



# How Do I Move?

Level: A10      Word Count: 30

Little Book of Answers

Curriculum Connection	Energy
Content Vocabulary	bat, cheetah, fish, fly, monkey, penguin, run, slither, snake, swim, swing, waddle
Visual Literacy Element	relationship chart
Critical Thinking	make an inference from a photo and apply it to self
Comprehension Strategy	applying knowledge
High-Frequency Words	a, am, I

## Before Reading

### Prior Knowledge – Discuss the Topic

- Have students say and demonstrate the different ways they can move.
- Say words such as *jump*, *hop*, *roll* and have students demonstrate the movements.
- Discuss which animals they know that move the same way that they do.

- Give each student a copy of the book *How Do I Move?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts the question in this book is, *How*. They are going to read the book to find out the answer to the question. As they read they will find out the different ways some animals move. By looking at the photos they will find out where the animals are when they move this way.
- Discuss the cover photo. Ask questions such as – *What is the name of this animal? Where is it? How does it move? Can fish move in any other ways? Can you swim like a fish?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Invite students to demonstrate the movements as you discuss them. Explain the unfamiliar concepts, for example, *Snakes slither to move. Slither means slide. Snakes can't run like cheetah's because they don't have any legs. Sometimes penguins slide on the ice but when they walk you say they waddle. Waddle means to walk with short steps swaying from side to side.*
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book and adding to the students knowledge and vocabulary.
- Invite the students to name the animals they know. Read the labels to the students to confirm that the animal they have identified is correct. Invite the students to read the labels with you.
- To ensure understanding say things such as: *This animal could be a lion because lions are big cats, but it has different markings to a lion. It's a cheetah. A bat flies like a bird but it isn't a bird. Bats live in dark caves, they mostly come out at night.*
- Have the students look closely at the photos to see where the animals are. Discuss the animal habitats.
- Discuss the relationship chart on page 15. Explain that the relationship between the animal and how it moves is shown by an arrow. Have the students read the chart with you.

## **Read the Book**

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Which animal runs on the grass?*  
*How does a monkey move?*  
*How does a snake move?*  
*Which animal waddles on the ice?*
- Check inferential comprehension by asking these questions:  
*Which other animals can run on the grass?*  
*How else can a monkey get around?*  
*Which animal do you think moves the fastest?*  
*Which animal moves the slowest? Why?*
- Have the students apply the information in the book to other animals? Ask questions such as –  
*Which other animals waddle? What other animals swim in water?*
- Invite volunteers to choose an animal and use the word, *where* to start a question, for example,  
*Where do monkeys swing?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to describe how this girl is moving. Read the instructions to them.
- Ask the students to refer back to all the ways they said they could move before reading the book and now add to that by saying and demonstrating more ways that they can move.

### 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 draw themselves running. Have them write or copy – *I can run fast.*

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Circle how this animal moves.

run

swim

slither

waddle

fly

swing



Complete the sentence.

“I \_\_\_\_\_,” said the fish.

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## Read and Draw

I waddle on the ice.

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