SUMMARY This book presents unexpected animals that are now making their homes in cities—raptors, alligators, bats, and even tropical parrots in Brooklyn, New York. It explains how and why these animals have located to urban areas and gives readers a good connection to the week’s focus of how plants and animals have adapted to solve problems.

LESSON VOCABULARY
- abundance
- emerge
- loom
- populous
- raptors
- thriving
- traipsing
- vivid

INTRODUCE THE BOOK
INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and the author of Animals of the Concrete Jungle. Ask them to describe animals they have seen in cities—perhaps squirrels, pigeons and other birds, raccoons, even rats. Have them look at the cover and predict the kinds of animals this book may be about.

BUILD BACKGROUND Tell students that animals that once lived only in wild areas sometimes move into cities and suburbs. Invite them to think about why this might happen. For example, rural and wild areas are being turned into housing developments and shopping centers, which may leave animals without places to live.

PREVIEW/USE TEXT FEATURES Ask students to leaf through the pages and look at the photos. Based on these images, what can they tell about the kinds of animals that will be discussed in this book? What do the photos that appear at the bottom of most pages suggest about the setting for this book?

READ THE BOOK
SET PURPOSE Have students set a purpose for reading Animals of the Concrete Jungle. Their knowledge of animals usually found in urban areas and those that would seem foreign to cities should guide this purpose. Suggest that students think about how the animals pictured reflect different parts of the United States.

STRATEGY SUPPORT: ASK QUESTIONS Explain that text structure is the organizational pattern in which a selection is put together. Animals of the Concrete Jungle, an example of expository nonfiction, both tells a story and informs. Its structure includes photos and captions to make information easy to find and read.

COMPREHENSION QUESTIONS
PAGE 3 Why are cities sometimes called “concrete jungles”? (because they have so much concrete in sidewalks and streets)

PAGE 5 Name two kinds of birds that are known as raptors. (hawks and falcons)

PAGE 8 What is one reason the people of Austin, Texas, might hold a festival each August for their Mexican free-tailed bats? (the bats eat so many mosquitoes)

PAGE 11 The wealth of food in a city lures which three kinds of wild animals? (deer, bears, raccoons)

PAGE 16 What is the ratio of alligators to humans in Florida? (1 alligator to every 18 humans)
REVISIT THE BOOK

READER RESPONSE
1. The main idea is that animals are living inside cities, often far from their native habitats. Details: Mexican free-tailed bats live in the middle of downtown Austin, Texas; raptors have settled into big cities with tall buildings; monk parakeets live in places like Brooklyn, New York.

2. Possible response: The first sentence states that coyotes are suited to city life, so I knew that the paragraph would be about coyotes that live in cities.

3. Sentences will vary but must use three vocabulary words correctly.

4. Responses will vary depending on where students live.

EXTEND UNDERSTANDING Ask students to carefully study the close-up photos of Pale Male on the cover and of his nest on pages 4–5. Discuss what students know about hawks that suggests why Pale Male might be shown near a skyscraper and why he built his nest on a twelfth-floor ledge.

RESPONSE OPTIONS
WRITING Ask students to write a letter to someone who lives in a rural area telling that person about the animals that have been spotted living in cities. Have students explain how each animal has adapted to its urban habitat.

ELL Have students draw a picture of an urban animal they may have seen when they visited or lived in another country.

SCIENCE CONNECTION
Tell students that scientists study ways that wild animals adapt to new urban habitats. Direct them to pages 12–13, which tell about the decline and recovery of the cougar, or mountain lion, population. Ask what other species of animals seem suited to survival in cities.

Skill Work

TEACH/REVIEW VOCABULARY
Have students create bookmarks on which they can list new words they discover while reading. On the bookmarks they may write their names, the book title, the new words, and the page numbers on which the words appeared. After reading, ask students to share their words with the class.

TARGET SKILL AND STRATEGY

MAIN IDEA AND DETAILS Remind students that main idea is the most important idea about a story, paragraph, or passage. It is the answer to the question “What is it all about?” Details that support the main idea tell the reader more about that idea. Model: Animals of the Concrete Jungle is all about animals that are living inside cities, often far from their native habitats. What are some of the details that back up this main idea?

TEXT STRUCTURE The author of Animals of the Concrete Jungle has organized the text by groups of animals. Animals that fly are written about first. Then the author writes about animals that live on land. Finally, she writes about alligators, which as amphibians live on both land and in the water. Recognizing the structure of a text is another way to aid comprehension.

ADDITIONAL SKILL INSTRUCTION

FACT AND OPINION A statement of fact can be proved true or false by consulting reference books and using other evidence. An opinion is a judgment or belief that cannot be proven true or false. Tell students that nonfiction books such as Animals of the Concrete Jungle are likely to contain statements of fact. Invite students to identify a fact from the book and a reference source for verifying that fact. Then ask them to make statements of opinion about the book.
Main Idea and Details

- The **main idea** is the most important idea about a paragraph, passage, or story.
- **Details** are pieces of information that tell more about the main idea.

**Directions**  Read the following passage. Then answer the questions below.

In the mid-1950s, the American alligator was nearly extinct due to hunting. In 1962, Florida passed a law that banned the hunting of American alligators. In 1970, a much stronger federal law made it a federal offense to ship illegally hunted alligators across state lines. As a result, the population of these reptiles has increased over the years. Today, alligators are a common sight throughout Florida. They’ve even turned up at popular amusement parks! More than one million alligators now live in Florida, where more than 18 million people live.

1. Use three to five words to tell what this passage is about.

2. What is the main idea of the passage?

3–4. What are two details that tell more about the main idea?

5–7. Imagine you are telling people about the book *Animals of the Urban Jungle*. Write below the main idea of what you would tell them and then add two details to support the main idea.

**Main Idea:**

**Details:**
## Vocabulary

**Directions** Write the word from the box that matches each definition below.

<table>
<thead>
<tr>
<th>___abundance</th>
<th>___emerge</th>
<th>___loomed</th>
<th>___populous</th>
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<tbody>
<tr>
<td>___raptors</td>
<td>___thriving</td>
<td>___traipsing</td>
<td>___vivid</td>
</tr>
</tbody>
</table>

1. ____________ strikingly bright; brilliant
2. ____________ much more than enough
3. ____________ growing rich or strong
4. ____________ full of people or animals
5. ____________ appeared as a threatening shape
6. ____________ walking about aimlessly or carelessly
7. ____________ to come into view or come out
8. ____________ birds that live by hunting small animals

9–10. **Directions** Write two sentences about urban animals from the book. Use as many vocabulary words as you can.

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