

Teacher's Guides for  
**I Like Reading About Animals**

**Introduction**

This teacher's guide helps teach children fascinating facts about animals and how they behave. Books in the series meet the needs of both beginning and more advanced readers. Simple text for beginning readers and more extensive information for advanced readers are presented on the same page. Engaging photographs and questions motivate all readers to make predictions about what they will learn from the text.

**National Standards**

This series supports **Science and Language Arts**. Go to [www.enslowclassroom.com](http://www.enslowclassroom.com) and/or [www.enslow.com](http://www.enslow.com) and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

**Classroom Activities**

Activities for teaching the five curriculum areas: Reading/Language Arts; Math, Science; Social Studies; and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject.

**Guided Reading Level:** H, L

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**Where to Find More Information About Titles in this Series:**

Visit [www.enslowclassroom.com](http://www.enslowclassroom.com) and/or [www.enslow.com](http://www.enslow.com) to search for other titles and series, as well as to download the teacher's guides for other titles in this series:

Titles in this series:	Library Edition ISBN:	Paperback Edition ISBN:
<b>Do Animals Migrate?</b>	978-0-7660-3325-2	978-0-7660-3746-5
<b>Do Animals Work Together?</b>	978-0-7660-3328-3	978-0-7660-3749-6
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**Titles in this series can be purchased through all major vendors or directly from:**

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## Teacher's Guide for **Do Animals Work Together?**

Most children are fascinated by animals: how they look, where they live, and what they do. Color photographs and informative text in this book help children learn how and why animals in the wild communicate through vocal sounds or physical actions. Repetitive text and sight words help beginning readers as they investigate a variety of ways in which animals communicate. More advanced readers will uncover additional details about the animals and their behaviors.

Introduce *Do Animals Work Together?* Read the title and browse a few pages with children. Have them look at the photos and describe what they see. Point to a question-heading and explain that the author answers the question in the text. Review the Words to Know on page 3. Ask more advanced readers to use the Table of Contents or Index and tell on which page to find information about a given animal or behavior, such as the *tiger* or *teamwork*.

Encourage beginning readers to read aloud repetitive words and phrases, such as *What is this, What Are These, doing*, and any other words they recognize. Ask volunteers to point to details in a picture and/or words in the text that helped them answer the question. Have fluent readers scan for the answer to each question, then summarize by giving the answer in their own words.

Reading how animals communicate can lead to a discussion of personal means of communication. Stress that communication is any means of sharing ideas. We communicate ideas through words, art, music, and body language. Invite a few volunteers to speak, write, draw, sing, dance, or use body language to communicate an idea, such as *This is my book!*

After readers finish the book, invite them to discuss and respond to it. Prompt discussion with questions such as: *Which part of the book did you like best? Why? What surprised you about how animals communicate or work together? What other things would you like to know about an animal in the book? Where do you think you could find that information?*

Activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the page that follows. Make copies of the Handout on the last page. Read the directions aloud, then let children do the page with you or independently. Answers: 1. honeybee, 2. wolf, 3. weaver ants, 4. yellow goby fish.

### Animals and Communication Behaviors Featured in this Book

- p. 6 Orangutan . . . kiss
- p. 8 Hippopotamus . . . sounds
- p. 10 Bearded Dragon . . . opens mouth, raises head
- p. 12 Frigate Bird . . . blows up a pouch
- p. 14 Tiger . . . marks with a smell
- p. 16 Polar Bear . . . fight
- p. 18 Meerkat . . . stand guard
- p. 20 Bottlenose Dolphin . . . chase fish toward land
- p. 22 Weaver Ant . . . build nests
- p. 24 Gray Wolf . . . howls
- p. 26 Goby and Shrimp . . . team up to share a home
- p. 28 Honeybee . . . dances

## Activities The Five Curriculum Activities

### **SAFETY WARNING:**

Before doing any activity, make sure children do not have allergies to items needed for that activity. Have an adult present at all times to supervise activities requiring the use of scissors or hot or cold items. Always review directions and safety rules with children before they start a project.

### **Reading/Language Arts activity:**

Review the *Words to Know* on page 3. Have beginners and fluent readers write each of their words in a sentence. Model the activity for beginners. Write several sentences on the board, using one of the vocabulary words, for example: *A bee lives in a hive, A bee can fly*. Allow beginning readers to dictate their sentences for you to write. However, have children read their own sentences aloud, tracking the words with their fingers. Challenge fluent readers to write more than one sentence for each word. Encourage all children to illustrate their work and share it with the class.

### **Math activity:**

Display the beehive photograph on page 28. Point out the many hexagon shapes that make up the hive. Demonstrate how to make a hexagon—stick toothpicks between mini marshmallows to make and connect the sides. Provide a supply of toothpicks and marshmallows and let children make their own hexagons. Lay them out together in a hive shape. Then invite children to make other geometric shapes, like triangles, squares, and rectangles. Finally, challenge children to create a cube or other 3-D geometric shape.

### **Science activity:**

Remind children that meerkats and other animals communicate danger with sounds. Add that the meerkat barks and some other animals also use their voices, but the beaver and the white-footed mouse “tap out” danger. The beaver slaps its tail on the ground and the mouse taps its foot quickly and loudly. Relate this animal behavior with that used by humans to communicate danger. Help children list sounds we use, such as fire alarms, car horns, sirens, whistles, shouting, clapping hands, and even TV and radio storm warnings. Then discuss ways other than sound that we use to communicate danger: waving someone off, a DANGER sign, a stop sign, a poison label, etc.

### **Social Studies activity**

Review how ants work together to get things done. Let children discover how this kind of division of labor makes things easier and faster. Place a pile of books at one end of the room. Have children stand at the other end of the room. Let them take turns crossing the room, picking up one book at a time, carrying it back across the room, and placing it in a new pile. Record the time it takes each child. Then have children form a line from one end of the room to the other. Pile up the books again at one end. Have children pass them, one at a time, from person to person until all are piled up at the opposite end. Time the action. Discuss how working together saved time and energy.

### **Arts activity:**

Place a large strip of paper on the floor or tape it to a wall. Then ask children to work together to create a mural based on the animals and actions in the book. Remind children that when working together it is important to communicate with one another and share ideas.

## Handout

### Riddle-Me

Read each riddle. Draw or write your answer.

<p>1. I fly from my hive to find food. Then I fly back and dance to tell where the food is. What am I?</p>	<p>2. I live with others in a pack. Sometimes I get lost. I howl to tell the others where I am. What am I?</p>
<p>3 We are small. We work together to build a nest. We use leaves and silk we make. What are we?</p>	<p>4 I live in a hole with a shrimp. The shrimp digs and cleans the hole. I guard it. What am I?</p>

Now, on the back, make an animal riddle for a friend to solve!