

# How Can You Group Animals?



Level: E8 Word Count: 116

Little Books of Answers

E8 How Can You Group Animals?

Curriculum Connection	Animals
Content Vocabulary	animal, attacks, bats, birds, cats, cows, dogs, dolphins, ducks, eat, elephants, farm, fish, fly, flying, friends, giraffes, group, gull, hens, lambs, lions, meat, most, move, ocean, ostriches, pets, same, sheep, sick, thousands, three, tigers, water, way, whales, wild, wildebeest
Visual Literacy Element	table
Critical Thinking	apply knowledge to a new situation
Comprehension Strategy	classifying and categorizing
High-Frequency Words	and, are, big, can, can't, do, in, one, not, some, that, the, they, too, you

## Before Reading

### Prior Knowledge – Discuss the Topic

- Talk about groups with the students. Have them group themselves into groups of boys and girls. Then have them regroup into groups with blue eyes and brown eyes, then dark hair, fair hair, red hair. Ask them what other groups they could form. Prompt them if necessary by saying things such as – *You could form groups of those who have sisters, those who have brothers, those who have sisters and brothers, those who have no sisters or brothers.*
- Discuss how people can belong to various groups. Explain that this is the same for animals and objects.

- Give each student a copy of the book *How Can You Group Animals?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What is this? Do you know the name for a group of fish?* Provide the word *school* if the students don't know it. Ask the students what other animals live in the water. Could they put them in a group with fish? If so, what would the group be called?
- Have the students turn to the title page. Ask the students what animal this is. What other animals could be grouped with this animal?
- Explain to the students that when you put things into groups, you call it categorizing or classifying.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels, assist them where necessary. Invite the students to say what animals they already know that would fit into each category.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions and labels with you.
- To ensure and enrich understanding say things such as – *A group of sheep is called a flock. Even though it looks cruel, animals like lions eat other animals to survive. These animals are called carnivores. Animals that don't eat meat are called herbivores. Ostriches are the biggest birds of all.*
- Discuss the table on page 15. Explain to the students that graphic features such as tables are a good way of showing different groupings. Have the students read the table and discuss the groups.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Which animals are farm animals?*  
*Which wild animals do not eat meat?*  
*Which birds can't fly?*  
*Which water animals are not fish?*
- Check inferential comprehension by asking these questions:  
*What other animals could you classify as pets?*  
*Could you put a tiger, a lion, and a cat in the same category? Why or why not?*  
*If you grouped lions, tigers, and cats in the same category, what would the group be called?*  
*What farm animals could be classified as flying animals?*
- Discuss classification further with the students by asking what things in the classroom they could classify together. Prompt if necessary with questions such as – *What could you put in a group of things you can write with? How would you classify pens, pencils, markers, crayons?*

### Critical Thinking

- Have the students turn to page 16 and look at the photos. Tell them that their task is to work out how many different ways they could classify or categorize these animals.

### 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 write about pets. Which animals would be in the group? Assist with spelling where necessary. Have the students illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# How Can You Group Animals?

Level: E8

Name:



Write in the Vital Vocabulary.

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# How Can You Group Animals?

Level: E8

Name:



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Draw and write.

I like the part about

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