

### Strand: Life Science

### Theme: Survival

**Purpose for Reading:** To understand that living things need water for survival.

**Comprehension Strategies:** Making connections to self and world, determining author purpose, applying information.

#### Vocabulary

*Dictionary Words:* antelope, elephant, giraffe, lion, rhinoceros, zebra

*Vocabulary Words:* ear, hoof, horn, mane, neck, trunk

*High-Frequency Words:* is, it, this, to

#### Before Reading

- Read the title and ask the students the name of the animal on the cover of the book. *What is the zebra doing?* Ask why the students think the zebra is drinking water.
- Turn to the title page. Have the students name the animal and say what it is doing.
- Relate drinking water to the students' own lives. Have them discuss how much water they drink and how often they drink it. Explain how water keeps them healthy. Ask what they think would happen if people and animals didn't drink water.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at each photo and see if they can name the animal. Read the labels together. Discuss where wild animals would get their water from.

#### Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo.

Have them describe the lion and identify the parts of the lion's body. Read the word *mane* together.

- Pages 6–7: Have the students describe the rhinoceros. Use words such as *wrinkly*. Identify the body parts and read the label. Encourage the students to use adjectives to describe the horn, e.g. *sharp*.
- Pages 8–9: Invite the students to describe the zebra and name the body parts. Encourage the students to use words such as *striped*. Read the label together.
- Pages 10–11: Invite the students to describe the elephant. Ask them what things are the same about an elephant and a rhinoceros. Have them name the body parts using adjectives, e.g. *big ears*. Read the label together.
- Pages 12–13: Have the students describe the antelope and name the body parts. Have them read the label.
- Pages 14–15: Invite the students to describe the giraffe. Encourage them to use words such as *patterned*. Have them identify the body parts using adjectives, e.g. *long neck*. Read the label together.

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read the page with the students to establish the pattern. Remind them to point as they read. Remind them where to start

reading the second line.

- Ask the students to continue reading the book independently. Remind them to think about the information in the words and in the photos as they read. Provide support where necessary.

## **After Reading**

### **Comprehension**

- Discuss with the students why they think the author wrote this book. *What message was she trying to give the readers?*
- Have the students suggest some other wild animals that the author could have included in this book. Invite volunteers to suggest why the author chose the animals she did rather than others. *Could choosing other animals, such as farm animals or pets, have made it a better book?*
- Talk with the students about how they can use information they read in factual books. Use a think-aloud demonstration to show the students how they could apply this information. Then have the students share why and how they need to provide water for pets they may have.

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *to* on each page. Make a chart about lions with the word *to* in each sentence, e.g. Lions need water to live. Lions need eyes to see. Lions need ears to hear. Lions need noses to smell. Invite volunteers to come and point to the word *to* in each of the sentences. Add *to* to a high-frequency word chart or word wall.
- Make a web of all the other things that the students know need water to survive, e.g. insects, plants, birds.

### **Oral Language**

- Have the students tell a partner the different ways they could give water to a pet mouse.

### **Writing**

- Have the students draw a picture of an elephant drinking. Have them copy and complete the sentences.

I am an elephant. I need water \_\_\_ live.

### **Creative Extension Activities**

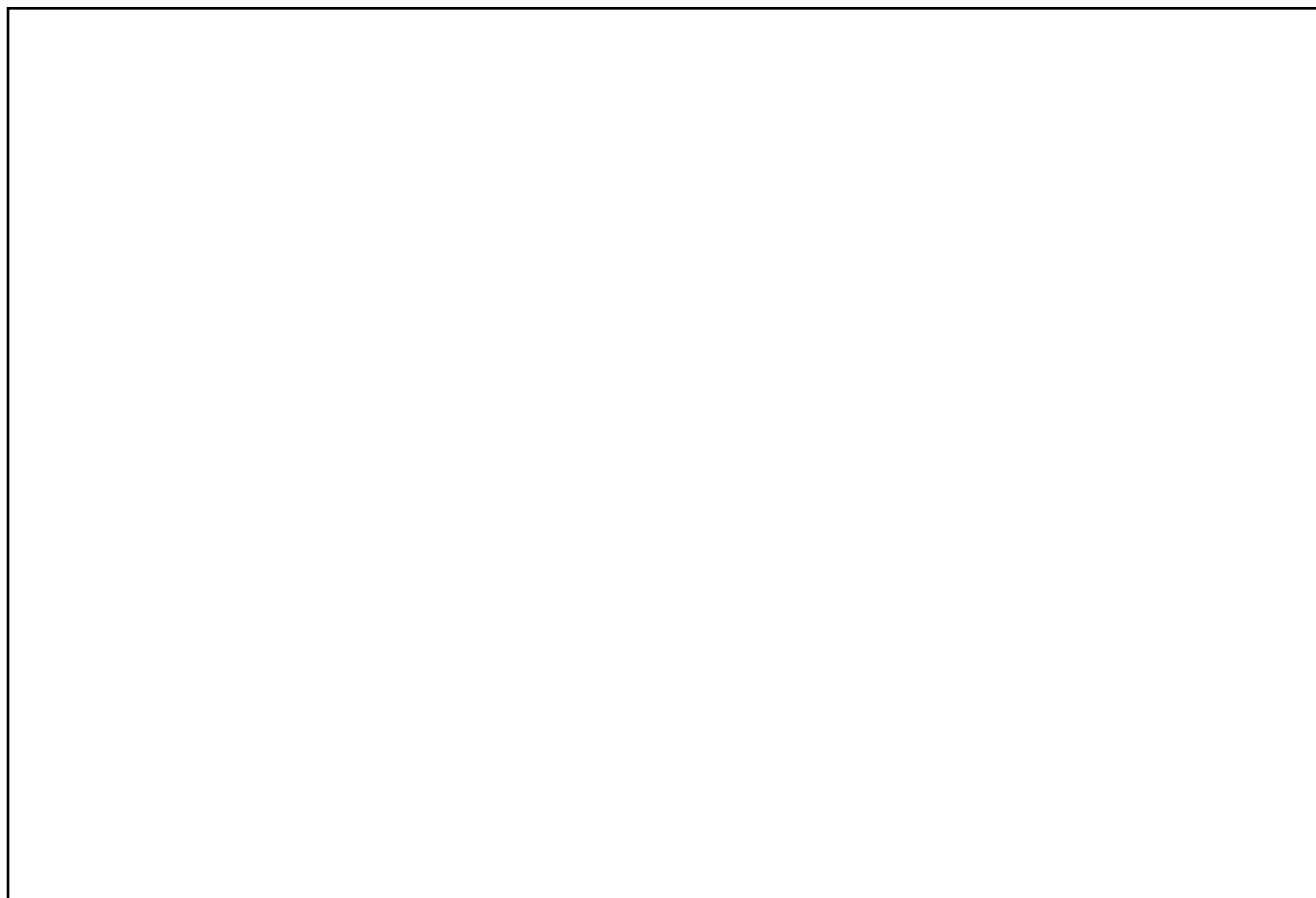
- Make an innovation on the book by changing the animals but using the same text. Have the students draw the new illustrations. Display the innovation on the wall and read it daily.
- Set up an experiment to show how plants need water. Provide two identical potted plants. Water one regularly and not the other. Watch what happens.
- Make farm animal masks using paints and crayons. Invite the students to wear the masks. Take turns to say, I am a \_\_\_\_\_. I need water to live.

### **Independent Follow-Up Activities**

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw the part of the book you like best.



Complete the sentences to match your picture.

This \_\_\_\_\_ is drinking water.

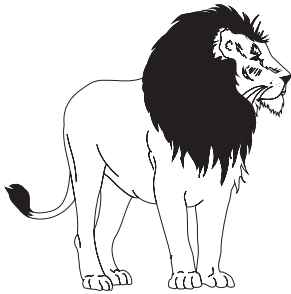
It needs water \_\_\_\_ live.

Name: \_\_\_\_\_

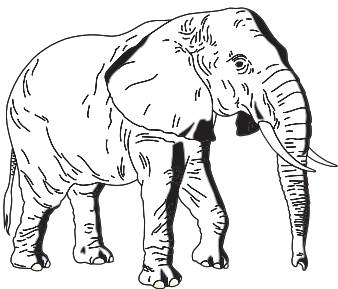
Read the words.

*to needs live water It*

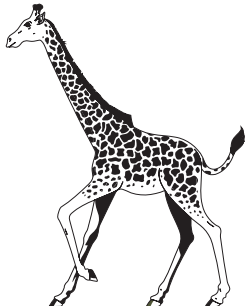
Write the words in the correct order  
beside each animal.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_