Introduction:
Students will learn about desert landscapes and the animals that inhabit it by reading literature that pertains to that subject. Students will be engaged by different genres of literature in order to increase their understanding of the desert and to promote comprehension, sequencing skills and story retell.

Standards:
1. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author’s purpose in a range of traditional and contemporary.
2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.

Behavioral Objectives:
Students will be able to use prior knowledge and experience to actively participate in discussions pertaining to desert wildlife, landscape and habitats. Students will participate in activities encompassing a unit regarding deserts. The unit will consist of activities in the field of Science, Mathematics, Written Expression and Reading.

The student will be able to:
1. Sequence a story with 80% accuracy
2. Illustrate the story in sequential order with 80% accuracy
3. Compose five sentences about the story in sequential order with 100% accuracy.

Anticipatory Set:
1. Place books pertaining to desert around the room.
2. Place desert objects around the room, such as cactus, stuffed coyote, pictures and anything else relevant.
3. Ask students to “share their knowledge of deserts,” by raising their hands.
4. Write on K-W-L chart key points of student's knowledge of deserts.
5. Ask students "what would you like to know about deserts?"

Teacher Input:
Discuss with the students the environment of the desert. "Is the desert a warm place? Provide a moment for students to comprehend the question. Ask students to raise their hands if they know the answer. "Yes, the desert is usually a very warm place. What types of animals live in the desert?" Provide a wait time for students to respond then write their answers on the board. "What other places besides Yuma are in the desert? For example, Yuma is in the desert, is Phoenix in the desert? Is San Diego in the desert? No, okay then can any one give me an example of another place that is in the desert. Yes, Mexico is a desert and El Centro. Good. Since we live in the desert what types of animals have you seen since you've lived here?" This question provides the students with the opportunity to use their prior knowledge and personal experiences to share with the class. "What types of plants grow in the desert? Very good, cactus grows in the desert. Does
any one know any names of a cactus? One name would be a saguaro. A saguaro is a cactus that can grow to be very large and grow to be very old. I will draw a picture of a saguaro on the board and I will show you a saguaro from this magazine." (Use a picture from Arizona Highways magazine) "Now I will read the story the Cactus Hotel. The title of our book is the “Cactus Hotel” written by Brenda Z. Guiberson. Does any one have any ideas of what the story is going to be about? Very good, about a cactus that becomes a hotel to different animals. Do you think this might be a real story or a fantasy story? Yes, real. Before I read the story lets take a picture walk to see if we can get a feel for our story. I am going to change the pages and this is a good time to look at everything that is in each picture. Look at as much as you can. Briefly discuss each picture with the students. After the picture walk I would read the story to the students. After the story is read I would ask the students to identify animals they remember from the story. I would write them on the board and we would compare them to the animals listed previously in the lesson.

**Modeling the behavior:**

After reading the story Cactus Hotel, I would place the students with partners and ask them to discuss with a neighbor what they remember about the story. "Students ask your partner what you liked best about the story? Share your answers with each other." At this point I would walk the room to make sure students have a basic comprehension of the story and that they are sharing relevant information. "Students now you are going to do an activity by yourself. You are going to sequence the events in the story. Does anyone remember what sequence is? It is very good to put things in order--just as it happened in the story." I would write the word sequence on the board. "Now this is how you will do it. Everyone will get a piece of construction paper. You will need to fold it just like mine is up here. Is everyone looking up here? Fold it in half, then fold it into five parts." I would model the folding part for the students. "Check with your neighbors to make sure you are folding it alike. Then you will cut one side of the paper on the folds, to make a flip book just like mine." I would be monitoring students to make sure they are folding and cutting correctly. "Now that your flip book is all ready, this is where we will sequence our story. On each flip portion, you will draw a picture and write a sentence of what happened in the story. On the first flap you will write what happened first, second, and last. Since there are only five flaps you will have to decide what were the five most important parts of the story." I will show students my flipbook as an example. At this point I would work with any students who were having difficulty writing sentences and remembering the story. (Modifications) For my students with learning disabilities who have difficulty composing sentences, I will have them dictate to me a sentence for each flap. I would write it on a separate piece of paper and have them transfer it in their own writing to their book.

**Check for Comprehension:**

1. Monitor to see if students are participating and engaged throughout the lesson.
2. Ask questions that all students can answer.
3. Choose students to answer questions that have not been answered before.
4. When students are paired with other students in the discussion of the story time, I would walk the classroom to check for comprehension and appropriate interaction.
5. Walking the room to check if flipbooks were constructed appropriately.
6. Assessing student's books for comprehension of the story.
Guided Practice:
At this point students will be constructing a flipbook by watching me model procedure. Students should be attentive and following the procedures. Students will have the opportunity to construct their own book with my supervision. If students experience difficulty I would demonstrate another model.

Independent practice:
Students will create their flipbook independently in order to demonstrate comprehension of the story and demonstrate the ability to sequence story. Students should independently work to construct the flipbook.

Closure:
When students have completed construction of their books, I will ask volunteers to share their books with the class. Volunteers will come up to the front of the class and share their book by providing a brief description of their work. Other students can make positive comments at this time.

Assessment:
Assess student's participation throughout the lesson. Assess student's flipbook. The Flipbook should contain sequential sentences relating to the and appropriate illustrations.

Materials:
Cactus Hotel written by Brenda Z. Guiberson
Magazine cut outs from Arizona Highways
Tan construction paper, crayons, scissors and pencils
Paper bag for saguaro cut out
Other books that are pertinent to the desert

Modifications for Students with Disabilities:
Throughout the lesson I would be monitoring student's participation to make sure they were following along with the lesson and they were engaged in the lesson. If at any point I noticed saturation or lack of interest I would ask a question they could answer and feel success with. During the writing phase of this lesson, I would have them dictate a sentence to me and I would write down their sentence and then have them copy it on their own book. I might also pair a few students who are having difficulty completing the assignments. I could also have the students just draw the story in sequential order and not write the sentence if they have more severe learning disabilities.