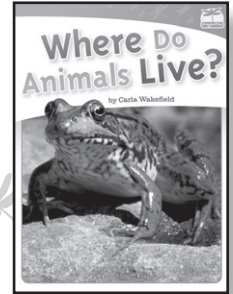


# Where Do Animals Live?

by Carla Wakefield





## Overview

This simple text looks at the habitats of frogs, owls, rabbits, bats, and fish. (Big idea: Scientists study plants and animals to help us understand them.)

### Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- asking questions. 

It supports the following **non-fiction strategy**:

- learning information from photographs.

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *animals, live*
- Content words – *bats, burrows, caves, fish, frogs, owls, rabbits, pond, sea, trees*
- High-frequency words – *all, do, in, of, the, they*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (habitats), which expands on pages 8 and 9 of the anchor book *Being a Scientist*
  - preview question on the back cover
  - opportunities to make predictions with the use of a question throughout the book
  - text supported by illustrations
  - matching of each animal to its habitat
  - glossary
- Word study:
  - plural nouns – *bats, owls, frogs, rabbits*
  - noun that is both singular and plural – *fish*
  - initial consonant blends – “wh-”, “fr-”, “tr-”
  - digraph – “th”
- Repeated pairs of letters – *rabbits, burrows, trees*
- Repetitive sentence structure (question, then answer)



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Being a Scientist*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Ask the students to think about where they live and the kind of home they live in. Establish that we live in all kinds of places. *Ask the person sitting next to you where she or he lives. What kind of home do they live in?* (an apartment, bungalow, house, or something else)

## ELL support

When working with English language learners, it is important to model and demonstrate activities. This will allow them to respond non-verbally – for example, by pointing or gesturing. Use supports such as visual aids, photographs, graphic organisers, and realia.

## Introducing the text

**Front cover** – Discuss the cover. Encourage the students to read the title, providing support for the anchor words “animals” and “live”. Read aloud the author’s name. *What do you think you will learn in this book?*

**Back cover** – Read aloud the preview question. Lead a discussion to build the students’ background knowledge.

**Using the flap** – Read aloud the sentence on the cover flap, and (if relevant) remind the students that they have read this in *Being a Scientist*. Read aloud the anchor words on the other side of the flap. Tell the students that they can point out the anchor words when they find them in the book. Ask them to leave the flap open as they read the book.

**Title page** – Listen to the students read aloud the title. They might notice that the anchor words are in the title. *What is the animal in the photo?*

## The first reading

**MC** **Pages 2 and 3 – (Making connections)** Read aloud the first sentence on page 2 and relate it back to the students’ discussion about where they live (in all kinds of places). Discuss the photograph. *Where do frogs live?*

**AQ** Talk about the students’ knowledge and experiences of frogs. **(Asking questions)** *What questions do you have about frogs?* Remind the students that scientists look carefully at animals and where they live. *What would it be like to live here?*

**Pages 4 and 5** – *What kind of animal is this? Owls are nocturnal animals. This means that they sleep during the day and hunt at night. What do you think this owl is looking for? What would it be like to live in a hole in a tree?*

**MC** **Pages 6 and 7 – (Making connections)** *What kind of animal is this? Does anyone have a pet rabbit? Where does it live?* Discuss how pet rabbits may live in hutches, but in the wild, they live in burrows. *Burrows are tunnels. Why might a rabbit live underground in a burrow? What would it be like to live underground?*

**Pages 8 and 9** – Talk about the photographs and identify the bat. (Some students will not be familiar with this animal.) Point out that bats are nocturnal. *What does nocturnal mean? What other animals are nocturnal?* Refer back to the discussion about owls.

**AQ** **(Asking questions)** Encourage the students to ask questions about the photo on page 9. *What would it be like to sleep upside down?*

**Pages 10 and 11** – Draw the students’ attention to “sea”, and make the distinction between a pond and the sea. *What is special about this sea?* Explain that scuba divers can enjoy this beautiful place.

**Page 12** – Review the animals and encourage the students to recall where each one lives. They could do this in pairs using the illustrations on page 12. *What other animals do you know about? Where do they live?*

## Vocabulary activity

**Focus word: animals (page 2)**

1. Turn to page 2. *Animals live in all kinds of places.*
2. *Say the word with me: a-ni-mals.*
3. Clarify that animals include all creatures, such as birds, fish, insects, and reptiles.
4. A camel is an animal that can live for a long time without water. A rat is an animal that is a pest. Sharks are huge fish with many sharp teeth that live in warm seas. Mosquitoes are insects that bite you to get blood. Some animals are kept in zoos.
5. *We are learning about where different animals live.* Ask the students to tell a partner their favourite animal and where that animal lives.

The students can imagine they are an animal. They can close their eyes and think about how the animal looks, moves, and eats. *Now, make your body into the shape of that animal and move around the room pretending to be the animal.* Ask some students to act out their animal so that the class can guess it.

6. *What's the word you've been learning that means all creatures?* Ask the students to say the word again with you.

## ELL activity

### Language objective: The "Guess Who I Am" Game

The students work in pairs. One partner describes where an animal lives. The other partner listens for information to identify the animal. Provide each pair with a copy of the book.

1. *I'm going to show you how to play Guess Who I Am.* Choose a student to be your partner.
2. *I'm going to look through the book and choose an animal. I'm not going to let my partner see. Instead, I will tell my partner where the animal lives. Then, he or she has to guess what the animal is. Listen carefully and watch what I do.* Choose an animal from the book. Using the book, say where the animal lives.
3. *I live in a cave. Who am I?* (a bat)
4. Swap roles with your partner. Help him or her to phrase the sentence using "I live in ..." Ask an appropriate question if necessary.
5. Have the students play the game. Encourage them to ask further questions if their partner can't guess the animal on the first try.
6. Listen to how they use the content and anchor words and how they form "who" questions. Students who need extra visual support can use page 12 of the book.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text, observing their one-to-one matching and their intonation when reading the questions.
- Check that the students read "they" on pages 3, 5, 7, 9, and 11.
- Check that the students can identify where each animal lives.

## 2. Stop and learn

### a. Decoding/word attack activities

Practising initial blends and digraphs

- Write "where" and "they" on the board. Ask the students to practise saying "wh" and "th".
- Emphasise the differences in the blends and ask the students to think of other words that start with each blend.
- Ask the students to say words that begin with "wh" and "th" to a partner.
- Show how to make plurals by adding "s".

BLM – Making words plural

The students can look at the words on the BLM and write the plural for each word by adding the letter "s".

### b. Comprehension activities

Discuss how different animals live in different places and that in this book, the students have learned where bats, owls, fish, frogs, and rabbits live. *Close your eyes and imagine where each animal lives as I say its name.* Ask the students to name an animal that isn't mentioned in the book and say where it lives.

BLM – Matching pictures to the sentences

The students can cut out the pictures from the bottom of the page and paste them under the appropriate sentences.

### c. Writing activities

- Have the students think of an animal that isn't in the book. Draw a picture of it. They can write their own sentences, using "Where do \_\_\_\_\_ live? They live in \_\_\_\_\_" as scaffolding. Compile the students' writing into a class book with the title "Where Do Animals Live?"
- Make picture cards of the animals and have the students write the animal's name on each one.

## 3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Set up a classroom library with books on animals.
- Use the Internet to find out where other animals live.
- Visit a zoo and look closely at how the zoo has designed the animals' homes so they are like they would be in the wild.