

Who Has Ears Like These?



Level: C8 Word Count: 78

Little Books of Answers

Curriculum Connection	Animals
Content Vocabulary	cat, bigger, biggest, black, brown, ears, elephant, giraffe, lamb, mouse, pink, small, white, zebra
Visual Literacy Element	sequence chart
Critical Thinking	further research
Comprehension Strategy	comparing and contrasting
High-Frequency Words	a, all, an, are, big, has, like, of, than, the, these

C8 Who Has Ears Like These?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss ears. Have the students look at each others ears and describe them. Who has the biggest ears? Who has the smallest ears? Invite the students to talk about the ears of the animals they know. Which animals have big ears? Which animals have small ears? Provide pictures of different animals if necessary for those students with little world knowledge.

- Give each student a copy of the book *Who Has Ears Like These?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out which animals have ears like a given example, to find out how animal ears differ.
- Discuss the cover photo. Ask questions such as – *What animal is this? What do you notice about its ears? Do you know any other animals that has ears like this?*
- 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. Tell the students that the words in the labels are the names of animals. Invite the students to read the labels with you. Discuss the animals' ears.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Look at the size and shape of the animals' ears. What do you notice? The giraffe's ears don't look as big as the lamb ears, but they are because a giraffe is a much bigger animal than a lamb.*
- Discuss the sequence chart on page 15. Explain to the students that the arrows show the direction to go from smallest to biggest. 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.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- 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 if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Which animal has the smallest ears?
Which animal has pink and white ears?
Which animal has ears bigger than a giraffe's ears?
Which animals have black and white ears?
- Check inferential comprehension by asking these questions:
Which animals have ears that look alike? How are they alike?
Would a horse and a zebra have similar size ears?
How are zebra's and lamb's ears different?
Which ears are fluffy?
- Talk to the students about how to compare and contrast things. Say things such as, *When you compare things, you say how they are alike. When you contrast things, you say how they are different.* Have the students revisit all the photos and make as many comparisons and contrasts as they can.
- Invite volunteers to choose one example an animal's ears and ask another question about it, for example, *Which animal has the pointiest ears?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to find out about these animals' ears and compare the size to cats' ears.

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 two animals with different ears. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Complete the sentence.
Draw the picture.

A mouse

Use these words to complete the sentence.
these ears has like

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Read and Draw

A zebra is bigger than a lamb.

An elephant has the biggest ears of all.

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