



Title: What's the Difference?

Author: Suzanne Slade

Illustrator: Joan Waites

Themes: Animals, endangered

Hear the book read aloud here: [What's the Difference](#)

★ 2nd Grade Common Core Reading Standard ★

Describe how reasons support specific points the author makes in a text.

I. INTRODUCTION (PREP QUESTIONS)

- Use the cover and title to predict what the story is about.
- After discussing the students' predictions, have students define the word **endangered**. Have students share examples of animals they think are **endangered**. Discuss reasons that can cause animal species to become **endangered**. What are ways that people can help **endangered** animals?
- Have students define the word **difference**. The key concept is that a **difference** is the name of a subtraction problem answer.
- Tell students that today's book is both a poem and nonfiction facts about endangered animals. Have them review what they know about poetry. Remind them that often poems have a rhyming pattern, but not always.

II. INTEGRATIVE STRATEGIES

During Reading

- Title Page: Read; discuss what **endangered** means. Read the passage and ask the students to use the context clues to define the word **endangered**. What does **endangered** mean? How do you know?
- P. 1: Read; discuss the reasons why bald eagle eggs were breaking (DDT) and why the species is no longer endangered (a law now protects them so their numbers grew).
- P. 2: Read; identify rhyming words.
- P. 4: Read; proceed as above, having students identify reasons why numbers were decreasing and reasons why the numbers grew. Discuss the meaning of **threatened** as it compares to **endangered**.
- P. 5: Read; proceed as above having students identify rhyming words.
- Continue identifying reasons for the nonfiction passages and rhyming words for the poetry passages. Help students understand specific vocabulary in the nonfiction passages such as **rare**, **migration**, **population**, etc.
- P. 25: Read; discuss the meaning of **wildlife refuge**. Have students decide if zoos are examples of a **wildlife refuge**, and **why**.

III. INTEGRATIVE STRATEGIES

Post Reading

- What was the author's purpose for writing this book? What is the message for us?

IV. SMALL GROUPS

- Read/discuss the additional resources following the story on pp. 27-30, as time allows.