



My rhino
wears a thick hide,
but he's not that great a hider.
Although that tree is wide,
my rhino is much
wider.

Monday

- 1. Reading fluency:** Read, re-reread, listen to the author read. Text highlights R sounds. In English, the R sound is pretty consistent, *ar*. In contrast, in Spanish, depending what region the speaker is from, it can sound more like a D or be rolled, *rr*. English speakers for the most part lack the tongue agility to roll their Rs. In Japanese the letters R and L don't exist, so learning to pronounce them in English is a challenge. Practice saying ARE, as in *We are talking*, to get the hang of it. Then try a trickier phrase such as "ring, ring, ring, ring, ring." Have students practice with a partner. **Fun Fact:** The letter R is known as the canine letter because in Roman times it was rolled like a dog's growl.
- 2. Content comprehension:** Ask: What is this poem about? It is about a big, fat rhino. Note how the author placed the words on the page to simulate the shape of the rhino – fat in the middle. Note: we are not insulting the rhino; rhinos are supposed to be wide and much wider than a tree! This poem is more complicated than it looks. The adjectives WIDE and WIDER are simple enough, but when you examine HIDE and HIDER you see that the suffix -er can mean different things. If you add -er to a verb, it describes the person who is doing the action (read/reader, teach/teacher). And the word HIDE is a homonym. There's lots to talk about in this little poem (see vocabulary section below). Give students time to talk it over.

Tuesday

- 3. Vocabulary words:** *Rhino, wide/wider, hide/hider*.
 - Discuss the use of the words in context and practice reading again. Use research tools if necessary, and come to a consensus about the word meanings.
 - *Rhino* (n.) short for rhinoceros. Students may want to research more pictures of a rhino that show it from a (ahem) more flattering angle.
 - *Wide/Wider* (adj.) comparative adjectives to describe the width of an object. Use these comparative adjectives to describe something in the classroom. Ask the students to pair to put the words into sentences.
 - *Hide* (n., v.) a homonym that can either mean to put something in a secret place (chipmunks hide acorns) or the heavy skin of an animal (the rhino's hide is grey). Ask students to turn and talk and put the word in sentences using it both ways.
- 4. Share Sheet:** Distribute Share Sheets, read aloud and review discussion ideas.
Discussion ideas:
 1. Talk to your share partner about what might be wider than a rhino. What is not as wide as a rhino?

2. Say the words RHINO HIDER 3 times and read the poem again, using your arms to show how wide your rhino is.

Wednesday

5. **Social-emotional learning lesson:** Journal entry about 4-5 minutes. Students may choose from below:
 - Have you ever hurt your hide? Scraped your knee? What happened?
 - Are you a good hider? Explain.
 - Draw a picture about being a hider or when you hurt your hide. Add a caption.
 - After writing, ask students to read their writing aloud. Some options:
 - everyone reads aloud at the same time (a seat symphony)
 - read one line of their writing aloud
 - read what they have written to a partner

Thursday

6. **Literary terms and writing conventions:**
Reread *The Rhino's Secret* and note the comparative adjectives. Introduce the superlative form of wide (widest) by asking: Which is the widest, a rhino or a tree? We like to dub the superlative form a "super adjective."
7. **Quick Write:** Share the mentor text sample and discuss briefly. Co-construct a short text using all 3 comparative forms of an adjective, such as fast, faster, fastest, for instance. Ask students to follow directions on the slides.
 - Working with a partner, write a little story that uses two **comparative adjectives**.
 - **Reminder: Comparative adjectives** compare the differences between things.
Large/larger/largest, small/smaller/smallest.
 - Add an -er to an adjective to compare two things.
 - Add -est to show which is the most (a superlative).
 - Make a list of your adjectives first and then turn them into a story.

Sample:

Adjectives:

Slow, slower, slowest
Fast, faster, fastest

Version 1:

If you think that I am **slow**, trust me, that turtle is **slower**. Neither of us can move as **fast** as a car. Jets are **faster** than cars. But even jets can't move as fast as lightning. Lightning is the **fastest**.

Friday

8. **Audio Challenge:** Ask students to choose from options on the slide:
 - Record yourself reading the text **The Rhino's Secret** alone or with a partner. Use your arms to show wide and wider.
 - Record yourself reading your journal entry.
 - Record your quick write alone or with a partner.
 - Rehearse and share!