



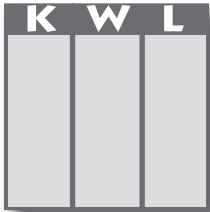
PREREADING ACTIVITIES

Before distributing **KIDS DISCOVER *Animals***, activate students' prior knowledge with these activities.

Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ *Do you have a pet? What kind of animal is it?*
- ✓ *What is your favorite animal?*



KWL Chart

Ask children to tell what they know about animals. List their responses in the **K** column.

Then ask children what they would like to find out about animals. List their answers in the **W** column. Refer to the chart as you read. Then after reading *Animals* with children, have them tell you what they learned about animals. Review the chart and talk about all the new information children have about animals.

Get Set to Read (Anticipation Guide)



Copy and give children the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Help children read the sentence and tell them to circle the best ending for the sentence. Explain to children that this page will help them find out what they already know about animals. Tell children that after they read about animals, they will look at this page again. Then they will put a star next to the correct answer.

Preview

Model how to preview *Animals*. Read titles and look at the pictures. Ask children whether they want to add information from the preview to the **KWL** chart. If children are reading only a few pages at one sitting, preview just those pages.

KEY TERMS

✓ vertebrates	animals with backbones
✓ invertebrates	animals without backbones
✓ habitat	place in nature where an animal lives and grows
✓ mammals	warm-blooded animals whose mothers make milk to feed the young
✓ metamorphosis	change of form as an animal develops into an adult
✓ antennae	feelers on the head of an insect
✓ endangered	likely to become extinct
✓ extinct	no longer living on Earth



Name _____ Date _____

Get Set to Read

You are going to read about animals. Think about the different kinds of animals and what they are like. Circle the ending to the sentence that you think is true. Save this page.

Reading

1. A vertebrate is an animal ____.
with a backbone
without a backbone
2. Most mammals ____.
lay eggs
give birth to babies
3. Birds are the only animals with ____.
wings
feathers
4. Both amphibians and reptiles are ____.
cold-blooded animals
warm-blooded animals
5. All insects have ____.
six legs
eight legs
6. The dodo bird is an example of an ____.
endangered animal
extinct animal



TALK ABOUT IT!

Use these questions to talk about animals with children.

Pages 2-3

- ✓ Name animals that are vertebrates and animals that are invertebrates.
- ✓ Why are camels able to live in deserts?
- ✓ What are some protections that some animals have for living in cold environments?

Pages 4-5

- ✓ What are some characteristics of mammals?
- ✓ How are platypuses different from most other mammals?
- ✓ How do koala bears differ from most other mammals?

Pages 6-7

- ✓ How do birds differ from all other animals?
- ✓ How do fish breathe?
- ✓ What are characteristics common to most fish?

Pages 8-9

- ✓ What does it mean to be a cold-blooded animal?
- ✓ How do turtles differ from most other reptiles?
- ✓ Describe the life cycle of a frog.

Pages 10-11

- ✓ How do insects differ from arachnids? How are they like arachnids?
- ✓ How do bees help plants?
- ✓ Why do you think termites and bees live in colonies?

Pages 12-13

- ✓ What are some reasons that different animals become endangered?
- ✓ Do you think endangered animals should be protected? Explain.
- ✓ How can refuges help protect endangered animals?

Pages 14-15

- ✓ Why do you think Jane Goodall decided to study chimpanzees?
- ✓ What did Jane Goodall help scientists learn about animals?
- ✓ What is the purpose of the Roots & Shoots program?

All pages

- ✓ What did this issue of KIDS DISCOVER tell us about animals?



Name _____ Date _____

What's It About?

Choose the best answer for each question. Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

1. In what kind of environment would an animal with blubber most likely live?

- ☐ **A.** a hot environment
- ☐ **B.** a warm environment
- ☐ **C.** a cold environment



2. How do bats differ from other mammals?

- ☐ **A.** They lay eggs.
- ☐ **B.** They fly.
- ☐ **C.** They are nocturnal.



3. What must an animal have in order to be called a bird?

- ☐ **A.** beak
- ☐ **B.** feathers
- ☐ **C.** wings



4. How are turtles and frogs alike?

- ☐ **A.** They are cold-blooded.
- ☐ **B.** They are reptiles.
- ☐ **C.** They go through metamorphosis.



What's It About? (continued)

5. Which of these is an insect?

- ☐ **A.** spider
- ☐ **B.** tarantula
- ☐ **C.** termite



6. How are giant pandas and tigers alike?

- ☐ **A.** Both are endangered.
- ☐ **B.** Both are hunted for their fur.
- ☐ **C.** Both are extinct.



7. What new information did Jane Goodall learn about chimpanzees?

- ☐ **A.** Chimpanzees live in family groups.
- ☐ **B.** Chimpanzees make and use tools.
- ☐ **C.** Chimpanzees are the closest living animal relatives of humans.



8. How is the ostrich like most other birds? How does it differ from them?



Name _____ Date _____

Picture This!

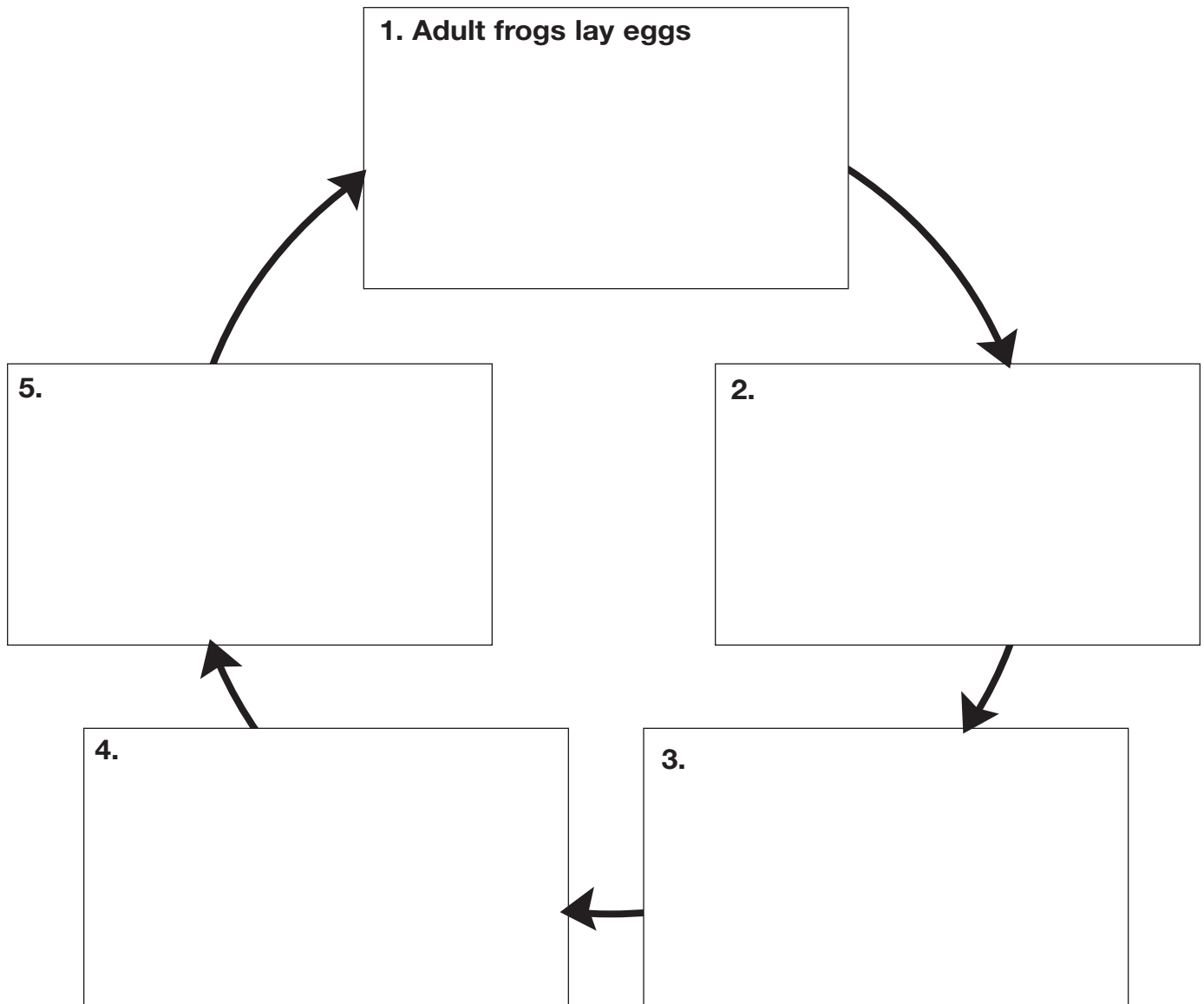
Numbered photographs with captions show the development of a frog on page 9. Look at the photographs of the frog's metamorphosis. Then complete the diagram by writing the stages of development in order.

Tadpoles grow legs.

The young frogs become adults.

The tails of the tadpoles shrink, and they lose their gills.

Tadpoles hatch from the eggs.



CROSS-CURRICULAR EXTENSIONS

Children may enjoy these activities as they read about animals.

Language Arts/Art

- ◆ The biggest bird, the largest animal ever, and the oldest living reptiles. These are just a few of the record-holding animals. Have children use pictures and words to make pages for their Book of Records. Children can add to the Book of Records as they read additional issues of KIDS DISCOVER 2.

Science/Art

- ◆ Termite towers, anthills, bird's nest—there's no place like home, even for animals. Encourage children to choose an animal, find out about its home, and produce an art project showing the home. For example, a child might glue sticks and grass to a bowl and place plastic eggs in it to show a bird's home.

Language Arts/Art

- ◆ A is for ant. Have students make an animal ABC book. They can write each letter on a separate sheet of paper. They can then find and cut out pictures of animals and paste them to the appropriate letter page. Have them write the name of the animal on the page. They can then staple or bind their pages together.

Science

- ◆ Frog—amphibian, elephant—mammal, and ant—insect. Label sheets of paper with these group names—mammals, reptiles, amphibians, birds, insects, fish. Have students sort pictures of animals by placing them on the appropriate sheet of paper. Children can use animal

picture cards or pictures of animals they cut from magazines for this activity.

Physical Education

- ◆ Crouch like a tiger, leap like a frog, waddle like a duck, hop like a bunny, stretch like a cat. Play a version of “Simon Says” in which children move like an animal.

Language Arts

- ◆ Keep children as busy as bees by talking about similes. Tell them that a simile compares two very different things. It uses the word *as* or *like* in the comparison. Ask what it means to be as busy as a bee, as slippery as an eel, or as quiet as a mouse. Help children come up with their own animal similes. List them on the board and discuss their meanings.

Music/Language Arts

- ◆ Play a recording of “If I Could Talk to the Animals.” Help children name rhyming words in the song, such as *eagle* and *beagle* and *degree* and *flea*. Then write the name of an animal on chart paper and ask children to name a rhyming word. Encourage children to use the animal name and rhyming word to write a rhyme about talking to the animal, for example, “If I could talk to a mouse, I’d ask about its house.”





Name **ANSWER KEY** Date _____

Get Set to Read

You are going to read about animals. Think about the different kinds of animals and what they are like. Circle the ending to the sentence that you think is true. Save this page.

After you read **KIDS DISCOVER *Animals***, look at the answers on this page. Put a star next to the right answer.

Reading

1. A vertebrate is an animal _____. (page 2)

with a backbone

without a backbone

2. Most mammals _____. (page 4)

lay eggs

give birth to babies

3. Birds are the only animals with _____. (page 6)

wings

feathers

4. Both amphibians and reptiles are _____. (page 9)

cold-blooded animals

warm-blooded animals

5. All insects have _____. (page 11)

six legs

eight legs

6. The dodo bird is an example of an _____. (page 13)

endangered animal

extinct animal

Name **ANSWER KEY** _____ Date _____

What's It About?

Choose the best answer for each question. Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

1. In what kind of environment would an animal with blubber most likely live?

- ☐ A. a hot environment
- ☐ B. a warm environment
- ☒ C. a cold environment (*generalization*)



2. How do bats differ from other mammals?

- ☐ A. They lay eggs.
- ☒ B. They fly. (*compare and contrast*)
- ☐ C. They are nocturnal.



3. What must an animal have in order to be called a bird?

- ☐ A. beak
- ☒ B. feathers (*classify*)
- ☐ C. wings



4. How are turtles and frogs alike?

- ☒ A. They are cold-blooded. (*compare and contrast*)
- ☐ B. They are reptiles.
- ☐ C. They go through metamorphosis.



What's It About? (continued)

5. Which of these is an insect?

- ☐ A. spider
- ☐ B. tarantula
- ☒ C. termite (*classify*)



6. How are giant pandas and tigers alike?

- ☒ A. Both are endangered. (*compare and contrast*)
- ☐ B. Both are hunted for their fur.
- ☐ C. Both are extinct.



7. What new information did Jane Goodall learn about chimpanzees?

- ☐ A. Chimpanzees live in family groups.
- ☒ B. Chimpanzees make and use tools. (*details*)
- ☐ C. Chimpanzees are the closest living animal relatives of humans.



8. How is the ostrich like most other birds? How does it differ from them?

Essay: Ostriches like other birds have beaks, wings, and feathers. But ostriches cannot fly and they are the world's largest bird.

Name **ANSWER KEY** Date _____

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Numbered photographs with captions show the development of a frog on page 9. Look at the photographs of the frog's metamorphosis. Then complete the diagram by writing the stages of development in order.

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Tadpoles hatch from the eggs.

