

Differentiating Instruction

English Learner

IF . . . English Learners have difficulty understanding the second Focus Question, **THEN . . .** use pictures, photographs, or props to explain that a costume is something people wear to look like something or someone else.

K	W	L
I know walking sticks look like branches.	Why do emperor moths have eyespots?	Emperor moths have eyespots to fool their enemies and protect themselves.

Transparency 35



Teacher Tip

INQUIRY Remind students that they are generating ideas and questions for their unit inquiries. Ask them whether “Animal Camouflage” made them wonder about anything related to animals and the way they hide. Explain that the things they are wondering about might make good inquiry questions. Have students write their ideas and wonderings in their Writer’s Notebooks.

Discussing the Selection ROUTINE
A

- ◆ It is important for students to see you as a contributing member of the group. Use Routine A, the handing-off process, to emphasize that you are part of the group. Actively participate in the handing-off process by raising your hand to be called on by the last speaker when you have a contribution to make. Point out unusual and interesting insights verbalized by students so these insights are recognized and discussed. As the year progresses, students will take more and more responsibility for the discussion of the selections.
- ◆ Engage students in a discussion to determine whether they have grasped the following ideas:
 - An animal’s color or pattern helps it blend with its surroundings.
 - Some animals use mimicry to look like something else.
- ◆ Ask students how the selection demonstrates the following key concepts:
 - Animals use camouflage to hide from their enemies.
 - Animals camouflage themselves in different ways.
- ◆ Have students return to the KWL chart on **Transparency 35**. Review the questions in the *W* column, and write the answers under the *L* heading on the chart. If questions were not answered by the text, encourage students to search for answers in reference materials.
- ◆ Return to the Focus Questions on **Student Reader**, Book 2, page 17. Have a volunteer read the questions aloud, and then have students answer and discuss the questions.

Genre Review

Review the elements of expository text with students. Have them find examples of this genre in the selection.



BIG Idea

After reading the selection, read the Big Idea question. Discuss with students how the selection helps answer this question.

Why do animals need to hide?