Introduction:
This desert habitat unit integrates science, language arts, math and music. The following modalities are utilized in this unit: auditory, language, visual, and fine motor skills.

Standards:
The students will have the opportunity to practice the following state standards:
Language Arts
1. Sequence a series of events from a reading selection
2. Determine the author’s purpose
3. Identify the facts
4. Identify the main idea(s)
5. Identify the setting
6. Explain whether the events in the reading are real or fantasy
7. Identify cause-and-effect relationships
Language Arts—Writing
1. Spell high frequency words correctly in his/her own writing tasks
2. Punctuate endings of sentences in final copy of his/her own writing
3. Capitalize sentence beginnings and proper nouns in final copy of his/her own writing tasks
4. Write legibly in his/her own writing tasks
Science
1. Life cycle of a desert plant
2. Habitat—desert

Behavioral Objectives:
The objective is to write 2 acceptable sentences for each of the 3 story events, after they have summarized the story by correctly sequencing these events in the story. The purpose of this lesson is to motivate the students to discuss their prior knowledge about desert life and introduce to them the saguaro desert plant’s role in the desert habitat and giving students the opportunity to practice writing sentences.

The students will be able to:
1. Discuss and verbalize 5 examples related to desert habitats
2. Ask 3 relevant questions related to desert life (saguaro cactus)
3. Summarize a story by—
   a. Sequencing events/pictures (of the story) with 80% accuracy
   b. Write a minimum of 5 sentences to describe each event (beginning, middle, and end) with 80% accuracy.

Anticipatory Set:
1. Ask students to be seated in the story area on the carpet.
2. Start the lesson by showing them the front cover of the book (title is covered with a post it) and asking them "What do you think this book is about?"
3. Call on students who have their hands raised and listen to their responses.
4. Once it has been established that the book is about the desert, write the word desert on the K-W-L chart. (K-Know, W-Want to learn, L-Learned)
5. Then ask the students to raise their hands if they want to share what they know about the desert.
6. Call on the students who have their hands raised. Proceed to write their answers in the K section of the K-W-L chart.
7. Ask the students what they want to know about the desert.
8. Write these responses on the W-section of the K-W-L chart.
9. Ask the students to imagine they are in the desert on a summer afternoon. Ask them "What do you think the weather will be like?" Call on a student who has his/her hand raised. He/she should answer "hot".
10. Ask the class to help you Zoo phonics/spell the word hot. As the students (Zoo phonics) motion and say each letter’s sound write each letter on the chalkboard - - H o t
11. Ask the students to tell you what the word "hot" means.
12. Proceed to write the following words on the chalkboard and ask the students if they know each of these’ word’s definition. (Hotel, habitat, glisten, disease, insects, automobiles, nectar, sways, toppled)
13. Briefly discuss each word’s definition. Proceed to tell the students to listen for these words in the story.
14. Take the post-it label off the title of the book. Read the book entitled, “Cactus Hotel” to the students.
15. Ask the students to predict what they think the book will be about and tell their prediction to a partner.
16. Read the author’s, name and ask the students "What is the author’s job?"
17. Read the illustrator’s name, ask the students "What is the illustrator’s job?"

Teacher Input:
K-W-L Chart (Know section)
Girls and boys, please raise your hands if you know something about deserts. Great! It looks like all of you know a lot about deserts. Thank you ladies and gentlemen for raising your hands (positive reinforcement of good behavior). Now fold your hands and put them in your lap. After I give the signal you will have 10 seconds to tell your partner five things you know about the desert (This gives everyone the chance to participate in a comfortable setting) (The signal is the teacher claps three times). When I say the code word "Freeze" you will know it is time to stop sharing with your partner and show me you are ready by using active listening. I will call on students who are showing me the right way to wait for their turn. Call on students one at a time. Write student’s responses on the K-section of chart. Reassure students that it is acceptable to repeat an answer. The teacher will make sure to emphasize beginning every sentence with a capital letter and ending statements with a period or with a question mark.

Example:
Student 1: says, “Deserts have different kinds of cactus.”
Teacher writes—Deserts have different kinds of cactus.
Student 2: says, “Lizards live in the desert.”
Teacher writes—lizards live in the desert.
(Student 2 says, "You wrote that wrong.")
Teacher: “What’s wrong with the sentence I wrote?”
Student 3 raises his hand and the teacher acknowledges him by saying "Thank you for raising you hand student 3 (This reinforces appropriate behavior). Now can you tell us what is wrong with this sentence I just wrote?”
Student 3: “You forgot to start the sentence with a capital letter.”
Teacher: “That’s right! Ladies and gentlemen every sentence begins with a capital letter. Children tell me, what does every sentence begin with?”
The teacher capitalizes the "I" in lizard.
Students: “Every sentence begins with a capital letter.” (Students will use the zoo phonics hand motion for capital when they say capital letter.)
Teacher: “Is there anything else wrong with this sentence?”
Student 2 raises her hand
Teacher says, "I like the way student 2 is raising her hand. Student 2, what else is wrong with this sentence?”
Student 2: “You didn’t end your sentence with a period.”
Teacher: “Good job student 2!” The teacher puts the period at the end of the sentence. Then asks the class what does every telling sentence end with?
Students: “Every telling sentence ends with a period.” (Students will use the hand motion for a period.)
Teacher: “What do all telling sentences end with?”
Students: "With a period!
The teacher will continue to write the students’ responses in complete sentences, emphasizing capital letters at the beginning and periods at the end.

K-W-L Chart (Want section) what you want to learn?
Teacher: Wow! Look at all the things we already know about deserts. Let’s read all the things we already know about deserts. (Read the appropriately written sentences form the K-W-L chart). Now for the next 10 - 15 seconds, I want you to close your eyes and think of what you might want to learn about deserts. Proceed to follow the same steps used for the "K" section of the K-W-L chart. Remember to emphasize how to correctly write a sentence. Review and allow students to tell you what a sentence begins with and what it ends with.

The teacher will now proceed to read the book, “Cactus Hotel, but first she will ask the students to make predictions of what they think the book will be about. The students will be allowed to share their predictions with a partner. After reading the author’s name the teacher will ask what is the author’s job? When the teacher reads the illustrator’s name the teacher will ask what is the illustrator’s job? During the reading of the story the teacher will stop and ask the students to predict what they think will happen next. For example, when the story states "a heavy rain falls on the desert" The teacher would ask—"What do you predict the rain will do . . . . to the seed, etc?"
Modeling the behavior:
As the teacher records the students’ responses on the K-W-L chart, she/he will model how to correctly/appropriately begin a sentence with a capital letter and end it with a period. (If it is a question it ends with a question mark.)
Student 4: "Jackrabbits run very fast. Jackrabbits live in the desert."
Teacher: Teacher correctly writes this sentence on the K-W-L chart. Beginning the sentence with a capital letter and ending the telling sentence with a period.

After the story has been read the whole class will quickly summarize the story about the "Cactus Hotel." The teacher will proceed to take students’ responses about what they learned and write (in complete sentences) this information in the L-section of the K-W-L chart. Again, the teacher will model and emphasize how to correctly write a sentence. The teacher will group the children in groups of 4. Each group will get the 4 desert pictures from the story (beginning, middle, end). The teacher will ask the students to glue the pictures onto a large piece of paper. The teacher will instruct the students to glue the pictures onto the paper in the order they occurred in the story (Beginning, middle, end). The teacher will have a teacher example with glued sequenced desert pictures on it. The teacher will call out the code word "Freeze". The students will know to stop doing their work and proceed to use active listening. The teacher will ask the students to raise their hand if they would like to tell us what a good sentence would be for the desert picture number one. The teacher will proceed to model how to correctly write a sentence. The teacher will ask, "What does every sentence begin with?" Then she will model how to write the first word with a capital letter. Next, the teacher will proceed to demonstrate how to motion a capital letter (saluting with right hand--putting right hand up to forehead as they say "Every sentence begins with a capital letter."). Each student will copy and write this sentence off the chalkboard on his/her own piece of lined paper. The students’ written sentences will be stapled onto the corresponding desert drawings’ section. For the second sentence the teacher will instruct the students to attempt to write an appropriate sentence on their own. Give the students about two minutes to write this sentence. After two minutes the teacher will call out the code word and the students will stop writing and actively listen to the teacher’s instruction. The teacher will ask one student to come up and write his/her own sentence on the overhead projector. The other students will give this student a thumbs-up if the sentence is correct. If the sentence is incorrect, the teacher and students will work on the sentence together. Now the teacher will ask each student to look at his/her sentence, she will ask does your sentence begin with a capital letter? The students will be instructed to answer by using the thumbs up for yes. Next, the teacher will go up to the overhead projector and encourage the students to brainstorm together to create another appropriate sentence for this desert picture. The class will dictate this class created sentence to the teacher and the teacher will write it on the overhead.

Check for comprehension:
When writing the information on the W (want to know section on) K-W-L chart, the teacher will purposely leave out the capital letters and ending markings in various sentences. Then ask the students if they see any mistakes that need to be corrected.
Student 5: “You forgot to start the sentence with a capital letter.”
Teacher: “What does every telling sentence begin with?”
Students in unison—“Every telling sentence begins with a capital.”
Guided Practice:
The teacher will group the children in groups of four. Each group will get the 4 desert pictures from the story (beginning, middle, end). The teacher will ask the students to glue the pictures onto the large piece of paper. Of course, the students will be instructed to glue these pictures, onto the paper, in the order they occurred in the story (beginning, middle, end). The teacher will have a teacher example with the glued sequenced desert pictures on it. The teacher will call out the code word "FREEZE". The students will know to stop doing their work and proceed to actively listen to the teacher’s instructions. The teacher will say, "I like the way students 6 has his hands folded on his desk, his eyes are on me, his nose is pointing at me, his feet are flat on the floor, his lips are closed, his ears are listening, and I know his heart is into this discussion. He is doing an excellent job modeling active listening.” This should encourage other students to do the same thing—use active listening. The teacher will ask the students to raise their hand if they would like to tell us what a good sentence would be for the desert picture number one. The teacher will say, “I like the way student 17 is raising her hand. Student 17 would you like to tell what a good sentence is for this picture.” The teacher will ask, “What does every sentence begin with?” The students will respond, "Every sentence begins with capital letter." Next, the teacher will proceed to demonstrate how to motion a capital letter (saluting with right hand—putting right hand up to forehead as they say, "Every sentence begins with a capital letter". Then, the teacher will then proceed to model how to correctly write this sentence – emphasizing capital letters at the beginning but excluding the end marking (period or exclamation mark). The teacher will ask, “What does every telling sentence end with.” The students will answer, "Every telling sentence ends with a period” while they do the hand motion—closing their fist and moving the fist forward as if the closed fist is stamping a period in the air. Each student will copy and write this sentence from the overhead projector on his/her own lined paper. The second picture, the teacher will instruct the students to attempt to write an appropriate sentence on their own. Give the students about two minutes to independently write his/her own sentence. After two minutes the teacher will call out the code word and the students will stop writing and actively listen to the teacher’s instruction. The teacher will ask one student to come up and write his/her own sentence on the overhead projector. The other students will give this student a thumbs-up if the sentence is correctly punctuated. Now the teacher will ask each student to look at his/her sentence. She will ask, “Does your sentence begin with a capital letter?” The students will be instructed to answer by using a thumbs up for yes and a thumbs down for no. Next, the teacher will go up to the overhead projector and encourage the students to brainstorm together to create another appropriate sentence for this desert picture. The class will dictates this class created sentence to the teacher and the teacher will write it on the overhead.

Independent Practice:
Each student will be provided with a piece of construction paper. The construction paper will be folded in half (horizontally). This horizontal folded paper will be sectioned off and folded in thirds. The top folded piece of paper will be cut (on the three folded lines up) to the folded half-horizontal mark. On the outside flaps the students will be instructed to write beginning, middle, end. On the inside flap behind these labeled sections the students will be instructed to draw something that happened in the beginning, middle, and end of the story “Cactus Hotel.” Give the students about 10 minutes to start their drawings. After ten minutes, instruct students to write a minimum of two sentences for each of the drawings they have illustrated. Remind them to always begin every sentence with a "__________ __________". Let them answer "capital letter."
And, end telling sentences with a "_________" or a "___________", again let them answer "period" or "exclamation mark".

Closure:
The teacher will lead an oral summary of the life cycle of the saguaro cactus. First, there was a little black "____" students say "seed", it was left in the "____ ground," then some "_____ rain" fell on it. With this rain/water a "____ cactus" began to grow. Then the tiny "_____ ants" climbed its sides. Then, the "___________ jackrabbit" ate some of the cactus, etc. This oral summary will be accompanied with hand and body motions. This will be especially helpful for the CLD and CLDE students.

This lesson will be culturally linked to the students’ culture, by explaining that the Native Americans and people in Mexico used to use the saguaro cactus’ fruit to make jellies and juices. We will discuss how we eat other fruits of various trees.

After this final oral summary is completed the teacher will review the rules of sentence writing. The teacher will ask what does every sentence begin with? The students will answer, "Every sentence begins with a capital letter." And, What does every telling sentence end with? The students will answer, "Every telling sentence ends with a period." Teacher asks what else can a telling sentence end with? Students’ answer, "With an exclamation mark."

Assessment:
The students will be evaluated on their independent practice summary story drawings and sentence writing activity. Although the true assessment will be on the student’s ability to correctly write and punctuate appropriate sentences, the teacher will also be able to check the student’s comprehension of summarizing a story and sequencing the events of a story. This will be a great means of spiraling skills already learned in the past.

Resources and Materials:
“Cactus Hotel” by author-Brenda Z. Guiberson Illustrated by Megan Lloyd
Overhead projector and overhead pens
Poster paper for group sequencing cut and paste activity
4 Desert pictures for group cut & paste activity
Scissors
Glue
Pencils
Lined paper for guided practice writing activity (this is second part of cut/paste activity)
Construction paper, crayons, & pencils

Modifications for students with Disabilities:
Throughout the lesson the teacher will provide many opportunities for all students to participate. The teacher will ensure this opportunity by allowing all students to participate in the interactive group activities as well as in the independent activities. The teacher will also ask various levels of questions. This will permit all students to participate in class discussions, regardless of their various levels. These different types of questions will include open-ended questions, yes/no questions, etc.
Students will be given the opportunity to refer back to the teacher sample with drawings and sentences and also use the student made sequencing with sentence group samples.

**Technology Integration:**
The following web sites provide many interesting saguaro facts as well as saguaro photos:
http://www.americansouthwest.net/arizona/sag
(Ar Guide-Photographs of Saguaro National Park.)
http://www.saguaro.national-park.com/
http://www.desertusa.com/july96/du_
http://www.desertusa.com/du_sonoran.html