

Strand: Geography

Theme: Locations

Purpose for Reading: To develop an understanding of different habitats and the creatures that inhabit them.

Comprehension Strategies: Making connections to world, recognizing factual text structures, asking and answering questions, making inferences, comparing and contrasting.

Vocabulary

Dictionary Words: Amazon rainforest, Arctic islands, Everglades, Great Barrier Reef, Sahara desert

Vocabulary Words: alligator, anaconda, antelope, camel, cheetah, dugong, egret, fish, flamingo, fox, grasslands, lizard, monkey, ostrich, polar bear, seal, shark, sloth, toucan, turtle, walrus

High-Frequency Words: all, an, from, get, have, of, out, some, their, them, there, they, very, what, who, your

Before Reading

- Ask students to suggest creatures that live in their garden or in gardens or parks near their homes. Explain that the environment in which these creatures live is called their habitat. Ask students to suggest animals whose habitat is the ocean.
- Read the title and have students discuss the cover photo. *What animal is this? Look at the background and describe what you notice about this habitat.*
- Read the title page and ask students to describe this habitat. *How do you think this animal stays warm? Encourage inferences. What other animals might live in this habitat?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read the labels and discuss the photos. Ask students to describe the habitat in each photo. Discuss the use of capital letters for names. Ask students if they know of any of these places. Discuss where these places are and show on a map or globe.

Take a Photo Walk

- Pages 4–5: Ask students what they observe about these pages. *What does this map tell you? Which animal appears to have the largest habitat?*
- Pages 6–7: Invite students to look at these pages and discuss the habitat. Read the labels and have students discuss the animals that live in this environment. *Which animals do you think hunt others? What can you see beneath the water in the photo? Do you think the reef would help animals stay safe from predators? How?* Locate the Great Barrier Reef on the map or globe.
- Pages 8–9: Invite students to look at page 7 and share their observations. Read the labels and discuss the animals that live in the Everglades. Have students discuss this habitat. *Which part of the Everglades would be the alligators' habitat?* Find the Everglades on the map or globe.
- Pages 10–11: Ask students what they observe about these pages. *Which animals live in this habitat?* Read the labels and discuss where in the Amazon rainforest each animal may live, eg. on the forest floor. Find the Amazon rainforest on the map or globe.

- Pages 12–13: Ask students to look at these pages and describe the habitat. *What do you think life would be like in the desert?* Read the captions and discuss the animals that live in the Sahara desert. *How do you think animals might stay cool and protected from the sun? How do you think they might get water?* Find the Sahara desert on the map or globe.
- Pages 14–15: Ask students to describe the habitat shown on page 15. *Which animals live in this habitat? How do you think these animals stay warm? Do these animals live on the land, in the water, or both?*

Read the Book

- Have students 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 point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book and discuss the similarities and differences between the habitats. Make a list of students' responses.
- Ask questions, such as *How well would you expect the ostrich to survive in the Arctic islands? Why? Why do you think the polar bear is best suited to the cold climate? Why do you think many animals live in trees? How might this help them escape predators? Which predators climb trees? Which habitats do you think it would be hardest for people to survive in? Why? Which predator would you be most afraid of? Why?*

Vocabulary and Word Recognition

- Find the word *some* on page 6. Have students look through the rest of the book, locating this word and saying its name. Have students write the word *some* five times, saying it quickly as they write it. Write *some* on the board and ask students to name a word that looks like it. Ask a student to write *come* on the board.
- Revisit the use of capital letters for names. Ask students to suggest the names of other places. Write students' responses on the board, drawing attention to the capital at the start of each.

Oral Language

Have students work in pairs, asking each other questions from the book such as, *Where can animals in the Great Barrier Reef hide from their enemies?* Have the second student use the book to check the answers.

Writing

Have students choose two habitats from the book and write a list of the differences between them.

Creative Extension Activities

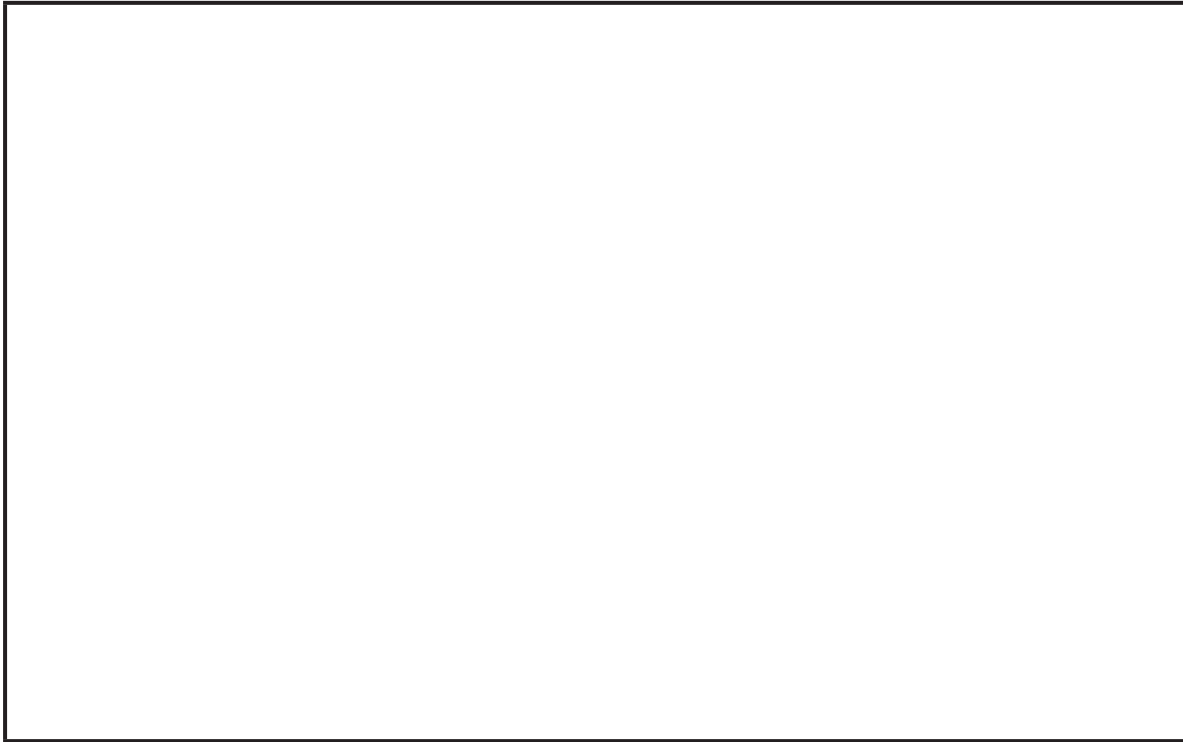
- Investigate the habitat of animals that live within the school grounds. Have students sketch this habitat and label the creatures they find living in it.
- Have students make a mural of one of the habitats from the book.

Independent Follow-Up Activities

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

Name: _____

Choose one habitat from the book. Draw an animal from the habitat hiding from its enemy.



Write two interesting facts about the habitat.

Name: _____

Choose two habitats from the book.

Write their names. Draw them in the boxes.

Write a list of animals that live in each habitat.

Habitat: _____

Habitat: _____

