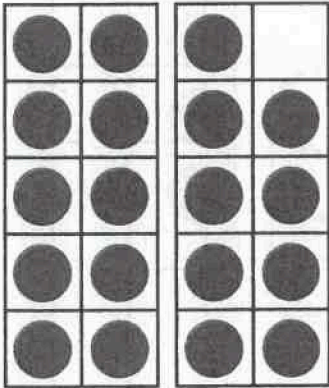
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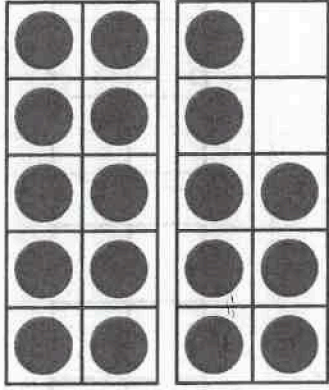
Directions ★ Have student's complete the equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones.

2



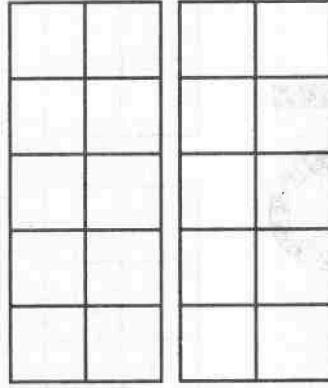
$$\text{---} + \text{---} = \text{---}$$

3

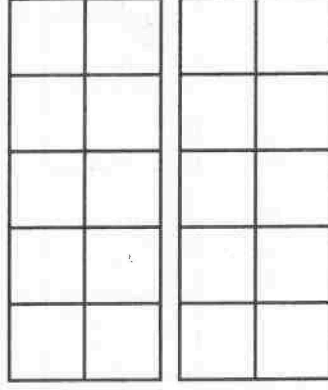


$$\text{---} + \text{---} = \text{---}$$

4



5



$$10 + 7 = 17 \quad 10 + 9 = 19$$

Directions Have students: and write an equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones; and draw counters to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

Independent Practice



Tools Assessment

Nar

6

_____ + _____ = _____

_____ + _____ = _____

7

_____ + _____ = _____

_____ + _____ = _____

8

_____ + _____ = _____

_____ + _____ = _____

9

19 = 10 + _____

_____ + _____ = _____

Directions Have students: draw counters, and then write an equation to show how to make 18. Then have them tell how the picture and equation show how to make 19. Then have them tell how the picture and equation show 10 ones and some more ones; draw counters, and then write an equation to show how to make 17. Then have them tell how the picture and equation show 10 ones and some more ones. **Higher Order Thinking** Have students draw counters to find the missing number in the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

NUMBOTS & Practice 10-3

Make 17, 18, and 19



Another Look!

●	●	●	●	●	●
●	●	●	●	●	●

○	○	○	○	○	○
○	○	○	○	○	○

$$10 + 7 = 17$$

HOME ACTIVITY Place 10 marbles or other small objects in a bowl. In a second bowl, have your child count on from 10 while adding objects until there are 17 objects in all. Repeat with 19 and then 18 objects in all.

1

●	●	●	●	●	●
●	●	●	●	●	●

_____ + _____ = _____

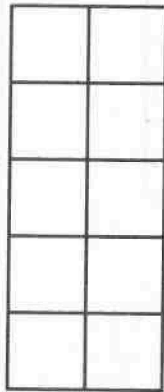
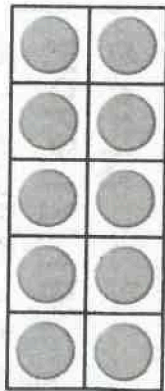
2

●	●	●	●	●	●
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_____ + _____ = _____

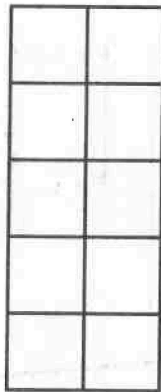
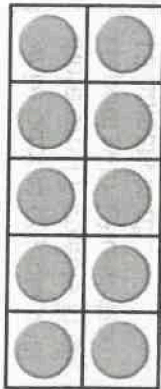
Directions Say: Finish drawing counters in the ten-frame to show how to make 19. Then write an equation to match the picture. The picture and equation show how to make 19 with 10 ones and some more ones. Have students: ★ draw counters, and then write the equation to show how to make 17. Then have them tell how the picture and equation show 10 ones and some more ones; ○ draw counters to show how to make 18, and then write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones.

3



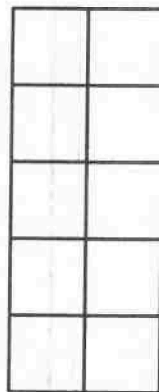
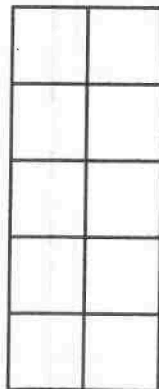
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5



$$18 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 18$$

Directions Have students: 3 draw counters to make 19, and then write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones; 4 draw counters to make 17, and then write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones. 5 **Higher Order Thinking** Have students draw counters to find the missing numbers in the equations. Then have them tell how the picture and equation show 10 ones and some more ones.

