

Lesson Plans and Teaching Resources for National Geographic Kids: Tigers

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Asking Questions

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

Summary

Tigers is a nonfiction book full of true information about tigers. In this book, you will learn facts about tigers such as how their body parts help them survive, where they live, and what they eat. Some facts might surprise you—like did you know tigers are great swimmers? Or that no two tigers have the same stripes? Discover these fun facts and more as you read and learn about the biggest cats in the world!

Link to What You Know

- Look at the front cover of the book. What questions does the front cover make you wonder about?
- Do you think this book will answer the questions you think of? Why or why not? Where else could you look if your questions are not answered?

Important Words to Know and Understand

Extinct—A group of animals no longer living

Habitat—The place where a plant or animal normally lives or grows

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Why, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

©BookPagez.com

Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Asking Questions

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3—Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5—Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11—What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15—Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25—Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Visualizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3 Visualize While Reading

- Notice the words in the text that describe people, places, things, and events
- Use your imagination to create a picture in your mind
- Use the pictures in the book to help you understand the text

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3—Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5—Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11—What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15—Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25—Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Making Connections

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3 Make Connections While Reading

- Does this book remind you of another book you've read?
- Does this book remind you of a place you've been to?
- Does this book remind you of a person you know?
- Does this book remind you of a feeling you've had?

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3—Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5—Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11—What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15—Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25—Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Asking Questions with Tigers

Your Turn to Practice Asking Questions with Tigers

Page 3: Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5: Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11: What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15: Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25: Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Making Connections with Tigers

Your Turn to Practice Making Connections with Tigers

Page 3: Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5: Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11: What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15: Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25: Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Retelling and Summarizing with Tigers

Your Turn to Practice Retelling and Summarizing with Tigers

Page 3: Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5: Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11: What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15: Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25: Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Visualizing with Tigers

Your Turn to Practice Visualizing with Tigers

Page 3: Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5: Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11: What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15: Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25: Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Understanding Text Structure with Tigers

Your Turn to Practice Understanding Text Structure with Tigers

Page 3: Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5: Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11: What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15: Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25: Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Retelling and Summarizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3 Retell and Summarize While Reading

- Think about the important events that happened in the story
- Use the pictures in the book to help you understand the text

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3—Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5—Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11—What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15—Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25—Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Tigers
By: Kathleen Weiser Dorf
Grade Level: 2 / Guided Reading Level: 1

Understanding Text Structure

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3 Understand Text Structure While Reading

- Notice the words in the text that describe people, places, things, and events
- Use your imagination to create a picture in your mind
- Use the pictures in the book to help you understand the text

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3—Look at the Table of Contents on this page. What questions do you have about the chapter titles? How does asking before reading questions help you become a better reader?

Pages 4 to 5—Study the heading, photographs, label, and text on these pages. What are you wondering about?

Pages 10 to 11—What did you learn about tigers' eating habits on these pages? How do the photographs on the page help you understand the information in the text? What questions do you still have?

Pages 14 to 15—Name two cool cat facts you learned on these pages. What do these facts make you wonder about? What resources could you use to find answers to your questions?

Pages 24 to 25—Study the heading, map, and vocabulary word box on these pages. What facts can you learn from these features of nonfiction text? What do these features make you wonder about?

Time to Reflect

Think—When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk—Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

©BookPagez.com

Retelling and summarizing

Understanding Text Structure

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Asking Questions
Title: _____
What is one question you have about the information in your book?

Use the chart below to see if the features of nonfiction text can help you answer your question.

Text Feature	Yes	No
Look at the photographs in your book. Can you find the answer there?		
Look at the captions in your book. Can you find the answer there?		
Look at the table of contents in your book. Can you find the answer there?		
Look at the index in your book. Can you find the answer there?		
Look at the glossary in your book. Can you find the answer there?		

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Asking Questions with Nonfiction Text Graphic Organizer (Stage 1) | ©BookPagez.com

Asking
Questions

Making Connections
Title: _____
Circle the nonfiction text features you see in your book.
Photographs Glossary Index
Captions Labels Table of Contents

Name one text feature that helped you make a connection.

Circle the type of connection you made.

Text-to-Text	Text-to-Self	Text-to-World
I have read about this before.	This reminds me of something that happened in my life.	This reminds me of something that happened in the real world.

Tell about your connection.
Tell About the Text Feature _____ Tell About Your Connection _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Making Connections with Nonfiction Text Graphic Organizer (Stage 1) | ©BookPagez.com

Making
Connections

Retelling and Summarizing
Title: _____
What is the topic of your book?

Circle the nonfiction text features you see in your book.
Photographs Glossary Index
Captions Labels Table of Contents

Choose two text features. Tell how each text feature helped you learn about the topic of your book.
Topic: _____

Text Feature	What I Learned from the Text Feature
_____	_____
_____	_____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Retelling and Summarizing with Nonfiction Text Graphic Organizer (Stage 1) | ©BookPagez.com

Retelling and
Summarizing

Visualizing
Title: _____
List three nonfiction text features in your book.
1. _____
2. _____
3. _____

Which text feature helped you visualize the information in your book?

Draw a picture of your mental image.

How did visualizing the information help you as a reader?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Visualizing with Nonfiction Text Graphic Organizer (Stage 1) | ©BookPagez.com

Visualizing

Understanding Text Structure
Title: _____
Circle the nonfiction text features in your book.
Pictures Captions
Table of Contents Sequence
Index Cause and Effect
Problem and Solution
Compare and Contrast

Tell how one of the text features in your book helped you understand text structures by completing the chart below.

Text Feature	How the text feature helped me understand the text structure
_____	_____
_____	_____


Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Understanding Text Structure with Nonfiction Text Graphic Organizer (Stage 1) | ©BookPagez.com

Understanding
Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in National Geographic Kids: Tigers Word List


	<p>Tigers By: Laura Marsh Grade Level: 2 / Guided Reading Level: K</p>
<p>Vocabulary Connections</p>	
<p>Important Words to Know and Understand in Tigers</p>	
<p>Camouflage Something (such as color or shape) that protects an animal from attack by making the animal difficult to see in the area around it</p>	
<p>Carnivore An animal that eats meat</p>	
<p>Cub A young animal</p>	
<p>Endangered Used to describe a type of animal or plant that has become very rare and that could die out completely</p>	
<p>Extinct A group of animals no longer living</p>	
<p>Fierce Very strong and powerful</p>	
<p>Habitat The place where a plant or animal normally lives or grows</p>	
<p>Prey An animal that is hunted or killed by another animal for food</p>	
<p>Rare Having only a few of its kind in existence</p>	
<p>Territory An area that an animal or group of animals uses and defends</p>	

Vocabulary Connections


By: Laura Marsh

Grade Level: 2 / Guided Reading Level: K


Camouflage




Carnivore




Cub




Endangered



Extinct



Fierce



Directions:

1. Cut out the cards.
2. Glue on the bottom line.
3. Glue, tape or staple the top of each card to the bottom line.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections

Tigers
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

1. Circle the Defined Word

2. Read on the Defined Line

3. Circle, Square or Star the Key of Each Word

Camouflage	Carnivore	Cub
<p>Something (such as color or shape) that protects an animal from attack by making the animal difficult to see in the area around it</p>	<p>An animal that eats meat</p>	<p>A young animal</p>

Endangered	Extinct	Fierce
<p>Used to describe a type of animal or plant that has become very rare and that could die out completely</p>	<p>A group of animals no longer living</p>	<p>Very strong and powerful</p>

Word and Definition Sorting Cards

[illegible]


Interactive Vocabulary Notebook Cards

Word Games with Words from **Tigers**

Directions: Watch out for tigers as you search for the vocabulary words below.

T	E	R	R	I	T	O	R	Y	J	B	A
B	J	C	A	R	N	I	V	O	R	E	J
R	E	N	D	A	N	G	E	R	E	D	L
A	N	R	F	S	C	L	G	C	U	B	O
R	L	D	T	E	X	T	I	N	C	T	I
E	C	A	M	O	U	F	L	A	G	E	G
P	R	E	Y	F	I	E	R	C	E	D	K
A	P	O	B	H	A	B	I	T	A	T	L


Directions:
Pick two of your favorite words from the word bank and use them in a sentence using the lines below.



Answer Key
from **Tigers**

Search for the vocabulary words below.

Y	J	B	A
O	R	E	J
R	E	D	L
C	U	B	O
N	C	T	I
A	G	E	G
C	E	D	K
T	A	T	L



Word Bank

CAMOUFLAGE
CARNIVORE
CUB
ENDANGERED
EXTINCT
FIERCE
HABITAT
PREY
RARE
TERRITORY

Word Bank
CAMOUFLAGE
CARNIVORE
CUB
ENDANGERED
EXTINCT
FIERCE
HABITAT
PREY
RARE
TERRITORY

Name: _____

©BookPages.com

Answer Key | ©BookPages.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below.
Then fill in the blanks to connect the new word to words you already know.

New Word	
-----------------	--

<p>Name: _____</p> <p>_____ book _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Visualize</p> <p>Draw a picture to illustrate the meaning of the word.</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>
---	---

reading that is new to you in the first column.

fore and/or after the sentence where the word appears.

new word means in the second column.

your definition makes sense based on the context clues in the last column if the dictionary definition matches what you think.

Think the Meanings	Context Clues	Real Definition	
own I new how is			<input checked="" type="checkbox"/>

<p style="text-align: center;">Connect to Your Life</p> <p>When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p>	<p>Exploring Words ©GoodAndBeautiful.com</p>
--	---

Vocabulary Word Extension Activities


[illegible]

Vocabulary Connections

By: Laura Marsh
Grade Level: 2 | Guided Reading Level: K

Tigers

By Laura Marsh




A new word that I learned in this book is:

It's like...

It means...

Name: _____



Step by Step Directions

1. Read the book *Tigers* by Laura Marsh.

2. Write a new word that you learned in the book in the box.

3. Write a sentence about the word in the box.

4. Write a definition of the word in the box.

5. Write a drawing of the word in the box.

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work

By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
R-Controlled Syllables

Background:
When a syllable has a single vowel is called an r-controlled syllable. The vowel sound so that it is no longer short.

Examples:

germ	stern
nerve	vers
pester	fend
temper	dinn

Materials and Preparation:

- A copy of *Tigers* by Laura Marsh
- Chart paper
- Marker
- Sticky notes
- Prep: Feed the Tiger
- R-Controlled Syllable Tig
- R-Controlled Syllable pr
- Optional – See Extend E
- Optional – Word Detect

Word Work

By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

**Step 1:
Introduce the
Focus of
Word Work**

Sample Anchor Chart

Bossy R Words

When a word has a syllable with a vowel followed by an "r", the letter "r" is so bossy that it changes the vowel sound so it is no longer short!

-er	-ur	-or
germ	turtle	spout

Introduce R-Controlled Syllables

- Direct students' attention to the anchor chart.
- Read the sentence on the anchor chart. Explain the rule that r-controlled syllable "bossy r" words follow.
- Prompt students to look at the sample words "germ," "turtle" and "spout" written on the chart. Say the words together and circle the r-controlled syllable in each.
- Have students identify the vowel in each word and the r following the vowel.
- Point out to students that when the "r" follows the vowel in these words, and it changes the vowel sound.
- Have students turn and talk with a partner to brainstorm more examples of r-controlled syllable words. Add them to the chart as you discuss.

R-Controlled Syllables in the Text

- Explain to students that the book they are reading today will have many examples of these r-controlled syllable words.
- Show students **pages 4-6 of *Tigers***. Tell the students to listen carefully for r-controlled syllable words as they look at the pages while they read. Ask students to give a thumbs up when they hear one of these words. As students respond, you can add the words to the chart.
- Pass out one sticky note to each student. Explain that they are going to listen as you read the entire book, and when they hear or see an r-controlled syllable word, they should write the example on the sticky note.
- After reading the book, have students share their examples with the class. Discuss the examples they heard and saw and add the words to the anchor chart.

Examples of R-Controlled Syllable Words Found in the Text:

• tigers	• water	• bigger	• thicker
• hunters	• terrific	• another	• eater
• term	• temperatures	• put-	• fur
• hamburgers	• hurt	• perfectly	• nurses
• world	• for	• natural	• or
• color	• farm	• forest	• favorite
	• carnivores		

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional
Activity to
Extend
Engagement

List of words in the book that
match the instructional focus

Word Work

By: Laura Marsh
Grade Level: 2 / Guided Reading Level: K

**Step 3:
Guided Word
Work Practice**

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a game called "Feed the Tiger"
- Have students get into pairs.
- Give each student a Feed the Tiger page and a set of r-controlled syllable prey cards. Make sure the cards are mixed up.
- Students should race by drawing a prey card from their stack and putting the card next to the correct tiger on their Tiger Hunt!
- Whoever sorts all their prey cards correctly first wins!

**Step 4:
Independent
Word Work
Practice**

Practice Page

- Give each student a copy of **R-Controlled Syllables** practice page.
- Read through the directions with the class and then allow students to complete the page individually, monitoring students while they work.

**Step 5:
Reconnect and
Reflect on Word
Work**

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with the r-controlled syllable based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

**Step 6:
Extend Word Work
(optional)**

Extension Activity

- Ask students to be on the lookout for **r-controlled syllables** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes in the class later in the day or before moving on to the next Word Work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent
Practice Page

Feed the Tiger

Directions:
Challenge a partner to see who can feed their tigers the fastest! Feed the tigers by sorting your prey cards into the correct feed bowls. Have your partner check your bowls. The first person to correctly sort their words wins!

Tiger Prey Cards

them to play Feed the Tiger.

Lurch	Curb
rdle	Porch
orn	For
m	Pester
	Verse

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: R-Controlled Syllables
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the **r-controlled syllable** words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence






Name: _____ Independent Word Work Practice | ©BookPagez.com

R-Controlled Syllables
Word Work Practice Page

Directions:
Circle the letters that make up the r-controlled syllable in each of these words.

sturdy	force	born	terrific
expert	water	fur	eater

Directions:
Complete each of these words with the correct spelling of the r-controlled syllable by writing "er," "ur," or "ur." Use the pictures as clues for each word.

Spid ____	
T ____ tle	
Sp ____ ts	
H ____ se	
Flow ____	

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency

Running Record					
Title: Tigers		Guided Reading Text Level: K		Word Count: 100	
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95 % - 100 % Accuracy		Instructional 90 % - 94 % Accuracy		Hard 50 % - 89 % Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
Page		E	SC	E MSV	SC MSV
4	PURR-fectly				
	Big Cats				
5	Tigers are big				
	and beautiful				
	animals. They				
	are strong and				
	powerful, too.				
	Tigers are the				
	biggest cats in				
	the world.				
Tested By: _____					
©BookPagez.com					

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Tigers CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about tigers to answer each of the following questions.	
1. Which of these details from the book is the MOST important?	
<input type="radio"/> A Tigers are losing their habitats and need our help. <input type="radio"/> B Some tigers have blue eyes. <input type="radio"/> C A dinosaur is an example of an extinct animal. <input type="radio"/> D Tigers mainly eat plants.	
2. Which of these BEST describes the main idea of this text?	
<input type="radio"/> A Cats <input type="radio"/> B Tiger cubs <input type="radio"/> C Bengal tigers <input type="radio"/> D Tigers	
3. Which of these best describes the sequence a tiger cub goes through to become an adult?	
<input type="radio"/> A First, tiger cubs are born one at a time. Next, they live with their families, brothers, and sisters. Last, they leave their family around 5 years old. <input type="radio"/> B First, tiger cubs are born two or three at a time. Next, they live with their mother and drink her milk until they are ready to eat meat. Last, they leave their family around 2 years old. <input type="radio"/> C First, tiger cubs are born. Then, their mother leaves them. Last, they live alone. <input type="radio"/> D First, tiger cubs are born two or three at a time. Next, they eat meat all day long. Last, they live together with their families for the rest of their lives.	

4. If you came to a word you didn't know while reading <i>Tigers</i>, what nonfiction text feature could you use to find the meaning? (RI.2.4)
<input type="radio"/> A Table of Contents <input type="radio"/> B Labels <input checked="" type="radio"/> C Glossary <input type="radio"/> D Captions
5. Where can you find the Table of Contents in the text? (RI.2.5)
<input type="radio"/> A At the end of the text <input type="radio"/> B In the middle of the text <input type="radio"/> C The text has no Table of Contents. <input checked="" type="radio"/> D At the beginning of the text
6. Which of these BEST describes the author's purpose for writing this book? (RI.2.6)
<input checked="" type="radio"/> A She wrote the book to teach the reader all about tigers. <input type="radio"/> B She wrote the book to make the reader laugh. <input type="radio"/> C She wrote the book to convince the reader to visit the zoo. <input type="radio"/> D She wrote the book to teach the reader about cats.
7. Which of these is a conclusion you can draw from looking at the map in the "Tigers in Trouble" chapter found on pages 24 and 25 of the text? (RI.2.7)
<input type="radio"/> A Bengal tigers are stronger than South China tigers. <input checked="" type="radio"/> B There are fewer tigers living in Asia now than there used to be. <input type="radio"/> C There are fewer people living in Asia now than there used to be. <input type="radio"/> D All tigers are extinct.

Answer Key

Skills Worksheet

Name: _____		
Directions: Work alone or with a reading buddy to make a book about tigers. Use what you learned while reading <i>National Geographic Kids Tigers</i> and complete each of the steps below to create your book.		
1.	Color the front cover and add your name to show you wrote the book.	Done! <input type="checkbox"/>
2.	Show and tell where they live by shading the map with a crayon.	Done! <input type="checkbox"/>
3.	Tell 2 things tigers eat and draw a picture to illustrate.	Done! <input type="checkbox"/>
4.	Label the parts of a tiger's body using the words under the heading. Color the pictures.	Done! <input type="checkbox"/>
5.	Name the 5 types of tigers and color the picture.	Done! <input type="checkbox"/>
6.	Tell why tigers are in trouble and color the picture.	Done! <input type="checkbox"/>
7.	List three interesting facts about tigers.	Done! <input type="checkbox"/>
8.	Add page numbers to your book and use the page numbers to complete the Table of Contents.	Done! <input type="checkbox"/>
9.	Cut the pages out and glue or staple them together to make a book.	Done! <input type="checkbox"/>
10.	Share your book with someone in your community.	Done! <input type="checkbox"/>
© BookPagez.com		

Writing

Complete Common Core and TEKS Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Tiger Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Tigers correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.11 - Ask for clarification and further explanation as needed about the topic and discussion. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Tiger CCSS Alignment ©BookPagez.com</p>	<p>Tiger Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Tigers correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.11 - Ask for clarification and further explanation as needed about the topic and discussion. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Tiger CCSS Alignment ©BookPagez.com</p>	<p>Tiger Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Tigers correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.11 - Ask for clarification and further explanation as needed about the topic and discussion. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Tiger CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Tiger Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Tigers correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify reliable connections between words and their use (e.g., describe books that are spicy or juicy). L.2.4c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Tiger CCSS Alignment ©BookPagez.com</p>	<p>Tiger Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Tigers correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Tiger CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections Alignment

Word Work Alignment

Skill Worksheet

Name: _____

Directions:

Work alone or with a reading buddy to make a book about tigers. Use what you learned while reading **National Geographic Kids Tigers** and complete each of the steps below to create your book.

1.	Color the front cover and add your name to show you wrote the book.	Done! <input type="checkbox"/>
2.	Show and tell where they live by shading the map with a crayon.	Done! <input type="checkbox"/>
3.	Tell 2 things tigers eat and draw a picture to illustrate.	Done! <input type="checkbox"/>
4.	Label the parts of a tiger's body using the words under the heading. Color the pictures.	Done! <input type="checkbox"/>
5.	Name the 5 types of tigers and color the picture.	Done! <input type="checkbox"/>
6.	Tell why tigers are in trouble and color the picture.	Done! <input type="checkbox"/>
7.	List three interesting facts about tigers.	Done! <input type="checkbox"/>
8.	Add page numbers to your book and use the page numbers to complete the Table of Contents.	Done! <input type="checkbox"/>
9.	Cut the pages out and glue or staple them together to make a book.	Done! <input type="checkbox"/>
10.	Share your book with someone in your community.	Done! <input type="checkbox"/>

© BookPagez.com

Writing