

## LESSON TOPIC: "A Cub's Life"

### STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.  
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.  
Express and support ideas with examples.

### TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

### OBJECTIVES

LANGUAGE – Students will be able to use picture clues to talk about what is the same in a cub's life and their own.

CONTENT – Students will be able to read "A Cub's Life" fluently in Reading Assistant.

### KEY VOCABULARY

cub	bath
leopard	finds
begins	thirsty
wakes	pond

### MATERIALS

- Selection text with pictures, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student, if needed (page 7)

## MOTIVATION

*(Building Background)*

**Animals are a lot like us sometimes, and today we will learn about a cub who can be a lot like us.**

**Now, we're going to practice reading today. Why is reading important?**

Have students Think-Pair-Share their responses.

**Let's look at the pictures and think about how this animal is like us.**

Share copies of the selection with pictures.

## PRESENTATION

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

**What is this cub doing in the first picture here?**

Have students describe the first picture. If needed provide sentence stems:

**The cub is \_\_\_\_\_.**

**It looks like the cub is \_\_\_\_\_.**

**I think it is \_\_\_\_\_.**

**Is this something we do? What do we do that's like the cub in this picture?**

Repeat this for each picture, giving students an opportunity to describe what they see and to talk about how they are similar or different from the cub. Provide sentence stems orally, written, or both where needed.

**The cub is like me because \_\_\_\_\_.**

**The cub is not like me because \_\_\_\_\_.**

**One thing that is the same is \_\_\_\_\_.**

**One thing that is different is \_\_\_\_\_.**

**One thing we have in common is \_\_\_\_\_.**

**One thing we both like to do is \_\_\_\_\_.**

## PRACTICE/APPLICATION

*(Guided Practice, Interaction, Strategies, Feedback)*

**Now we're going to read the story aloud and practice some key words.**

First read the selection one time to have students listen and follow along, then have students read with you. For both readings, point to the words as you say them.

When they come to a word they struggle with, pause, repeat the word, have students say the word, and continue reading.

If students catch on very quickly, have them read the selection independently and talk about ways in which the cub and the student are similar and different. For even more of a challenge, have students write out the similarities and differences on a Venn diagram.

## REVIEW/ASSESSMENT

*(Review Objectives with Vocabulary, Assess Learning)*

Have students complete the selection in Reading Assistant. Celebrate any high scores.

## EXTENSION

1. Have students retell the story in writing using the key vocabulary words as a word bank to retell. Students may draw a picture of something both humans and leopards do that is the same.

Supplemental Material: Selection text

A Cub's Life

A new day begins. A leopard cub wakes up.



The cub gets a bath. Now it is ready to play.



The cub finds a friend. The friends play in a tree.



The cub gets thirsty. It drinks water from a pond.



The cub finds its mom. Now it is ready to sleep.



### Supplemental Material: Vocabulary

cub  
leopard  
begins  
wakes  
bath  
finds  
thirsty  
pond

Supplemental Material: Graphic organizer

Name \_\_\_\_\_

Date \_\_\_\_\_

A Cub's Life: Cubs and Me

\_\_\_\_\_

