

What Do Animals Eat?



Level: D8 Word Count: 85

Little Books of Answers

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| Curriculum Connection | Animals |
| Content Vocabulary | animals, bears, birds, carnivores, eat, giraffes, grass, grasshoppers, herbivores, insects, leaves, lions, meat, mouse, omnivores, owls, people, plants, vegetables |
| Visual Literacy Element | table |
| Critical Thinking | further research |
| Comprehension Strategy | classifying and categorizing |
| High-Frequency Words | and, are, called, some, that, these, you |

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss what animals eat. Have students talk about what their pets eat. Broaden the discussion to other animals that the students know, for example farm animals and wild animals. List the animals on the board under *Meat Eaters*, *Plant Eaters*, *Animals That Eat Meat and Plants*. Discuss the groupings with the students. Explain that these groups have scientific names. Meat eaters are called carnivores, plant eaters are called herbivores, and animals that eat meat and plants are called omnivores. Have the students say, *carnivores*, *herbivores* and *omnivores* with you.

- Give each student a copy of the book *What Do Animals Eat?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out more about which animals eat meat, plants or both.
- Discuss the cover photo. Ask questions such as – *What animals is this? What is it eating?* Add giraffe to the list of plant eaters if it is not already there. Tell the students that a giraffe is a herbivore.
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo. Add the owl to the list of meat eaters. Tell the students that owls are carnivores.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the names of animals. Invite the students to read the labels with you. Point out that people are animals.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and the labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Wild animals that are carnivores eat other animals to survive. Herbivores like zebras often have to move around to find enough grass to eat. Some people don't eat meat. They are called vegetarians.*
- Discuss the table on page 15. Explain to the students that the table is another way of showing the groups that the animals belong to.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What do owls eat?*
 - What are plant-eating animals called?*
 - What do omnivores eat?*
 - What do grasshoppers eat?*
- Check inferential comprehension by asking these questions:
 - What else might owls eat?*
 - How do you think the grasshopper got its name?*
 - Can you name some of the vegetables that people eat?*
 - What kind of plants do giraffes mostly eat?*
- Have the students refer back to the lists they made before reading the book. Ask questions such as, *Can we now add any more animals to the lists? What can you say about lions and owls? Can you see why grasshoppers and giraffes are in the same group? This is one way we can group animals, who can think of another way?*
- Invite volunteers to choose one animal and ask another question about it, for example, *Which plants do bears eat?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is find out what these animals eat. Are they carnivores, herbivores, or omnivores?

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw one of the animals eating something. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Complete the sentence.
Draw the picture.

Bears

Use these words to complete the sentence.
plants. meat and eat

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Read and Draw

These lions are carnivores.

This owl is eating a mouse.

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