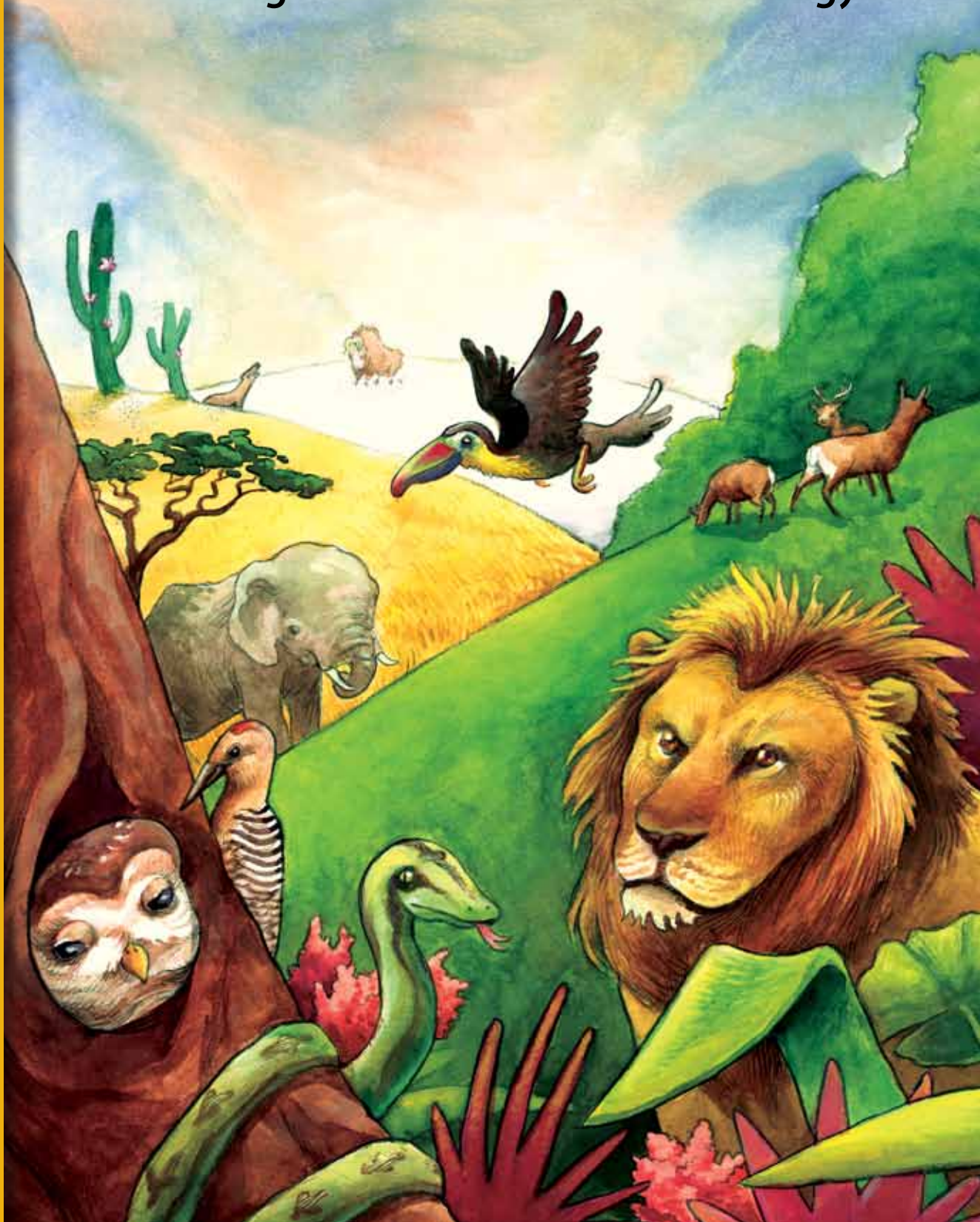


Animals and Habitats

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 1



Animals and Habitats

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand
GRADE 1

Core Knowledge Language Arts[®]
New York Edition



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Table of Contents

Animals and Habitats

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Animals and Habitats</i>	v
Introduction to <i>Animals and Habitats</i>	1
Lesson 1: What Is a Habitat?	12
Lesson 2: Animals of the Arctic Habitat.	22
Lesson 3: Animals of the Sonoran Desert Habitat.	35
Lesson 4: Animals of the East African Savanna Habitat	48
Lesson 5: Animals of the Temperate Deciduous Forest Habitat	60
Pausing Point	75
Lesson 6: Animals of the Tropical Rainforest Habitat.	79
Lesson 7: Animals of the Freshwater Habitat	92
Lesson 8: Animals of the Saltwater Habitat	104
Lesson 9: Habitat Destruction and Endangered Species	116
Domain Review	126
Domain Assessment	129
Culminating Activities	132
Appendix	135

Alignment Chart for Animals and Habitats

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Animals and Habitats

Lesson

	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain what a habitat is	✓	✓	✓						
Explain why living things live in habitats to which they are particularly suited	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the characteristics of the Arctic tundra habitat		✓							
Identify the characteristics of the Arctic Ocean habitat		✓							
Explain how Arctic animals have adapted to the Arctic tundra and Arctic Ocean habitats		✓							
Identify the characteristics of the desert habitat			✓						
Explain how desert animals have adapted to the desert habitat			✓						
Classify animals on the basis of the types of food that they eat (herbivore, carnivore, omnivore)			✓	✓	✓	✓	✓		
Identify the characteristics of the grassland habitat				✓					
Explain how grassland animals have adapted to the grassland habitat				✓					
Match specific plants and animals to their habitats				✓					
Identify the characteristics of the temperate deciduous forest habitat					✓				
Explain how temperate deciduous forest animals have adapted to the temperate deciduous forest habitat					✓				
Identify the characteristics of the tropical rainforest habitat						✓			
Explain how tropical rainforest animals have adapted to the tropical rainforest habitat						✓			
Classify water habitats as either freshwater or saltwater habitats							✓	✓	

Alignment Chart for Animals and Habitats

Lesson

	1	2	3	4	5	6	7	8	9
Identify the characteristics of the freshwater habitat							✓		
Explain that salt water covers most of Earth and is found in oceans								✓	
Identify and locate the oceans of the world on a globe: Arctic, Pacific, Atlantic, Indian, Southern								✓	
Describe the landscape of the ocean floor								✓	
Describe ocean life as very diverse								✓	
Match saltwater plants and animals to the saltwater habitat								✓	
Identify the characteristics of the bald eagles' habitat									✓
Explain why and how habitat destruction can cause extinction									✓

Reading Standards for Informational Text: Grade 1

Key Ideas and Details

STD RI.1.1	Ask and answer questions about key details in a text.	
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓
Craft and Structure		
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions	✓

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.									
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓	✓	✓	✓			✓		
STD RI.1.8	Identify the reasons an author gives to support points in a text.									
CKLA Goal(s)	Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud									✓
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓		✓	✓	✓	✓			
Range of Reading and Level of Text Complexity										
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3									✓
Writing Standards: Grade 1										
Text Types and Purposes										
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.									
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure							✓		
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds	✓								
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓			✓	

**Alignment Chart for
Animals and Habitats**

Lesson

1	2	3	4	5	6	7	8	9
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Speaking and Listening Standards: Grade 1

Comprehension and Collaboration

STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age									
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud									
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud									

Presentation of Knowledge and Ideas

STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly									
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings									

**Alignment Chart for
Animals and Habitats**


Lesson

		1	2	3	4	5	6	7	8	9
STD SL.1.6	Produce complete sentences when appropriate to task and situation.									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation									
Language Standards: Grade 1										
Vocabulary Acquisition and Use										
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.									
CKLA Goal(s)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent									
	Provide examples of common synonyms and antonyms									
STD L.1.5b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).									
CKLA Goal(s)	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)									
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)									
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases									
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)									

**Alignment Chart for
Animals and Habitats**

Lesson

	1	2	3	4	5	6	7	8	9
Additional CKLA Goals									
Prior to listening to an informational read-aloud, identify what they know about a given topic		✓	✓	✓				✓	✓
While listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction			✓						
Identify new meanings for familiar words and apply them accurately			✓		✓				
Share writing with others		✓							
Use frequently occurring conjunctions, such as <i>but</i>						✓			

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Animals and Habitats

This introduction includes the necessary background information to be used in teaching the *Animals and Habitats* domain. The *Tell It Again! Read-Aloud Anthology for Animals and Habitats* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One						
Day 1	#	Day 2	Day 3	Day 4	#	Day 5
Lesson 1A: "What is a Habitat?" (40 min.)		Lesson 2A: "Animals of the Arctic Habitat" (40 min.)	Lesson 3A: "Animals of the Sonoran Desert Habitat" (40 min.)	Lesson 4A: "Animals of the East African Savanna Habitat" (40 min.)		Lesson 5A: "Animals of the Temperate Deciduous Forest Habitat" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.		60 min.

Week Two						
Day 6	# ⑩	Day 7	Day 8	Day 9	Day 10	⑩
Pausing Point (60 min.)		Lesson 6A: "Animals of the Tropical Rainforest Habitat" (40 min.)	Lesson 7A: "Animals of the Freshwater Habitat" (40 min.)	Lesson 8A: "Animals of the Saltwater Habitat" (40 min.)	Lesson 9A: "Habitat Destruction and Endangered Species" (40 min.)	
		Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.		60 min.	60 min.	60 min.	60 min.	

Week Three					
Day 11	#	Day 12	# ⑩	Day 13	#
Domain Review (60 min.)		Domain Assessment (60 min.)		Culminating Activities (60 min.)	
60 min.		60 min.		60 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Animals and Habitats*
- *Tell It Again! Image Cards* for *Animals and Habitats*
- *Tell It Again! Supplemental Guide* for *Animals and Habitats*

*The *Tell It Again! Multiple Meaning Word Posters* and the *Tell It Again! Posters* for *Animals and Habitats* are located at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Animals and Habitats Are Important

This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain.

In later grades, students will build upon the knowledge of habitats and animals that they will have gained from listening to and discussing the read-alouds in this domain. The concepts and factual information that they learn now will serve as the basis

for later, in-depth understanding of increasingly detailed and sophisticated biological taxonomies, the interdependence of all of nature and its fragile balance, and an appreciation of the role that human beings must assume to protect the world in which they live.

What Students Have Already Learned in Core Knowledge Language Arts during Kindergarten

The following Kindergarten domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Animals and Habitats*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Plants

- Explain that there are many different kinds and sizes of plants
- Explain that different kinds of plants grow in different environments
- Explain that plants are living things
- Describe what plants need to live and grow: food, water, air, and sunlight
- Identify the root, stem, leaf, flower, and seed of a plant
- Explain that roots anchor the plant and take in water and nutrients
- Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- Explain that the plant makes its food in the leaves
- Explain the basic life cycle of plants
- Compare and contrast deciduous and evergreen plants

Farms

- Identify needs of farm animals: food, water, and space to live and grow
- Match pictures and/or names of farm animal babies to their adult parents
- Describe how farm animal babies need to be fed and cared for by their parents or people

Seasons and Weather

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as more temperate, transitional seasons
- Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring; etc.)
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
- Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons

Taking Care of the Earth

- Explain that Earth is composed of land, water, and air
- Identify examples of land, water, and air from their own environments
- Understand that humans, plants, and animals depend on Earth's land, water, and air to live
- Explain that humans generate large amounts of garbage, which must be disposed of
- Sequence what happens to garbage from its creation to being dumped in the landfill
- Explain that natural resources are things found in nature that are valuable and of great importance to people
- Recognize the phrase "Reduce, reuse, recycle!" and explain how doing these three things can help conserve natural resources
- Explain that land, air, and water all suffer from different types of pollution, and most types of pollution are caused by human activities

- Identify sources of air pollution, including cars and electricity produced by coal-fired power plants
- Compare and contrast fresh water, salt water, and wastewater
- Explain that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth
- Identify sources of water pollution, including factory waste and garbage

Core Vocabulary for Animals and Habitats

The following list contains all of the core vocabulary words in *Animals and Habitats* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all of the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

habitat

living

shelter

survive

Lesson 2

adapted

burrow

exposed

tundra

Lesson 3**camouflage**

carnivore

herbivores

nocturnal

omnivore

scavenger

Lesson 4

coexist

hardy

predators

prey

prickly**Lesson 5**

climate

hibernate

species

store

temperate

territory

Lesson 6**canopy**

colonies

dense

humid

patterns

Lesson 7

amphibious

float

freshwater

gills

Lesson 8

plankton

regeneration

shallow

slopes

valleys


Lesson 9**destroy**

endanger


endangered species

extinction

Student Performance Task Assessments


In the *Tell It Again! Read-Aloud Anthology for Animals and Habitats*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Animals and Habitats*, there are numerous opportunities in the lessons and Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: .

Recommended Resources for Animals and Habitats

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, in the Pausing Point, and in the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *About Birds: A Guide for Children*, by Cathryn Sill and illustrated by John Sill (Peachtree Publishers, 1997) ISBN 978-1561451470
2. *Afternoon on the Amazon (Magic Tree House, No. 6)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1995) ISBN 978-0679863724
3. *The Arctic Habitat*, by Mary Aloian and Bobbie Kalman (Crabtree Publishing Company, 1998) ISBN 978-0778729815
4. *Buffalo Before Breakfast (Magic Tree House, No. 18)*, by Mary Pope Osborne and Sal Murdocca (Random House, 1999) ISBN 978-0679890645
5. *Cactus Hotel (An Owlet Book)*, by Brenda Z. Guiberson and Megan Lloyd (Henry Holt and Company, 1993) ISBN 978-0805029604
6. *Can We Share the World with Tigers?* by Robert E. Wells (Albert Whitman & Company, 2012) ISBN 978-0807510551
7. *Dark Day in the Deep Sea (Magic Tree House, No. 40)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2009) ISBN 978-0375837326
8. *Desert Giant: The World of the Saguaro Cactus (Tree Tales)*, by Barbara Bash (Sierra Club Books for Children, 2002) ISBN 978-1578050857

9. *Dingoes at Dinnertime (Magic Tree House, No. 20)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890669
10. *Dolphins and Sharks: A Magic Tree House Research Guide*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2003) ISBN 978-0375823770
11. *Dolphins at Daybreak (Magic Tree House, No. 9)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1997) ISBN 978-0679883388
12. *Eve of the Emperor Penguin (Magic Tree House, No. 40)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2008) ISBN 978-0375837333
13. *Good Morning, Gorillas (Magic Tree House, No. 26)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2002) ISBN 978-0375806148
14. *The Great Kapok Tree: A Tale of the Amazon Rainforest*, by Lynne Cherry (Voyager Books, 2000) ISBN 978-0152026141
15. *Here Is the African Savanna (Web of Life)*, by Madeleine Dunphy (Web of Life Children's Books, 2006) ISBN 978-0977379521
16. *Here Is the Coral Reef (Web of Life)*, by Madeleine Dunphy (Web of Life Children's Book, 2006) ISBN 978-0977379545
17. *How to Hide an Octopus and Other Sea Creatures (All Aboard Book)*, by Ruth Heller (Grosset and Dunlap, 1992) ISBN 978-0448404783
18. *I See a Kookaburra!: Discovering Animal Habitats Around the World*, by Steve Jenkins and Robin Page (Houghton Mifflin, 2005) ISBN 978-0618507641
19. *Koala Lou*, by Mem Fox and illustrated by Pamela Lofts (Voyager Books, 1989) ISBN 978-0152000769
20. *Life in a Pond (Pebble Plus: Living in a Biome)*, by Carol K. Lindeen (Capstone Press, 2003) ISBN 978-0736834025

21. *Life in a Wetland (Living in a Biome)*, by Carol K. Lindeen (Capstone Press, 2006) ISBN 978-0736834056
22. *Lions at Lunchtime (Magic Tree House, No. 11)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 978-0679883401
23. *Magic Tree House Fact Tracker #26: Pandas and Other Endangered Species*, by Mary Pope Osborne, Natalie Pope Boyce, and illustrated by Sal Murdocca (Random House Books for Young Readers, 2012) ISBN 978-0375870255
24. *Penguins and Antarctica (Magic Tree House Research Guides)*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2008) ISBN 978-0375946646
25. *Polar Bears and the Arctic (Magic Tree House Research Guide)*, by Mary Pope Osborne and Natalie Pope Boyce (A Stepping Stone Book, 2007) ISBN 978-0375832222
26. *Polar Bears Past Bedtime (Magic Tree House, No. 12)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 978-0679883418
27. *Rain Forests (Magic Tree House Research Guide)*, by Will Osborne and Mary Pope Osborne (A Stepping Stone Book, 2001) ISBN 978-0375813559
28. *Sea Monsters: A Nonfiction Companion to Dark Day in the Deep Sea*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2008) ISBN 978-0375846632
29. *Snakes Are Hunters (Let's-Read-and-Find-Out Science, Stage 2)*, by Patricia Lauber (HarperTrophy, 1989) ISBN 978-0064450911
30. *Starfish (Let's-Read-and-Find-Out-Science)*, by Edith Thacher Hurd and illustrated by Robin Brickman (HarperTrophy, 2000) ISBN 978-0064451987
31. *Tigers at Twilight (Magic Tree House, No. 19)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1999) ISBN 978-0679890652

32. *Un Habitat de Bosque Tropical*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2007) ISBN 978-0778783572
33. *What is a Carnivore?*, by Bobbie Kalman (Crabtree Publishing Company, 2008) ISBN 978-0778732945
34. *What is Hibernation?*, by John Crossingham and Bobbie Kalman (Crabtree Publishing Company, 2002) ISBN 978-0865059641
35. *Who Eats What? Food Chains and Food Webs (Let's-Read-and-Find-Out-Science, Stage 2)*, by Patricia Lauber and Holly Keller (HarperTrophy, 1994) ISBN 978-0064451307
36. *Why do Animals Migrate?*, by Bobbie Kalman (Crabtree Publishing Company, 2009) ISBN 978-0778733034

Websites and Other Resources

Student Resources

1. **Animal Habitat Game**
http://funschool.kaboose.com/preschool/amazing-animals/games/game_animal_homes.html
2. **Continent and Ocean Matching Game**
http://www.sheppardsoftware.com/world_GO_Click.html
3. **Ocean Habitats**
http://kids.nationalgeographic.com/kids/photos/oceans/#/tierradelfuego-745734_15601_600x450.jpg

Teacher Resources

4. **Arctic Tundra Photographs**
<http://www.arcticphoto.co.uk/gallery2/arctic/landscape/tundra/tundra.htm>
5. **Endangered Animals**
http://www.sheppardsoftware.com/content/animals/kidscorner/endangered_animals/whats_the_problem.htm
6. **Museum of Natural History**
<http://www.amnh.org>