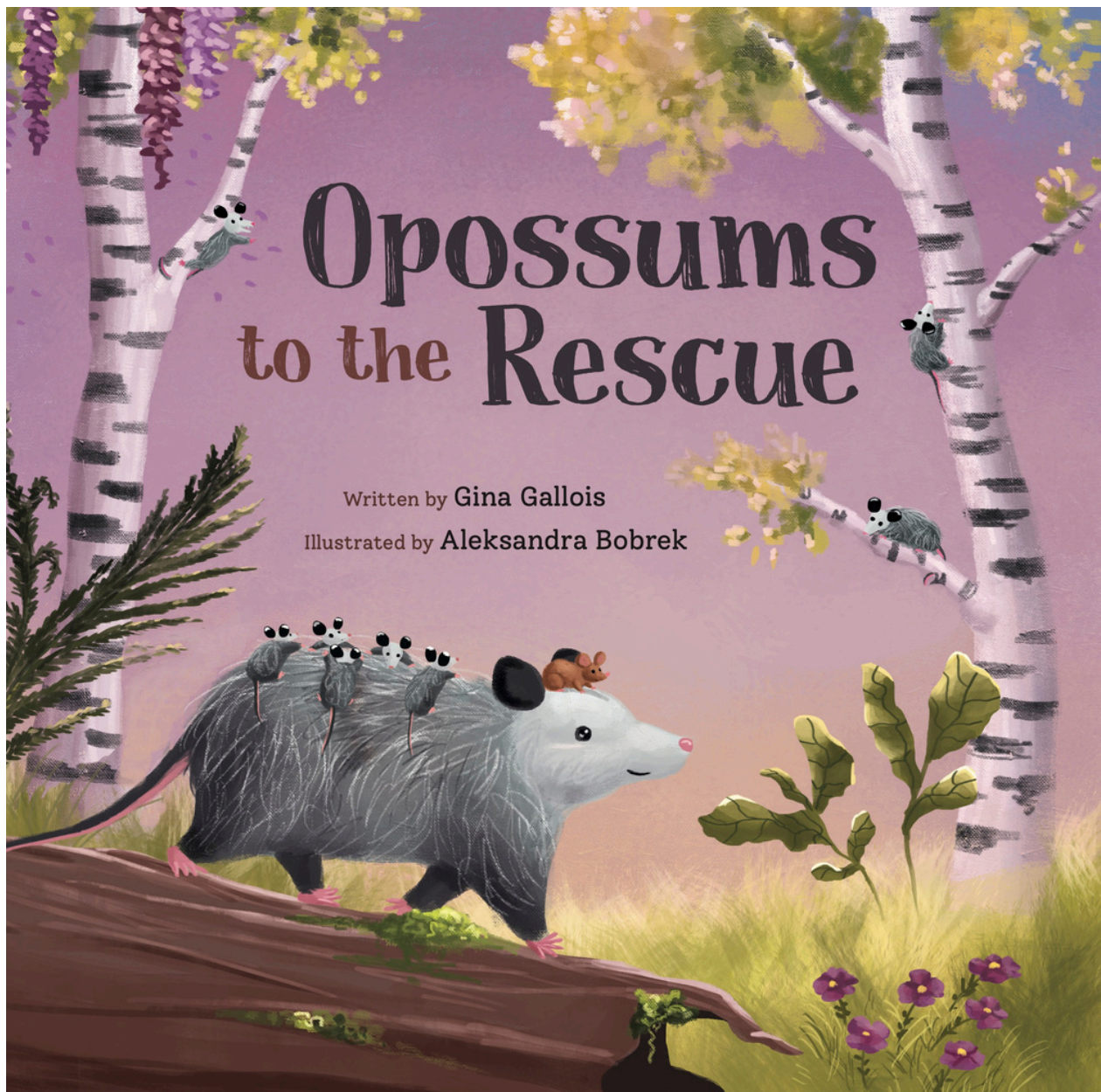


Lesson Plans: K-1

Opossums to the Rescue



Opossums to the Rescue K-1 Lesson Guide

Objective:

Students will be able to identify and compare the attributes of different animals, describe the unique attributes of various animals and understand the concept of family through the story *Opossums to the Rescue* by Gina Gallois.

Note: It is recommended, but not required, that you read, *Mama Opossum's Misadventures* as a prequel to this book.

Standards Addressed:

Kindergarten

- CCSS.ELA-LITERACY.RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.K.3: Describe the relationship between the illustrations and the story in which they appear.

1st Grade

- CCSS.ELA-LITERACY.RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.W.1.2: Write informative/explanatory texts to convey ideas and information

Key Points:

- **Attributes of Animals:** Understanding the unique characteristics of different animals (e.g., stripes, claws, long ears).
- **Comparative Language:** Using phrases like "does not have" to compare and contrast.
- **Animal Identification:** Recognizing various animals mentioned in the story (chipmunks, foxes, rabbits, toads, salamanders).
- **Story Structure:** Understanding the main idea and sequence of events in the story.
- **Celebration:** Recognizing the theme of family and togetherness at the end of the story.
- **Family Concept:** Recognizing the importance of family and how animals, like humans, have family members.
- **Visual Literacy:** Understanding illustrations and finding hidden animals in the seek-and-find activity.
- **Contextual Vocabulary:** Words such as "attribute," "family," "celebrate," and names of animals mentioned in the book.

Opening:

- Begin with a brief discussion on animals students know and their characteristics.
- Ask: "What makes an animal special?" to engage students.
- Ask: "What makes you special or different from your friends or family?"
- Show pictures of some animals mentioned in the book to spark curiosity and ask students to guess which animals they see.
- Introduce the book *Opossums to the Rescue* and explain that it's about a mama possum and her babies on a journey and that we will learn about the attributes of different animals. Or, if you've already read *Mama Opossum's Misadventures*, link to the ending of the story where Mama counts 11 babies!

Introduction to New Material:

- Read *Opossums to the Rescue* aloud, emphasizing the attributes of each animal they meet on the journey.
- Use visuals (pictures or puppets) to illustrate the animals and their attributes as you read.
- Highlight the repetitive phrase "does not have" to help students grasp the concept of comparison.
- Discuss each animal and its unique attribute after reading about it in the story.

Guided Practice:

- After reading, ask students to share one animal they remember and its attribute.
- Create a class chart with animals and their attributes.
- Pose questions to scaffold understanding:
 - What animal has stripes?
 - Which animal has long ears?
 - How is the baby mouse different from the animals they met?
- In small groups, provide students with animal attribute cards (e.g., pictures of a chipmunk, fox, rabbit, etc.).
- Ask guiding questions:
 - "What do you notice about the fox?"
 - "Does anyone have a different animal they want to share?"
- Encourage students to describe the attributes of the animals using the vocabulary learned.

Independent Practice:

- Students will complete a worksheet where they match animals to their attributes and draw a family picture of their own family, labeling the attributes of each family member. This will measure their understanding of the content and their ability to connect it to their lives.
- Students will complete a cut-and-paste activity where they will build their own animals with attributes. There are many templates for this available online. Alternatively, use construction paper, drawing, or have children build their animals with play-doh or modeling clay.
- More advanced idea: <https://www.pdza.org/wp-content/uploads/2020/04/Design-an-Animal-2nd-5th.pdf>
- Students will write a sentence to accompany their invented animal about how a mouse does not share an attribute with this animal.
- Ask students to find a picture of their favorite animal at home and write one sentence about its unique attribute. They can bring it to class to share.
- Ask students to interview a family member about what makes their family special and write a few sentences about it to share in class.

Closing:

- Gather students and ask them to share one animal they found and one attribute.
- Reinforce the idea of how animals are different and the celebration of family at the end of the story.
- Revisit the question from the opening and have students reflect on what makes their family special.

What's similar? What's different?

Compare each pair of animals from *Opossums to the Rescue*



similar: _____

different: _____



similar: _____

different: _____



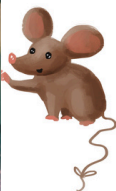
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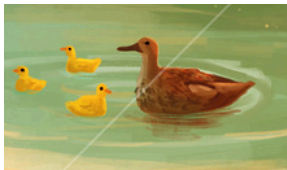
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