

### Strand: Life Science

### Theme: Survival

**Purpose for Reading:** To develop an understanding of different animals and how their coverings help them.

**Comprehension Strategies:** Applying knowledge, comparing and contrasting, asking and answering questions.

#### Vocabulary

*Dictionary Words:* feathers, fur, hair, shell, skin, spines

*Vocabulary Words:* blue feathers, brown hair, hard shell, long feathers, patterned skin, red legs, scaly skin, sharp spines, short hair, thick fur, thin spines, white fur

*High-Frequency Words:* a, at, can, has, is, it, its, look, see, the, this, you

#### Before Reading

- Read the title and have the students talk about the cover photo. Ask the students to suggest what the word *coverings* might mean. *What other words could be used instead of coverings?*
- Ask the students how a camel's coat might help it.
- Read the title page together and ask the students what this animal is and how its covering might help it.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Have the students point to each word as you read it together. Tell the students that these are all words that could be used instead of *coverings*.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and recap information shared about polar bears from the cover page. Ask the students what the name of their covering is. *How does it help them?*
- Pages 6–7: Ask the students what this animal is. *What is the name of its covering and how does it help the animal?*
- Pages 8–9: Discuss with the students what this animal is and how its covering might help it. Read and discuss the labels.
- Pages 10–11: Ask the students what this animal is. Read the labels with the students and discuss how the shell and claws might help the animal.
- Pages 12–13: Ask the students if they know what this animal is and how its covering might help it. Read the labels to see if the students' predictions were correct.
- Pages 14–15: Ask the students what the covering of this animal is called. *How might it help the animal?*

#### 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 this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about the different animals and their coverings.

Prompt them with questions, such as *Which animal has the brightest covering? Which animal has the sharpest covering? Which animal has the hardest covering?*

- Ask the students about how these different coverings might help to protect the animals.
- Have students compare the different coverings.

Ask questions, such as *Why does a polar bear not have sharp spines? Why does a snake not have thick fur?*

- Ask the students to think about other animals not in the book. *What types of coverings do they have? How do their coverings help them?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *see* in the text. Ask the students to locate *see* in the book. Each time they find *see* ask them to point to it and say it aloud. Have the students write *see* using different colours. Have them write *see* over and over until they can write it fluently. Add *see* to a high-frequency word chart or word wall.

### Oral Language

- Have students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book. For example, which is the animal that has a hard shell?

### Writing

- Have the students write questions and answers to share the information they have gained from reading the book.

### Creative Extension Activities

- Have the students draw another animal and label it to show how the animal's covering protects it.
- Have the students cut out pictures of animals and paste them in groups to show animals that have similar types of coverings.

### Independent Follow-Up Activities

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

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

Read and complete. Draw the picture.

Who am I?

I have hair.

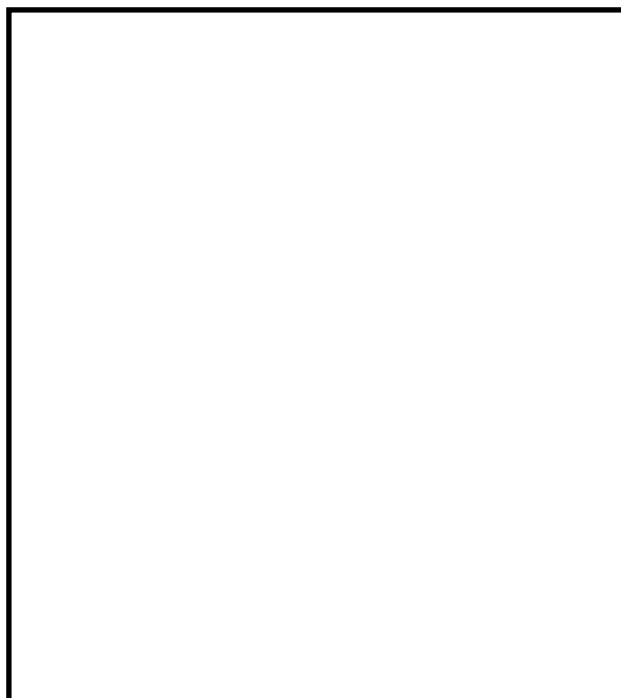
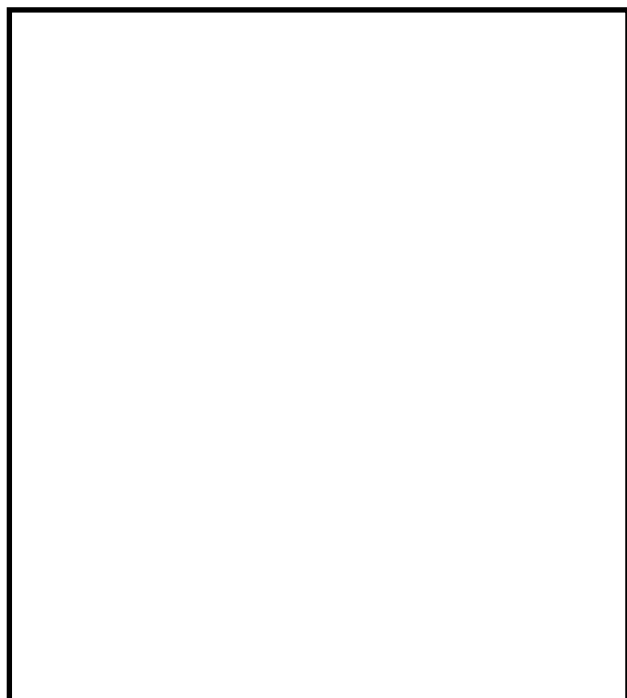
My hair is short  
and tan.

I am a \_\_\_\_\_.

I have a shell.

My shell is hard  
and red.

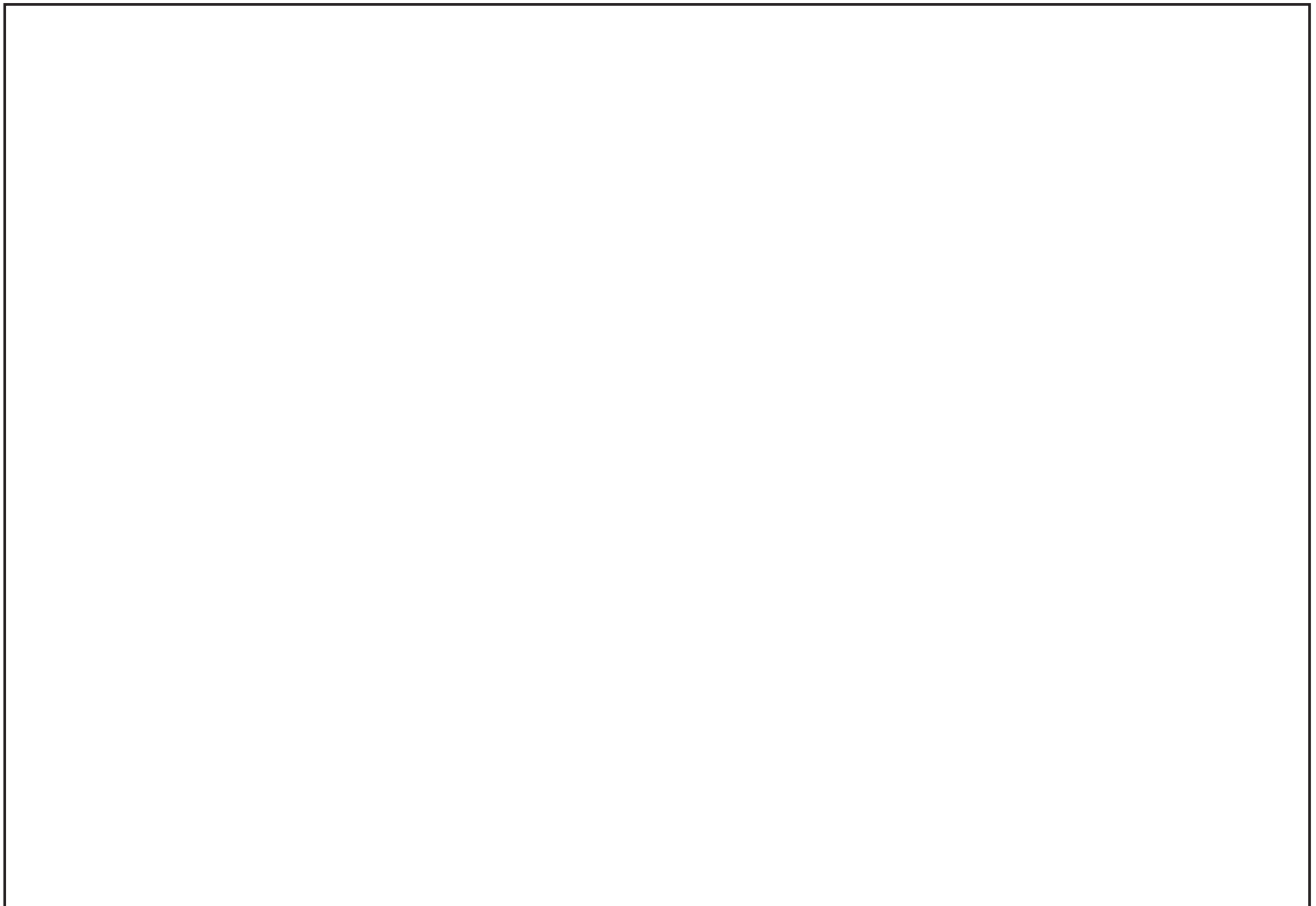
I am a \_\_\_\_\_.



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

Draw an animal not included in the book.

Write how its covering protects it.



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