Title of Text: Can You Tell a Cheetah from a Leopard?
Author/Illustrator: Buffy Silverman

GRL: L
Series: Lighting Bolt
Genre: Nonfiction, Science

Standard: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Lesson Objectives: To identify the main purpose of the text including what the author wants to answer, explain, or describe, to gain information and acquire knowledge for nonfiction, use compare and contrast. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Comprehension Strategy: Key ideas/Determining Importance
Skill: Compare and Contrast

Fluency: Phrasing/Chunking

Academic Vocabulary: explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

a. predator
b. prey
c. nocturnal
d. pounce
e. prowl

Before Reading: ENGAGE! THINK!

1. Build Background Knowledge
   a. Let’s look at the front and back cover. What do you know about this topic?
   b. What would you like to learn about Cheetah’s and Leopard’s?
   c. The Cheetah and the Leopard look very similar, but they are different. What things do you think are similar? What things are different? As we read today, we will be able to tell these two look-alikes apart.
   d. In the Table of Contents, where would I go to find out which animal is the fastest? Why?

2. Skill Introduction:
   a. Compare and Contrast – Compare and Contrast the picture of the Cheetah and the Leopard on the front of your book? Do you see things that are the same? Differences? Explain?

3. Strategy Introduction:
   a. Key ideas/Determining Importance – as we read today, what information is important to remember and what can be discarded?


Standard – Today we are going to be doing two things. We are going to identify the main purpose of the text including what the author wants us to know and we are going to ask and answer who, what, where, why and how questions.
**During Reading:** Don’t Wait Until It’s Too Late! Check for Understanding (Stop Midway through the Book)

1. Tell me about a part you didn’t understand?
2. Turn and Talk: how is using the strategy of key ideas/Determining importance helpful in your reading? Read to page 15 and ask students which pieces of information can be discarded.
3. Compare and Contrast – What are some things that are alike and what are some things that are different about the Cheetah and the Leopard so far? Explain?
4. 💻 **Standard:** Let’s see if we can answer who, what, where, when, what and how questions.

**After Reading:** EVALUATE!

1. What is the most important thing to remember from this book? What are the details that can help you remember this?
2. What did you learn? Compare and Contrast the Cheetah to the Leopard.
3. What more do you want to learn about this topic?
4. Which animal, the cheetah or the Leopard, would follow their prey during the day? Why?
5. 💻 **Standard:** What was the main purpose of the text? What did the author want us to know?
6. 💻 **Standard:** Who is fastest of the two animals? What makes the Leopard a great climber? Where do these animals hide? When do they sleep? Why is it important to tell the difference in these two animals? How did the text features help you in your understand of the text?
7. **Academic Vocabulary:** How did reading the text help you understand the meaning of predator and prey?

**Writing Standard:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

**Task:** Write an opinion piece about which animal you think is the best hunter. Do you think one animal would be better than the other? Why or why not? Use the points above to help you.

**IF/THEN: Compare and Contrast** – Have the students compare and contrast a horse and a pony. Are they the same size? Do they look alike? What things are the same? What are things that are different?