

Strand: Life Science

Theme: Animals

Purpose for Reading: To develop understandings of mammals and their attributes.

Comprehension Strategies: Determining importance, extracting information, classifying and categorizing.

Vocabulary

Dictionary Words: kangaroo, lion, monkey, platypus, polar bear

Vocabulary Words: baby, camel, cow, female lions, male lions, mother, spiny anteater

High-Frequency Words: all, but, do, from, get, has, have, her, if, little, look, not, of, one, out, over, people, some, that, their, there, they, too, two, very, when, your

Before Reading

- Ask students to brainstorm all the animals they can think of. Record students' responses on the board.
- Read the title and invite students to talk about the animals on the front cover. Discuss the word *mammal* and ask students whether they know what a mammal is. Ask them if they think all the animals on the cover are mammals. Have students talk about the things that all these animals have in common.
- Read the title page together. Invite students to discuss the photo and talk about the differences between the two lions.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe the animal in each photo.

Prompt them for information about their covering, number of legs, where they live, what they eat, how they move, etc.

Take a Photo Walk

- Pages 4–5: Invite students to look at page 5 and read the title. Have students read the other information and discuss each main idea. *Why is there a girl in the centre? Are people mammals?*
- Pages 6–7: Invite students to read the heading on page 6 and discuss the notion of live babies. Have students discuss the babies on page 7. Ask students what they notice about these animals. *Are the adults looking after the babies?*
- Pages 8–9: Ask students to look at these animals and ask them if they know how these mammals have their babies. Tell students that these mammals are special and are the only ones whose babies hatch out of eggs.
- Pages 10–11: Have students read the heading and invite them to discuss the photos. *What is this calf doing? Where is the mother's milk? Where does the baby monkey get its mother's milk? How do human babies get milk from their mothers?*
- Pages 12–13: Invite students to read the heading and discuss what the word *warm-blooded* means. Ask students whether they are warm-blooded. Have them place their hands on their bodies to check. Tell students that warm-blooded creatures can live in very cold or very hot places, but their blood remains warm.

- Pages 14–15: Read the heading and the caption. Discuss the meanings of the words *male* and *female*. Have students describe the differences between male and female lions.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and support students to find important information about mammals. Prompt with questions such as, *What are some things that mammals have in common? How do most mammals have babies? What do many baby mammals look like? Which mammals do not give birth to live babies? How do the platypus and spiny anteater have babies?* Make a word web to show important information about mammals.
- Revisit the list of animals on the prior knowledge chart. Have students find all the mammals in this list. Discuss groups of other animals from the list. Sort and classify the animals on the list. Record responses on a table.

Vocabulary and Word Recognition

- Have students find the word *these* on page 4. Write the word on the board and ask students to

think of other words that begin this way. Invite volunteers to the board to write the words *the, them, then, they, those*. Have students think of sentences with *these* in them. Write them on the board. Ask students to write the word *these* five times, saying it as they write it.

- Have students locate the word *birth* and discuss the sound of the chunk *ir*. Ask students which other letters go together to make this sound. Have students suggest words with *ir, er, and ur*. Record them in three lists on the board.

Oral Language

- Have students work in pairs, using the book. Have them describe a mammal from the book for their partner to guess. For example, *I eat meat. I have a mane. I have short hair on my body. I have fur. I roar.*

Writing

- Have students choose two mammals and write three sentences about what they have in common.

Creative Extension Activities

- Have students make an animal collage using pictures from magazines and drawings.
- Have students make mammal masks using paper plates, coloured pens and collage materials.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Complete the table below.

Think of as many animals as you can.

Animals That Are Mammals	Animals That Are Not Mammals

Name: _____

Answer these True or False statements.

Use the book to help you.

True or False?

All mammals have warm blood. _____

True or False?

Some mammals lay eggs. _____

True or False?

Baby mammals do not drink milk. _____

True or False?

Baby kangaroos are called joeys. _____

Write three of your own True or False statements about mammals. Ask a friend to solve them.