

# 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](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 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

## Reproducible for Educational Use Only

This guide is reproducible for educational use only and is not for resale. © Enslow Publishers, Inc.

## 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 download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
<b>Alligator or Crocodile? <i>How Do You Know?</i></b>	978-0-7660-3677-2	978-1-59845-234-1
<b>Butterfly or Moth? <i>How Do You Know?</i></b>	978-0-7660-3678-9	978-1-59845-235-8
<b>Frog or Toad? <i>How Do You Know?</i></b>	978-0-7660-3682-6	978-1-59845-236-5
<b>Insect or Spider? <i>How Do You Know?</i></b>	978-0-7660-3681-9	978-1-59845-237-2
<b>Salamander or Lizard? <i>How Do You Know?</i></b>	978-0-7660-3679-6	978-1-59845-238-9
<b>Shark or Dolphin? <i>How Do You Know?</i></b>	978-0-7660-3680-2	978-1-59845-239-6

## Titles in this series can be purchased through all major vendors or directly from:

Enslow Classroom, an imprint of Enslow Publishers, Inc.  
40 Industrial Road, Box 398 Berkeley Heights, NJ 07922-0398  
Phone: 1-800-398-2504 E-mail: [customerservice@enslow.com](mailto:customerservice@enslow.com)  
Web Page: [www.enslowclassroom.com](http://www.enslowclassroom.com) and/or [www.enslow.com](http://www.enslow.com)

---

*Salamander or Lizard?*

## Teacher's Guide for [Salamander or Lizard? How Do You Know?](#)

How can you tell the difference between a salamander and a lizard? Which has wet skin and which has dry skin? In this book, readers discover how to tell the difference. Engaging text and dazzling photographs provide an up-close-and-personal look at the animals to help readers spot how they are alike and how they are different.

**Introduction** Read the title aloud and discuss the cover photographs. Browse through a few pages with children. Then ask: *What do you predict you will learn about salamanders and lizards? 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 that 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 the *Words to Know*. Have children repeat them after you. Define each word and use it in a sentence to clarify meaning.

**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 salamander and which the lizard. Explain that the author will provide clues to help them know for sure which is which.

**Pages 6-7** Point out the word *amphibian* on page 6. Explain that each special, colored word in the book is also defined in *Words to Know*. Ask a volunteer to tell what the word means. Give help as needed. Then read the pages together to establish the 2-page text pattern. Clarify that the author contrasts the animals. Remind children that to contrast things, we tell how they are different. Invite volunteers to tell how these animals are different. (amphibian/reptile; in water and on land/on land only)

**Pages 8-17** Continue to survey the photos, read the text, and ask questions to help children contrast the two animals, such as: *Which likes warm dry places?* (lizard) *Which has soft moist skin?* (salamander) *Which has five toes on all its feet?* (lizard) *Whose eggs have a tough shell?* (lizard) *Which starts as a tadpole?* (salamander)

**Pages 18-24** Read *Now Do You Know* and stress that it summarizes the differences between salamanders and lizards. Share *What a Surprise* and explain that the lizard will grow a new tail. Scan the *Learn More* and *Web Site* information and explain how it 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 page in the book do you think was most interesting? Why?* Invite volunteers to read their favorite passages aloud.

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** (right) **Assessment** 1. B, 2. A, 3. C, 4. B, 5. A, 6. B, 7. D, 8. A, 9. C, 10. A.

S	A	L	A	M	A	N	D	E	R	
T	W	I	I	Z	J	X	W	W	C	
A	A	Z	D	R	Y	M	E	A	O	
D	R	A	Q	W	Z	O	T	T	O	
P	M	R	E	P	T	I	L	E	L	
O	X	D	S	Z	N	S	A	R	Q	
L	S	C	A	L	L	Y	T	N	Q	R
E	S	M	O	O	T	H	D	X	Z	
A	M	P	H	I	B	I	A	N	C	

## 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:**

Ask children to imagine that they are newspaper or TV reporters. They have been sent to investigate and write a story because people have spotted several creatures near the mall and don't know what they are. Ask small groups of children, or have the class work together, to write a fictional news story about the sighting, giving real facts about characteristics that help them conclude that the creature was either a salamander or lizard.

### **Math activity:**

Use the photos in the book to make up simple math problems. Point to the lizard on page 13 and say: *A lizard has 5 toes on each foot. The lizard has 4 feet. How many toes does the lizard have in all? (20)* (Write the problem on the board:  $5 + 5 + 5 + 5 = 20$ ) *A lizard has 2 eyes. Imagine there are 5 lizards. How many eyes in all?* Let children create other problems about lizards and salamanders for classmates to solve.

### **Science activity:**

Remind children that a lizard's dry, scaly skin holds water inside so the animal can live in hot, dry places. Explain that this is an adaptation: a feature that helps an animal survive in its environment. Point to the photo on page 21 and ask: *What adaptation does this lizard have?* Help children understand that being able to grow a body part helps the animal survive. As a group, list other adaptations, such as the hard shells, thick fur, wings, camouflage or blending in, quills, claws, teeth, fins, and the ability to run fast. Ask each child to draw an animal and label its adaptation, such as a bird's wings, giraffe's long neck, crocodile's teeth, cat's claws, turtle's shell, or polar bear's thick, white fur. Give help labeling as needed. Allow time for children to share their work and explain how the adaptation helps the animal survive in its environment.

### **Social Studies activity:**

Remind children that a *need* is something you cannot do without. For example, living things need food. Without it, we cannot survive. Discuss other basic needs, such as water, clothing, shelter, and air to breathe. Explain that animals, like salamanders and lizards, are living things, so they also need food. Ask what other needs they think the animals have. Help children list the needs: air, food, water, and a suitable place to live. Clarify that a habitat must meet an animal's needs. Ask: *Do you think a salamander could survive in the lizard's hot, dry habitat? Why or why not? Would a salamander's moist home under a rock meet your needs? Why or why not?*

### **Arts activity:**

Skim the book with children to review the kinds of places where salamanders and lizards live. Place a long strip of paper on the floor or tape it to a wall. Have children work together to create a mural that includes a salamander and a lizard. Give help as needed to create a dry area in one spot for lizards and a river area in another where salamanders might live. Provide a variety of art media. Encourage a combination of art styles, such as a painted background and draw-and-cut-out objects. Remind children that when working together it is important to communicate with one another and share ideas.

---

*Salamander or Lizard?*

Handout

## Find-a-Word

The box below shows some words from the book.

<b>AMPHIBIAN</b>	<b>REPTILE</b>	<b>WARM</b>	<b>LIZARD</b>	<b>COOL</b>
<b>WETLAND</b>	<b>MOIST</b>	<b>SCALY</b>	<b>SMOOTH</b>	<b>DRY</b>
<b>TADPOLE</b>	<b>WATER</b>	<b>SALAMANDER</b>		

The words are hiding in this puzzle, too. Look across and down.

Find the words and circle them.

<b>S</b>	<b>A</b>	<b>L</b>	<b>A</b>	<b>M</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>E</b>	<b>R</b>
<b>T</b>	<b>W</b>	<b>I</b>	<b>I</b>	<b>Z</b>	<b>J</b>	<b>X</b>	<b>W</b>	<b>W</b>	<b>C</b>
<b>A</b>	<b>A</b>	<b>Z</b>	<b>D</b>	<b>R</b>	<b>Y</b>	<b>M</b>	<b>E</b>	<b>A</b>	<b>O</b>
<b>D</b>	<b>R</b>	<b>A</b>	<b>Q</b>	<b>W</b>	<b>Z</b>	<b>O</b>	<b>T</b>	<b>T</b>	<b>O</b>
<b>P</b>	<b>M</b>	<b>R</b>	<b>E</b>	<b>P</b>	<b>T</b>	<b>I</b>	<b>L</b>	<b>E</b>	<b>L</b>
<b>O</b>	<b>X</b>	<b>D</b>	<b>S</b>	<b>Z</b>	<b>N</b>	<b>S</b>	<b>A</b>	<b>R</b>	<b>Q</b>
<b>L</b>	<b>S</b>	<b>C</b>	<b>A</b>	<b>L</b>	<b>Y</b>	<b>T</b>	<b>N</b>	<b>Q</b>	<b>R</b>
<b>E</b>	<b>S</b>	<b>M</b>	<b>O</b>	<b>O</b>	<b>T</b>	<b>H</b>	<b>D</b>	<b>X</b>	<b>Z</b>
<b>A</b>	<b>M</b>	<b>P</b>	<b>H</b>	<b>I</b>	<b>B</b>	<b>I</b>	<b>A</b>	<b>N</b>	<b>C</b>

---

*Salamander or Lizard?*

## Assessment

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

1. A salamander spends its whole life in water.
  - A. True 😊
  - B. False 😞
  
2. Both salamanders and lizards lay eggs.
  - A. True 😊
  - B. False 😞
  
3. A salamander's skin is \_\_\_\_\_.
  - A. bumpy
  - B. very dry
  - C. slimy
  - D. scaly
  
4. A lizard has \_\_\_\_\_.
  - A. only four toes on its front feet
  - B. five toes on all its feet
  - C. five toes only on its back feet
  - D. only four toes on all its feet
  
5. An amphibian lives in water when it is young.
  - A. True 😊
  - B. False 😞
  
6. An adult salamander is called a tadpole.
  - A. True 😊
  - B. False 😞

---

*Salamander or Lizard?*

7. Land covered by water at least part of the year is called a \_\_\_\_\_.
- A. desert
  - B. ocean
  - C. mountain
  - D. wetland
8. To infer, you use facts PLUS what you know from life. After reading this book, you can infer that not all animal babies look like their parents when they are born.
- A. True 😊
  - B. False 😞
9. You can infer that a lizard might \_\_\_\_\_.
- A. live in the ocean
  - B. hunt elephants
  - C. live in a desert
  - D. fly
10. After reading this book, you can infer that many salamanders have spots on their bodies.
- A. True 😊
  - B. False 😞