

Which Animal Is Which?

Introduction

This teacher's guide helps children learn about some animals that people often mix up. Following the principle of science as inquiry, readers discover the fun of solving the mystery of "which animal is which." As they read, children use critical thinking skills, such as comparing and contrasting, identifying sequence, and making inferences. Readers find out where animals live, how they are classified, how they are alike and different, and how they survive in their special environments.

National Standards

This series supports [Science](#) and [Language Arts](#). Go to www.enslowclassroom.com and/or 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 linking to 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. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: H

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Butterfly or Moth? <i>How Do You Know?</i>	978-0-7660-3678-9	978-1-59845-235-8
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Teacher's Guide for

[Alligator or Crocodile? How Do You Know?](#)

Alligators and crocodiles may look a lot alike, but readers might be surprised to discover just how different they are. This engaging, nonfiction book uses brilliant color photographs to give children an up-close-and-personal look to help them spot the differences.

Introduction Read the title aloud and discuss the cover photographs. Browse through a few pages with children, then ask: *What do you think the author will tell you about alligators and crocodiles? How will you confirm your predictions?* Help children understand that they can confirm their predictions as right or wrong by reading the book.

Pages 2-3 Read the *Contents* page aloud. Explain that it lists each part of a book and on which page it starts. Choose one entry and have children use the page number to locate it. Have them confirm that the heading matches the words on the *Contents* page. Pronounce *Words to Know*. Have children repeat them after you. Define each word, and then connect it to children's prior knowledge. Say: *This is my jaw. Where is yours? People are mammals, too. You are a mammal! Have you ever seen a turtle? A turtle is a reptile.*

Pages 4-5 Read the text and discuss the photographs. Have children track the text as you read or echo read with you. Let them speculate about which is the alligator and which the crocodile. Explain that the author will provide clues to help them know for sure which is which.

Pages 6-7 Read these pages together to establish the 2-page text pattern. Explain that the author compares and contrasts the two animals. Remind children that to compare things, we tell how they are alike; to contrast them, we tell how they are different. Invite volunteers to tell how the animals are alike and how they are different. (Alike: both are reptiles, both live in water; different: alligator lives only in fresh water, crocodile can live in fresh or salt water)

Pages 8-17 Point out the word *mammals* on page 9. Explain that often, surrounding words give clues to a word's meaning. Say: *It says crocodiles eat fish, birds, and mammals, so I think mammals must be another kind of animal.* Continue to survey the photos, read the text, and ask comparing questions, such as: *Which has a V-shaped snout?* (crocodile) *Which shows only its upper teeth when its mouth is closed?* (alligator) *Which looks darker?* (alligator) *Which digs a nest near the water?* (crocodile) *Which mother stays with her babies?* (alligator)

Pages 18-24 As you read *Now Do You Know*, stress how it summarizes all the differences between alligators and crocodiles. Review the map key on *What a Surprise* and point out south Florida, then explain how the *Learn More* and *Web Site* information can help readers find out even more about the two animals. Finally, model how to use the *Index* on page 24.

After Reading Prompt personal responses to the book by asking: *Which part of the book do you think was most interesting? Why? What questions do you still have about alligators or crocodiles? Where do you think you could find that information?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also, make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let children do the page with you or independently. Give help where needed. **Answers: Handout** 1. alligator, 2. crocodile, 3. crocodile, 4. alligator, 5. crocodile, 6. alligator, 7. crocodile, 8. alligator. **Assessment** 1. B, 2. C, 3. A, 4. B, 5. D, 6. A, 7. C, 8. A, 9. D, 10. B.

The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Explain to children that antonyms are words that mean the opposite. Display pages 10-11 to give examples. Point out the words *wide/narrow* and *upper/lower*. Next, point to the word *closed* and ask children to name a word that means the opposite (*open*). Then, write on the board one half of some common opposite-pairs, such as *up, big, day, here, old, and sad*. Ask children to supply the antonyms: *down, little, night, there, new, and happy*. Challenge children to suggest other antonym pairs.

Math activity:

Review fact families. Explain that there are three numbers in a fact family, then model making one. Display page 16 and point out the 3 baby alligators and the 1 adult (mother) alligator. Write on the board the two addition and two subtraction problems you can make with the numbers 3 and 1: $3 + 1 = 4$, $1 + 3 = 4$, $4 - 1 = 3$, and $4 - 3 = 1$. Read the problems aloud and have children repeat them after you. Then spread out number cards on a table, face-down. Let children take turns picking three cards at random and make a fact family with them. Give help as needed or allow the entire group to make the fact family from the cards chosen.

Science activity:

Crocodiles can live in both fresh and salt water. Have children discover a visual difference between the two kinds of water. Place two large, clear glasses of water on a table. Add 3 tablespoons of salt to one glass and stir. Let children take turns shining a flashlight through each glass and drawing their observations. (Fresh water glass should be clear; salt water glass should be cloudy) Ask: *What kind of water do you think it would be easier for an animal to see through as it swims underwater?*

Social Studies activity:

Use the map on pages 20-21 to discuss the compass rose. Point to the letters NESW one at a time and explain that they stand for cardinal directions: North, East, South, or West. Say each word aloud as you point to each letter. Then point to letters at random and ask volunteers to tell which direction word it stands for. Point north in your classroom and say: *North*. Place a sticky with the letter N on that wall. Invite children to help you figure out where to put the E, S, and W stickies. Finally, have the class take three steps as you tell them which direction to go, for example: *Go West*.

Arts activity:

Fold green construction paper in half, lengthwise. Model how to draw the shape of an alligator, with a long U-shaped snout, a long tail, and two sturdy legs, using the fold as the alligator's back. Cut out the animal and open the fold to make the dinosaur stand up on its four legs. Then draw or cut out pointy teeth and an eye on each side of the alligator's head. Have children make their own alligators. Give help as needed. Allow children to repeat the activity with a V-shaped snout to create crocodiles.

Handout

Which Animal?

Read each description. Write or cut-and-paste the name of the animal from the Answer Box.

Description	Animal
1. Lives <i>only</i> in fresh water	
2. Is a mix of green, gray, and brown	
3. Has a snout shaped like a V	
4. Looks black as it swims	
5. Has a narrow jaw	
6. Has a snout shaped like a U	
7. Can live in salt water	
8. Has a wide jaw	

Answer Box			
Alligator	Alligator	Alligator	Alligator
Crocodile	Crocodile	Crocodile	Crocodile

Alligator or Crocodile?

Assessment

Circle the letter that best completes the statement or answers the question.

1. An alligator can live in salty water.
 - A. True 😊
 - B. False ☹️

2. A crocodile's snout is shaped like a _____.
 - A. Y
 - B. U
 - C. V
 - D. W

3. An alligator's jaw is wide.
 - A. True 😊
 - B. False ☹️

4. A crocodile has dark skin.
 - A. True 😊
 - B. False ☹️

5. Your jaw is part of your _____.
 - A. leg
 - B. arm
 - C. foot
 - D. mouth

6. A reptile lays eggs.
 - A. True 😊
 - B. False ☹️

Alligator or Crocodile?

7. Which always has the same body temperature?
- A. a reptile
 - B. a bird
 - C. a mammal
 - D. a fish
8. To draw a conclusion, you look at the facts and decide what is true. After reading this book, you can conclude that baby crocodiles have to find their own food.
- A. True 😊
 - B. False 😞
9. From the map on pages 20-21, you can conclude that _____.
- A. there are more alligators than crocodiles in the world
 - B. there are just as many alligators as crocodiles in the world
 - C. there are less crocodiles than alligators in the world
 - D. there are more crocodiles than alligators in the world
10. After reading this book, you can conclude that crocodiles and alligators are both mammals.
- A. True 😊
 - B. False 😞