



Predator and Prey

1 Look at the contents pages. Which section do you think sounds the most interesting? What information do you think it will contain? On what pages will you find it?

Common Core State Standards (Reading: Informational text): RI.3.5, RI.3.6, RI.4.1

2 Look at pages 6 and 7, and explain why it is important that honey badgers have thick skin. What helped you find this information?

Common Core State Standards (Reading: Informational text): RI.3.1, RI.3.5, RI.3.8, RI.4.1, RI.4.8

3 What is the purpose of the images on pages 22–23?

Common Core State Standards (Reading: Informational text): RI.3.7, RI.4.7, RI.4.8

4 Look at page 31. What is the shared purpose of the facts in the sidebar?

Common Core State Standards (Reading: Informational text): RI.3.1, RI.4.1, RI.3.8

5 Look at page 33. What does the map show? How does it show this?

Common Core State Standards (Reading: Informational text): RI.3.7, RI.4.7

6 Why is there a picture of a motorcycle on page 34?

Common Core State Standards (Reading: Informational text): RI.3.1, RI.3.7, RI.4.1, RI.4.7

7 Read all the information in the book about echolocation. What does the drawing on page 39 show? Does this help you understand echolocation? Why is that?

Common Core State Standards (Reading: Informational text): RI.3.1, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.4.1, RI.4.4, RI.5.1, RI.5.4

8 Write down two quotations that explain what camouflage is. How did you find them?

Common Core State Standards (Reading: Informational text): RI.3.1, RI.3.4, RI.3.5, RI.4.1, RI.4.4, RI.5.1, RI.5.4

9 This book uses different structural devices for its text. Name two, other than the body text.

Common Core State Standards (Reading: Informational text): RI.3.5, RI.4.5

10 Using no more than three sentences, write a summary of this book that could be used as a blurb on its back cover or its online listing.

Common Core State Standards (Reading: Informational text): RI.3.2, RI.4.2, RI.5.2

8 The student should note down two accurate quotations that help explain camouflage. These may or may not be full sentences. It is likely that one will be from the glossary. For example: "camouflage: using coloring or covering to match the surroundings" (from the glossary) "out of sight" (from the section heading on page 18) "Camouflage helps lessen the chance that a predator will see its prey." (from page 18) "This camouflage makes it harder for predators like polar bears, arctic foxes, snowy owls, and wolverines to see them." (from page 19) The students should identify that they found their quotations using the glossary and the index and/or contents.

9 Students could identify sidebars, fact boxes, captions, and/or labels.

10 The student's answer doesn't need to be nuanced but should accurately summarize the book in up to three sentences, acknowledging its inclusion of both predators and prey. The form of the summary should show some understanding of the form of a blurb. For example: "Animals can both hunt and be hunted. This book explains how!"

Answers

- 1 Students' answers will be subjective but should infer the content of the section reasonably accurately and give its page number.
- 2 Their thick skin protects honey badgers from venom. Students should acknowledge that the paragraph heading (Honey Badgers), and possibly the image, helped them find the correct information.
- 3 The images show examples of animals using camouflage to blend into their surroundings.
- 4 They are all examples of ways in which cape buffalo are not easy prey.
- 5 The map shows the areas in sub-Saharan Africa where hippos live. It does this by showing them colored green.
- 6 The picture illustrates the text below it, which explains that leopard seals can weigh as much as a big motorcycle.
- 7 The drawing shows how a bat's sounds spread until they reach a moth, and then bounce back toward the bat. The student may or may not find this useful but should justify their response. (For example: The drawing shows me the movement of sound from both the bat and the moth, using different colors to show the different reactions in which it moves. / The drawing is not labeled, and the lines suggesting sound waves overlap and seem to suggest sound being made by, rather than bouncing back from, the moth.)