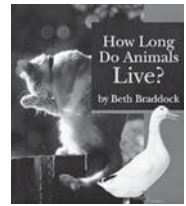


How Long Do Animals Live?

by Beth Braddock



Book Summary

How Long Do Animals Live? makes factual statements about the life spans of a variety of animals.

Features of the Book

- Two lines of text per page.
- Photographs to support the word change on each page.
- The use of a timeline.
- The use of question marks on each page.
- The word “can” to show onset and rime.
- The high frequency words – “can,” “just,” “for,” and “like.”
- The blends – “ch,” “gr,” and “wh.”

Purpose

How Long Do Animals Live? can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** using knowledge of onset and rime to create new words from those in the story;
- S** using a range of punctuation to read expressively;
- S** predicting outcomes from the illustrations;
- S** writing labels for a specific purpose.

Introducing the text

Read the title of the book and the name of the author to the group.

- What do you think the title means?
- What animals might we learn about?
- How long do you think a cat lives for? What about a duck?

Reading the text

- S** Using knowledge of onset and rime to create new words from those in the story.
- S** Using a range of punctuation to read expressively.
- S** Predicting outcomes from the illustrations.

Pages 2 and 3

- What do you think the timeline on the page tells us?

Discuss the scale (years). Predict how long some animals could live for?

- What could live for 80 years?

Discuss the question mark at the end of the first sentence.

- What is its purpose?
- How could we say this sentence so it sounds like we are asking a question?

Practice reading the first line expressively.

Pages 4 to 7 – Compare the animals.

- Why do you think some animals live longer than others?
- Do all animals live to their full age? What things affect an animal's life span?

Page 8 – Compare whales and people.

- What do they have in common? What is different about them?
- Why might they live for the same length of time?

Discuss the exclamation point at the end of the line.

- How would we say this line expressively?

Children now read the book independently.

Revisiting the text

Use the word “can” to revise onset and rime and create new words. List them or use magnetic letters on the board to make the words.

Revise punctuation. Look at the question marks and periods at the end of the sentences.

- When do we use question marks?
- When do we use periods?
- What is the punctuation mark on page 8?
- When do we use exclamation points?

Following Up

S Writing labels for a specific purpose.

Make a timeline of the ages of the people in your family. Draw a picture of each person and write a label to show their age.

Write factual statements comparing the life spans of two animals, for example, “A horse can live longer than a duck.”

B Complete the blackline master opposite.