

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 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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Shark or Dolphin? <i>How Do You Know?</i>	978-0-7660-3680-2	978-1-59845-239-6

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Shark or Dolphin?

Teacher's Guide for **Shark or Dolphin? How Do You Know?**

Both a shark and a dolphin live in the ocean. They are both large, gray, and eat fish. But how do you know which animal is which? In this book, readers discover some of the many differences between the two animals. Stunning underwater photographs take readers up-close-and-personal to see just how different the animals are!

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 sharks and dolphins? 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 then use each word 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 shark and which the dolphin. 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 live in water, both have backbone; different: shark a fish/dolphin a mammal, shark body temperature changes/dolphin always the same temperature, dolphin mother feeds milk to its baby)

Pages 8-17 Continue to survey the photos, read the text, and ask questions to help children contrast the two animals, such as: *Which has scales?* (shark) *Which has a fluke to help it swim?* (dolphin) *What do gills do?* (take in oxygen from water) *Which is called a calf?* (dolphin) *Which uses clicking sounds?* (dolphin) *How does a shark use smell?* (to find food) Draw attention to the diagram on page 11. Explain that diagrams show parts of things and include labels to help readers better understand the text. Ask: *How does this label help?* (shows what a fluke is)

Pages 18-24 As you read *Now Do You Know*, stress how it summarizes all the differences between sharks and dolphins. Share the *What a Surprise* page and explain that neither of these is a whale, the term is used in the context of an impressive example, as in “a whale of a show.” Scan the *Learn More* and *Web Site* information and tell children that it can help them 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 animal do you think is more interesting? Why? What questions do you still have about sharks or dolphins? 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. pup, 2. gills, 3. calf, 4. shark, 5. lungs, 6. dolphin, 7. fluke, 8. fish, 9. mammal. **Assessment** 1. C, 2. A, 3. B, 4. D, 5. A, 6. C, 7. B, 8. A, 9. D, 10. A.

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 some words have more than one meaning. In this book, *scales* means “hard pieces that cover an animal’s body.” In another book, it might mean “machines for weighing things.” Stress that other words in a sentence give clues to which meaning is used. Read these sentences and have children tell which scales you mean: *We put the heavy suitcases on scales to weigh them. The fish had orange and black scales.* As a group, list a few common multiple-meaning words, such as; fly, insect/use wings; light, not heavy/lamp; pitcher, baseball player/container; rest, relax/the remainder; roll, small bread/turn over and over; row, objects in a line/paddle a boat. Challenge pairs of children to make up sentences to show the differences.

Math activity:

Display page 20 and read aloud the words *longer than*. Explain that the author is comparing the length of objects: a shark and school buses. Give children an opportunity to compare lengths. Cut yarn into various lengths. Place the yarn on a table. Let children take turns finding two pieces of different lengths and identifying which is longer. Encourage children to express the comparison in a sentence, such as: *This piece is longer.* Then give each child four pieces of yarn to put in order by length, from shortest to longest.

Science activity:

Explain that water in oceans goes through the water cycle. First, the Sun warms the liquid water. Some rises as a gas, called *water vapor*. It cools as it goes higher and becomes liquid again. It mixes with dust in the air to form clouds. When clouds become heavy, the water falls back to Earth. Let children create a mini water cycle. Have them pour some water in a clear, plastic glass and cover it tightly with plastic wrap. Secure the wrap with tape. Place the glasses in direct sunlight. Watch over time as some water evaporates, drops of water condense (clouds) on the plastic, and drops fall back into the “ocean” just like raindrops!

Social Studies activity:

Display a globe or world map. Explain that water covers much of Earth and that mapmakers use blue to show water. Earth has rivers, lakes, and other bodies of water. The largest are oceans. Have children find and place a sticky on each of Earth’s oceans. Point out that the climate is different in different places. Ask children to speculate if sharks and dolphins live in every ocean. Discuss their reasoning. Clarify that both species do live all over the world. Many migrate if the water is too cold in winter and swim to places that have warmer weather.

Arts activity:

Invite children to make an undersea mobile. Have them trace the shark and dolphin (pages 4-5) or draw their own. Suggest they also draw other fish to inhabit the scene. Some children may also want to draw seashells or seaweed. Have children cut out the pictures and attach string to each, and then tie the other end of the string to a coat hanger. Help children attach the strings to pictures and to move the strings until each undersea-mobile balances when hung.

Handout

Crack the Code

Use the Code key below to help you figure out each word from the book.

Code Key																
A	C	D	E	F	G	H	I	K	L	M	N	O	P	R	S	U
8	11	5	12	16	14	4	15	7	2	10	9	1	6	3	13	17

1. 6 17 6

2. 14 15 2 2 13

3. 11 8 15 16

4. 13 4 8 3 7

5. 2 17 9 14 13

6. 5 1 15 6 4 15 9

7. 16 2 17 7 12

8. 16 15 13 4

9. 10 8 10 10 8 2

Shark or Dolphin?

Assessment

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

1. A dolphin is a _____.
A. fish
B. reptile
C. mammal
D. amphibian
2. A shark has gills.
A. True 😊
B. False ☹️
3. A dolphin has scales that protect its body.
A. True 😊
B. False ☹️
4. A mother shark _____.
A. stays with her pup for two years
B. feeds her pup milk
C. cares for her calf for six years
D. does not take care of her pup
5. Oxygen is a gas in the air.
A. True 😊
B. False ☹️
6. A dolphin is a mammal that has _____.
A. wings
B. gills
C. lungs
D. long legs

Shark or Dolphin?

7. A shark hunts for its prey by sound.
- A. True 😊
 - B. False 😞
8. To draw a conclusion, you look at the facts and decide what is true. After reading this book, you can conclude that all mammals breathe air.
- A. True 😊
 - B. False 😞
9. From the photo on page 11, you can conclude that _____.
- A. sharks eat dolphins
 - B. dolphins eat sharks
 - C. a dolphin's tail goes from side to side
 - D. dolphins travel in groups
10. After reading this book, you can conclude that a cow is a mammal.
- A. True 😊
 - B. False 😞