



What Makes a Tiger Hard to See?

by Louis Capra

Overview

This book shows how coloration helps some animals survive.

Literacy Focus *Word Count: 253 words*

High Frequency Words

green, have, makes, see

Content Words

animals, coverings, tiger, grass, frog lily pad, snowshoe hare, snow, leopard, trees, sea dragon, seaweed, gecko, sand, owl

Reinforcing Decoding Skills

- **Consonant Digraphs:** *wh* (*what, white*)
- **Possessives:** *tiger's, frog's*

- **Compound Words:** *grasslands, seaweed*

Print Conventions

- **Punctuation:** Question marks

Comprehension/ Thinking Skills

- Identifying main ideas and details
- Making inferences
- Comparing and contrasting

Text Features

- Bold-faced type

Writing/Speaking and Listening

- Writing about animals
- Discussing how some animals blend into their surroundings
- Listening for intonation

Observe/Assess

See Retellings on page 170.

Science Focus

Content and Thinking Skills

- Recognizing that protective coloration and resemblance help protect some animals
- Identifying specific animals with protective coloration and resemblance

Background Information

Animals have many ways to protect themselves from predators or to hide from prey. Some have protective armor. Others have features that enable them to blend with their environments. Animals can have body coverings that have colors, shapes, or patterns that make them difficult to see.

Correlation to National Standards Science as Inquiry

Life Science

- Characteristics of Organisms

Science as Inquiry

See Standards Chart on page 216.

Literacy Focus

Set the Scene

Discuss ways that animals can protect themselves. Ask:

How can coloring help protect an animal?

Read and Discuss

Cover and Title Page

Show children the book. Read the title and author's name. Have children look at the cover and title page pictures and offer answers to the title question.

Pages 2-16

Read the text with children. For each animal, ask:

Does it have a color that helps it blend into its environment?

Does it have a body shape that helps it blend?

For each animal, name another environment and ask whether its features would protect it there. For example, say: *Would a frog's skin protect it in a desert?*

Respond

- Write the word *what* on the board. Model reading the /hw/ sound. Then have children read the word *what* with you. Have children find another *wh* word in the book (*white*). Have them say more *wh* words and write them on the board.

wh words	
where	when
why	wheel

- Point out the phrase *tiger's fur* on page 4. Ask children to explain the meaning of 's. Explain that it indicates possession. Have children write possessive phrases by adding 's to the animal names *leopard*, *owl*, and *gecko* and then adding a noun after it.

- Write the word *grasslands* on the board. Have children identify the two words in this compound word and find more compound words in the text (*snowshoe*, *seaweed*).



Context/Picture Clues

Activity Master, page 144

Have children complete the Activity Master, page 144, by writing the name of the environment in which each pictured animal lives.



English Language Learners

Discuss the word *speckled* on page 16. Help children define it, using prior knowledge and the picture of the owl. Have them name speckled objects, such as a bird's egg or a leaf. Have children draw pictures of these or other speckled objects.

Science Focus

Science Concept

Animals can have a variety of physical traits that make them difficult to see in their habitats.

Activities

Find the Animals

Place toy animals around the classroom, making sure to make some blend in with their surroundings. Have children tell which animals were hard to see and why.

Animals and Environments

On slips of paper, write the names of animals featured in the book and the places where they live. Give each child a slip. Have him or her draw the environment or animal named on the slip. Children can then match animals to environments and display the combined pictures on a bulletin board.

Animal Questions

Have pairs of children research information about animals and take turns asking and answering questions about them. Have children indicate their questions with their vocal intonation.



Animal Chart

Activity Master, page 145

Have children complete the Activity Master, page 145, by writing facts about each animal in the chart.

What Makes a Tiger Hard to See?

Write the place in which each animal lives. Use words from the Word Bank.

Word Bank

forest	desert	ocean
pond	mountain	grasslands

1.



2.



3.



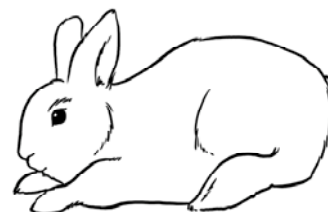
4.



5.



6.



Name _____

What Makes a Tiger Hard to See?

Complete the chart by telling where each animal lives and what makes it hard to see.

Animal	Where It Lives	What Makes It Hard To See
tiger		
frog		
snowshoe hare		
leopard		
sea dragon		
gecko		
owl		

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