

POP! TEACHER RESOURCE



Lesson Plan



Find the Meaning

Lesson Plan for *Toucans*

Grade 1

Objective

To help students practice using context clues and glossaries to determine and clarify the meaning of words in a text.

Things Needed

- *Toucans* book
- Whiteboard

Before the Activity

Write the following words on the whiteboard: *bill, predator, mate, flock, omnivore, habitat.*

Activity

Read *Toucans* out loud to students. At each page with a green glossary word, ask students what they think that word means based on the surrounding text and images.

Use the following prompts:

- p. 4–5, bills: The book says, “Toucans are birds with large, colorful bills.” Do you see something in the pictures on page 5 that is large and colorful? The book also says, “Toucans use their bills to grab food.” In these pictures, do you see the toucan grabbing food? What part of the toucan is grabbing the food? Based on these pictures, what do you think the word *bill* means? Have students use the glossary to check their answer.
- p. 4, predators: The book says, “Their bills help them scare away predators.” Based on this sentence, do you think a predator is something a toucan likes or does not like? Have students use the glossary to check their answer.
- p. 4, mates: The book says, “Their bills help them . . . find mates.” Based on this sentence, do you think a mate is something the toucan wants or does not want? Have students use the glossary to check their answer.



- p. 8–9, flocks: The book says, “Toucans live in flocks of six to twelve birds.” How many birds do you see in the picture on page 9? Based on the text and the picture, what do you think the word *flock* means? Have students use the glossary to check their answer.
- p. 11, omnivores: The book says, “Toucans are omnivores.” It also says, “They eat animals such as insects, lizards, and tree frogs. But they like fruit best.” Based on these sentences, what do you think the word *omnivore* means? Have students use the glossary to check their answer.
- p. 21, habitat: The book says, “Toucans are losing their habitat.” It also says, “People are cutting down trees where toucans live.” Based on these sentences, what do you think the word *habitat* means? Have students use the glossary to check their answer.

Evaluation

Could students identify the meaning of a new word based on its context? Could they use the glossary at the back of the book to check their answers?

Standards

This lesson plan may be used to address the Common Core State Standards’ reading standards for informational texts, grade 1 (RI 1.4, 1.5).

