SUMMARY
Students read about behaviors that are unique to specific animals.

VOCABULARY
Concept Words
- eagles
- special
- sharks
- cheetahs
- kangaroos
- chameleons

INTRODUCE THE BOOK
BUILD BACKGROUND
Have students discuss behaviors specific to animals. Ask students to name different animals and a characteristic that is special to a particular animal. For example, cats have the ability to see well in the dark.

ELL Review with students the names of the animals in the book. Show a picture of each and talk about what students know about each animal.

PREVIEW
Invite students to take a picture walk to preview the text and illustrations. Discuss with students the animal on each page and its special behavior.

READ THE BOOK
SET PURPOSE
Ask students to set a purpose for reading. Have them think about how each animal’s behavior makes it special.

COMPREHENSION QUESTIONS
PAGE 4
What makes rescue dogs different from any other dogs? (Possible responses: They are trained to find people; their sense of smell is used to help others.)

PAGE 6
What is special about a cheetah? (It is the fastest animal on land.)

PAGE 8
Why do you think the chameleon changes color? (Possible responses: to hide from enemies; to trick prey into approaching)

TEXT-TO-WORLD QUESTION
What other animals do you know of that have some of the same behaviors mentioned in the book?

REVISIT THE BOOK
READER RESPONSE
Answers
1. Responses will vary.
2. Responses will vary but should reflect thought and understanding of the animal’s behaviors.
3. Responses will vary but should refer to a behavior of the animal.

EXTEND UNDERSTANDING
Review the behaviors that are unique to the animals in the book. Explain that there are traits that are unique to people as well, such as the ability to reason and to use logic. Discuss with students how and why this is an important trait to people.

RESPONSE OPTIONS
ART
Have students discuss the animal behaviors mentioned in the book. Ask students which of these animal behaviors they would like to have and to then draw a picture of themselves behaving that way. Encourage students to write a caption for their illustration.

SOCIAL STUDIES CONNECTION
Have students suggest a list of silly unique behaviors or talents that people have, such as the longest tongue, the highest jump, or the quietest whisper. Have them survey their classmates to find out special talents others may have.

GRAPHIC ORGANIZER, PAGE 48
Have students complete the chart with behaviors unique to the animals in the book. Students can fill in the last three boxes with animals that are or are not in the book. (Responses: eagle—flies high and fast; rescue dog—smells far away and finds missing people; shark—swims deep and fast; and so on)
Fill in the boxes with behaviors that make each animal special. Fill in the last three boxes with animals of your choice.

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<thead>
<tr>
<th>Animal</th>
<th>Behavior</th>
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<tbody>
<tr>
<td>eagle</td>
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<td>rescue dog</td>
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<td>shark</td>
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