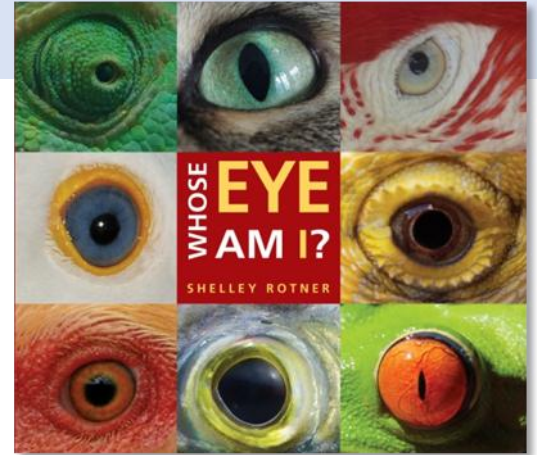


LESSON PLAN

Whose Eye Am I?

Shelley Rotner

Discover how different animals use their sense of sight in unique and amazing ways!



HC: 978-0-8234-3558-6 • E-book Available

Objectives: Identify the main idea and details, use informational text features, compare and contrast how different animals use their sense of sight, build knowledge of the parts and functions of the eye.

Guided Reading Level: M

Grade Level: 2

Interest level: 1-5

Instructional
Standards

Common Core Strands in the Guide:

Reading Informational Text: RI.2-3.1, 2, 3, 4, 5, 6, 7, 8, 10

Reading Foundation Skills: RF.2-3.4

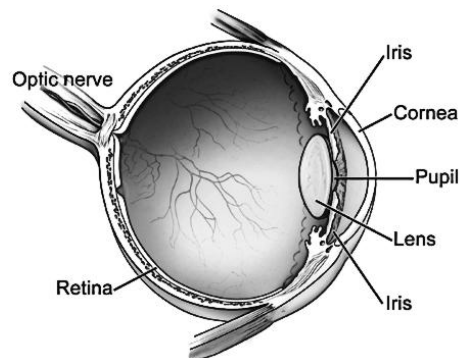
Writing: W.2-3.2, 3, 4, 7, 8

Speaking and Listening: SL.2-3.1, 2, 4, 6

Language: L.2-3.3, 4, 5, 6

BEFORE READING

1. Why are our senses important?
2. What are the five senses? What are the parts of the body associated with each?
3. What ways do you use your eyes?
4. Why do animals need their eyes to survive? (watch for danger, protect their young, find food, shelter and mates)
5. Do all animals have the same eyes? Explain.
6. Do you think that all animals see in the same way? Write your prediction.
7. Discuss the different parts of the eye. (cornea, eyelids, iris, lens, pupil, retina, optic nerve)



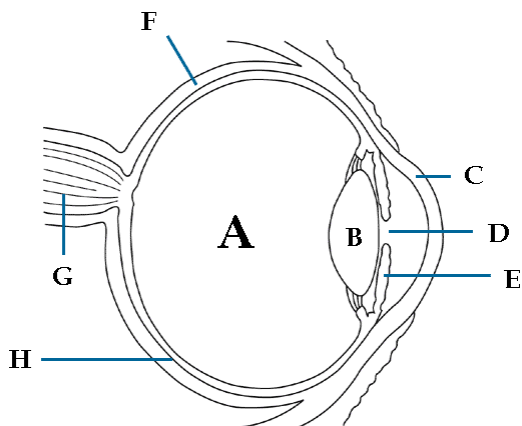
8. In small groups, research the functions of the different parts of the eye.

DURING READING

1. Look at the title, as well as the front and back cover illustrations. Discuss the pictures. Compare and contrast the different eyes.
2. Is this book fiction or nonfiction? Discuss the differences between them.
3. Take a book walk. Find the bold print (names of animals). Discuss the reasons why authors use this text feature.
4. Read pages 2 to 4 to determine the main idea of the book.
5. Read to find out how each animal has its own special way of seeing.
6. Take notes as you read. Summarize the information. Include physical characteristics, what and how the animals can see and why this helps the animal survive.
7. Read/listen to pages 30 to 31. Describe the relationship between the parts of the eye and their functions, using language that pertains to time, sequence and cause/effect.
8. How does the diagram of the eye contribute to and clarify the text?

AFTER READING

1. Check your predictions. Do all animals see in the same way? Explain.
2. Discuss the main idea of and details from the book. Fill out a main idea and detail chart.
3. Class project:
 - Have each student write a paragraph on how they use their sense of sight.
 - Take a picture of each student's eye and print it. Have the student glue the picture to a small index card and write their name on the back of the card.
 - Create a class *Whose Eye Am I?* book.
4. Create a class eye color graph.
5. Go back to the book and write the names of all of the animals that you read about.
6. In small groups, see how many facts you can remember about each animal. Share with the class.
7. Write a poem about one of the animals.
8. Choose two animals from the book. Compare and contrast the different ways each animal uses its sense of sight to survive in habitat.
9. Label the diagram, A to H.



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10. Create a quiz. Write a question for each part of the eye based on its definition. Give the quiz to a classmate and see how they do.
11. Game:
 - Assign groups of two.
 - Hide an object in the classroom.
 - Turn off the lights and blindfold one student.
 - A sighted student needs to guide the blindfolded student to find the object, using words.
 - Work with **ONE GROUP AT A TIME**. Time each group.
 - Discuss what it feels like to be in the dark when you need to find something. Imagine if your life depended on it.

Guide written by Marla Conn, reading/literacy specialist and educational consultant