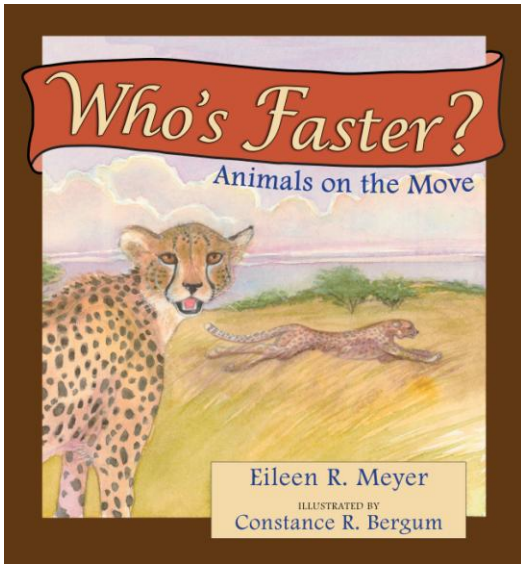
An K-5 CCSSI Annotated Activity Guide for

Who's Faster? Animals on the Move



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A Table of Contents

All over the world, animals are on the move. They seek shelter, hunt prey and flee from danger. Some animals crawl slowly. Some animals trot quickly. And some animals race at fantastic speeds. How fast are some of these animals? And who's faster?

~ Eileen Meyer

Who Am I? – An Identification Matching Game……3

Bar Graphing – MPH……9

Line Graphing – KPH ……11

Graphing Observations……13

Habitat and Physicality Classification……14

Answer guide – Graphing Observations……21

Answer guide – MPH Graph……22

Answer guide – KPH Graph……23

Acknowledgments……24

Note: *Who's Faster? Animals of the Move* meets the CCSSI criteria as being an Informational Text: Literary Non-Fiction which includes science and information displayed in graphs, charts, or maps.

Who am I? An Identification Matching Game

Objectives: Through the use of manipulative cards, the child will match the pictures of animals featured in *Who's Faster? Animals on the Move* with definition cards.

CCSSI Annotation:

- KRL: Range of Reading and Level of Text Complexity
  10. Actively engage in group reading activities with purpose and understanding.
- KRI: Integration of Knowledge and Ideas
  7. With prompting and support, describe the relationship between illustrations and the text in which they appear.
- 1RI: Integration of Knowledge and Ideas
  7. Use illustrations and details in a text to describe its key ideas.
- 2RL: Integration of Knowledge and Ideas
  7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, plot and setting.

Materials:

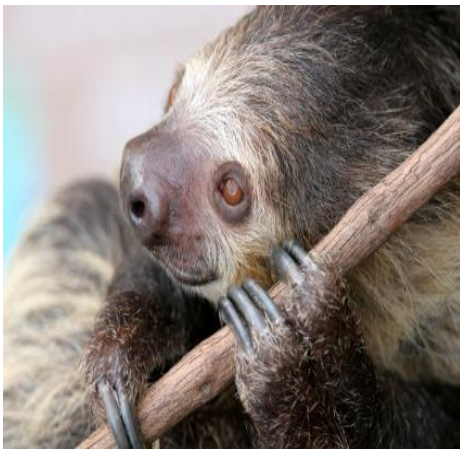
- *Who's Faster? Animals on the Move*
- Cardstock
- Scissors

Teacher Prep:

- Print pages 4 to 8 on cardstock.
- Trim photo cards and definition cards with scissors.

Procedure:

- Lay photo cards out in a horizontal row.
- Read definition cards and match them beneath the correct photo card.
- Check your work using *Who's Faster? Animals on the Move* as a guide.



sloth

I am furry. I dig and drag myself across the rain forest floor.

Who am I?

deer mouse

I have thin whiskers. I skitter and scamper through the woods

Who am I?

black mamba

I slither on the rocky savanna, scouting for my midday meal.

Who am I?

elephant

I am pearl grey. I thunder across the parched plain.

Who am I?

human

I run in perfect rhythm down a cinder track.

Who am I?

grizzly bear

I am silver-tipped and bolt through the brush.

Who am I?

giraffe

I am chestnut-patched and gallop about the woodlands.

Who am I?

porpoise

I cruise the cold northern seas in schools.

Who am I?

ostrich

I have shaggy feathers and take off in a two-toed trot.

Who am I?

gazelle

I migrate over short-grass plains.

Who am I?

pronghorn antelope

I have a buff-tail and dash in the desert.

Who am I?

sailfish

I am silver-blue and slice through turquoise waters.

Who am I?

cheetah

I am speckled and sprint across open country.

Who am I?

peregrine falcon

I rule my brilliant, blue kingdom.

Who am I?

Bar Graphing: Miles per Hour

Objectives: The child will record the measure of speed of the animals featured in *Who's Faster? Animals on the Move* using the miles per hour measure and seriating from the fastest to the slowest animal.

CCSSI Annotation:

- 2MD: Represent and Interpret Data
  10. Draw a picture graph and a bar graph (with single-unit scale) to 10 represent a data set with up to 4 categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
- 3MD: Represent and Interpret Data
  3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" using information presented in the bar graph.
- 4RI: Integration of Knowledge and Ideas
  7. Interpret information presented visually, orally, or quantitatively (e.g. , in charts, graphs, diagrams, time lines, animations, on Web pages) and explain how the information contributes to the understanding of the text in which it appears.

Materials:

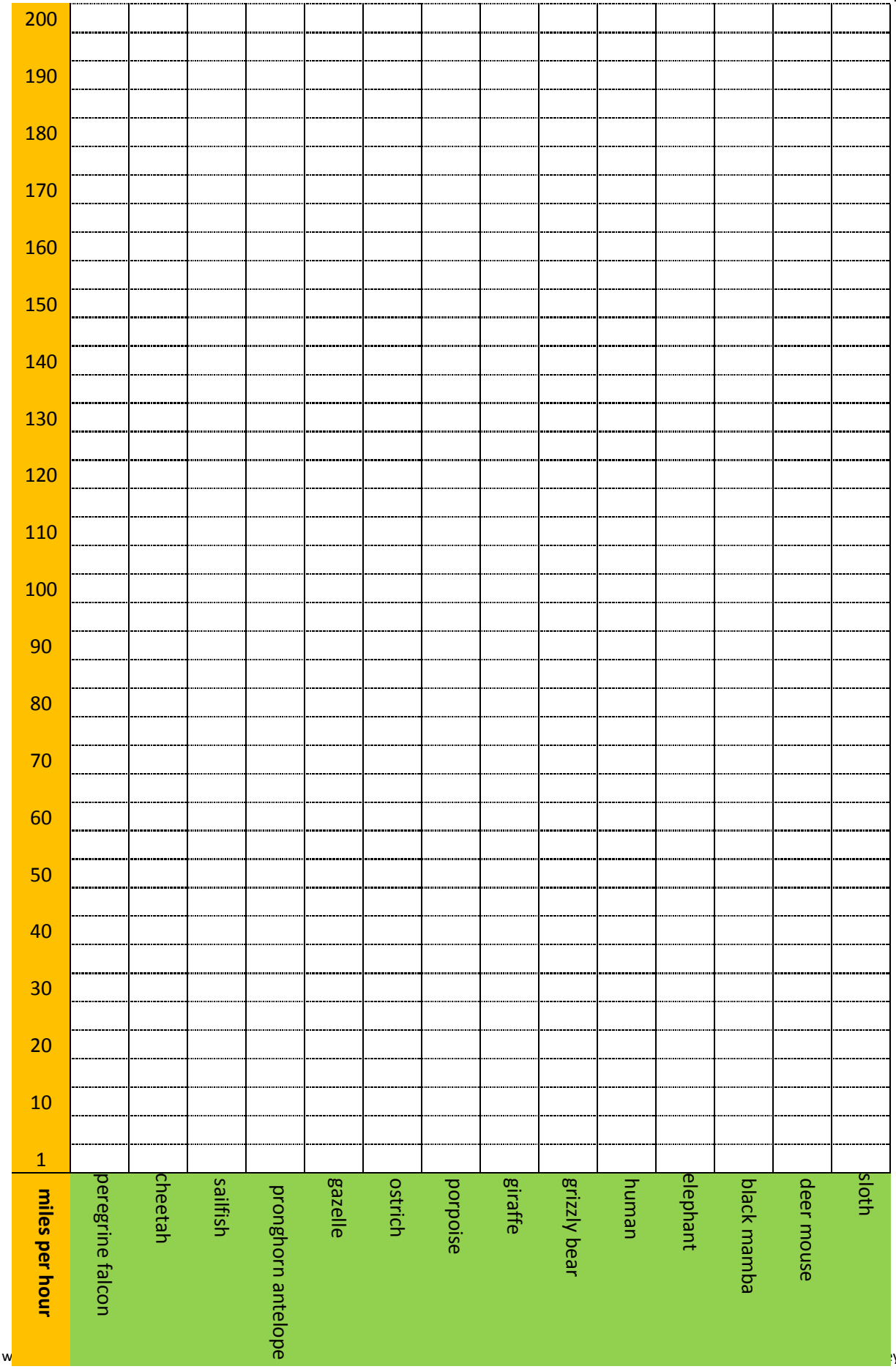
- *Who's Faster? Animals on the Move*
- The graph printed on page 10
- Pencils or markers

Teacher Prep:

- Print pages 10 and 13.
- Have pencils or markers handy.

Procedure:

- Review the words listed at the base of the graph.
- Note the numerals listed along the left side of the graph. State that these numbers indicate the animals' top speeds measured in miles per hour.
- Locate the miles per hour notations of the animals' speeds in the text
- Demonstrate the technique of filling out a bar graph using the information provided in the text.
- Based on age group, answer the questions presented on page 13.


200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
1
miles per hour
peregrine falcon
cheetah
sailfish
pronghorn antelope
gazelle
ostrich
porpoise
giraffe
grizzly bear
human
elephant
black mamba
deer mouse
sloth

Line Graphing: Kilometers per Hour

Objectives: The child will record the measure of speed of the animals featured in *Who's Faster? Animals on the Move* using the kilometers per hour measure, organizing from the slowest to the fastest animal.

CCSSI Annotation:

- 4RI: Integration of Knowledge and Ideas
  7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, on Web pages) and explain how the information contributes to the understanding of the text in which it appears.

Materials:

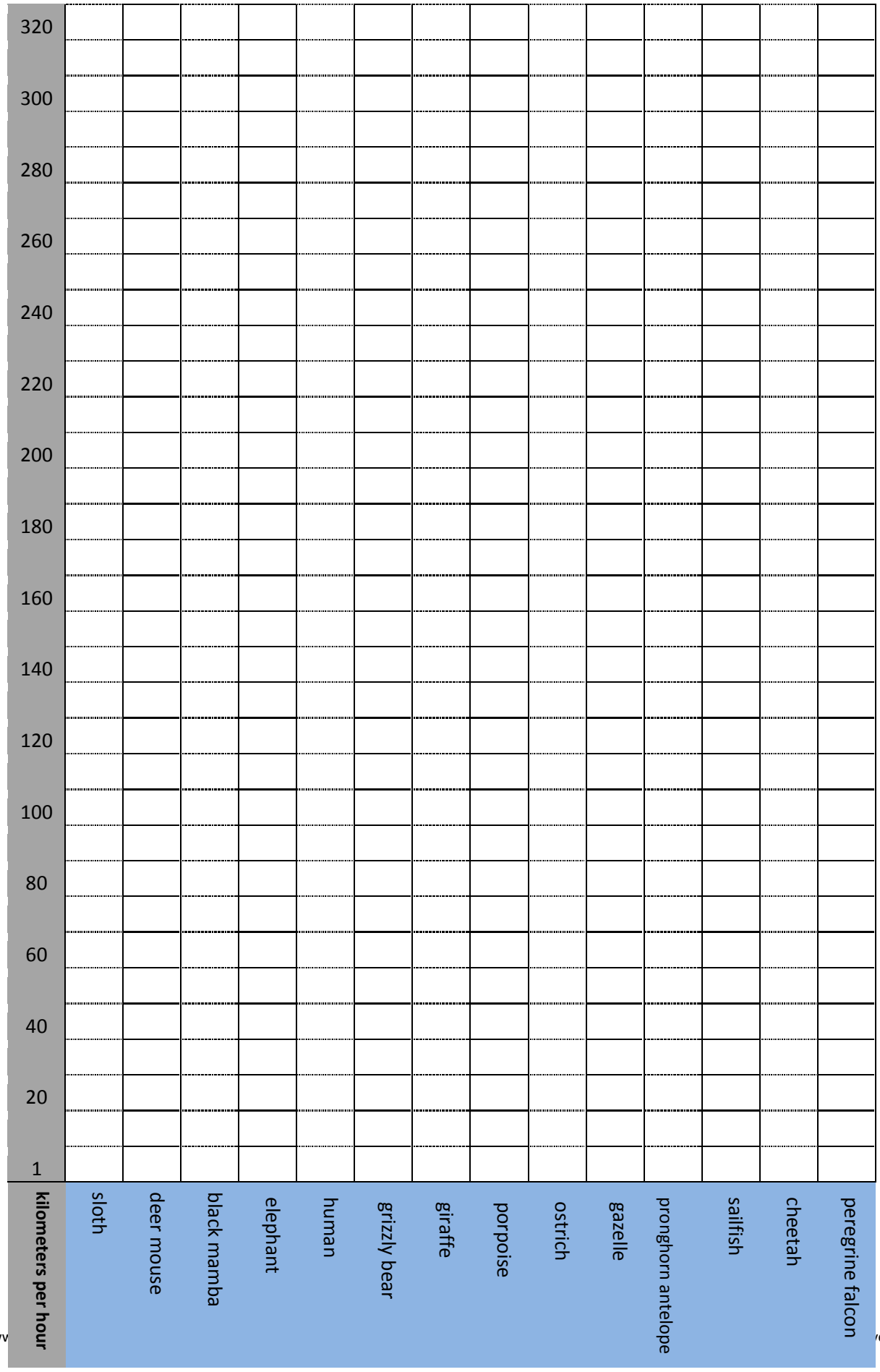
- *Who's Faster? Animals on the Move*
- The graph printed on page 12
- Pencils
- Rulers

Teacher Prep:

- Print pages 12 and 13.
- Have pencils or rulers handy.

Procedure:

- Review the words listed at the base of the graph.
- Note the numerals listed along the left side of the graph. State that these numbers indicate the animals' top speeds measured in kilometers per hour.
- Locate the kilometers per hour notations of the animals' speeds in the text.
- Demonstrate the technique of filling out a line graph using the information provided in the text.
- Based on age group, answer the questions presented on page 13.


kilometers per hour
320
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
1
sloth
deer mouse
black mamba
elephant
human
grizzly bear
giraffe
porpoise
ostrich
gazelle
pronghorn antelope
sailfish
cheetah
peregrine falcon

Graphing: Observations

1. Which animal is the fastest?
2. Which animal is the slowest?
3. Who is faster – the human or the sloth?
4. Who is slower – the cheetah or the ostrich?
5. About how much faster is the gazelle then the deer mouse?
6. About how much faster is the falcon than the porpoise?
7. Why do you think the sloth is the slowest animal?
8. Why do you think the falcon is the fastest animal?
9. Why is the sailfish faster than the grizzly bear?
10. Name three animals that are faster than the porpoise.
11. Name three animals that are slower than the human.
12. Do you think animals that swim have an advantage over animals that must move on the ground? Why or why not?
13. Do you think animals that fly have an advantage over animals that must move on the ground? Why or why not?
14. Do you think an animal's size has something to do with their speed? Explain your answer.

Habitat and Physicality Classification

Objectives: Through the use of manipulatives, the child will sort and classify the habitat, biomes, and physicality of the animals featured in *Who's Faster? Animals on the Move.*

CCSSI Annotation:

- KRI: Range of Reading and Text Complexity
  10. Actively engage in group activities with purpose and understanding.
- KSL: Presentation of Knowledge and Ideas
  4. Describe familiar people, places, things, and events with prompting and support, provide additional detail.
- 1SL: Presentation of Knowledge and Ideas
  4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1RI: Integration of Knowledge and Ideas
  7. Use illustration and details in a story to describe its characters or events.
- 2RI: Integration of Knowledge and Ideas
  7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 3RI: Key Ideas and Details
  3. Describe the relationship between a series of historical events, scientific ideas or concepts.
- 3RI: Integration of Knowledge and Ideas
  7. Use information gained from illustration and the words in a text to demonstrate understanding of the text.
- 4RI: Integration of Knowledge and Ideas
  7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- 5RI: Key Ideas and Details
  3. Describe the relationships or interactions between two or more individuals, events, or concepts in a historical, scientific, or technical text based on specific information in the text.

Materials:

- *Who's Faster? Animals on the Move*
- Classification Grids
  - Habitat Grid is found on page 16
  - Biomes Grid is found on page 17
  - Physicality Grid is sound on page 18

- Photograph Cards found on pages
- Cardstock
- Scissors

Teacher Prep:

- Print pages Classification Grids and Photograph Cards on cardstock.
- Use scissors to trim Photograph Cards.

Procedure:

- Using *Who's Faster? Animals on the Move* as reference, place Photograph cards in the correct space on the Grid Cards beneath the proper category.
    - Using the Habitat Grid (p. 16), identify whether the animal lives in the land, air, or water.
    - Using the Biomes Grid (p. 17), classify the particular biome where the animal survives – do they exist in the rainforest, woods, ocean, desert, or prairie?
    - Using the Physicality Grid (p. 18), classify the physical nature of the animals' bodies – do they have fur, feathers, skin, or scales covering their bodies?
- Check your work using the book.
- Work independently or in small groups.

air

water

land

desert	prairie	ocean	woods	rainforest

fur	feathers	skin	scales

prairie

black mamba

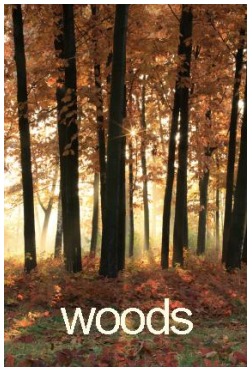
cheetah

deer mouse

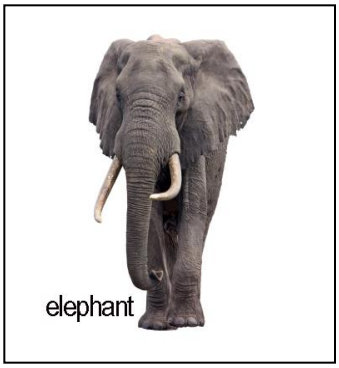
falcon

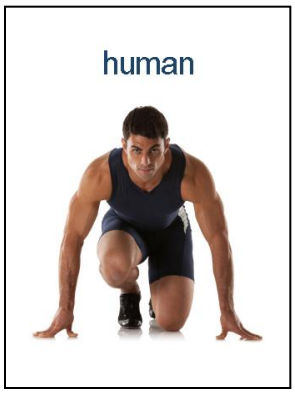
ostrich

grizzly bear


woods

rainforest


elephant


human

sailfish

sloth

gazelle

giraffe

antelope

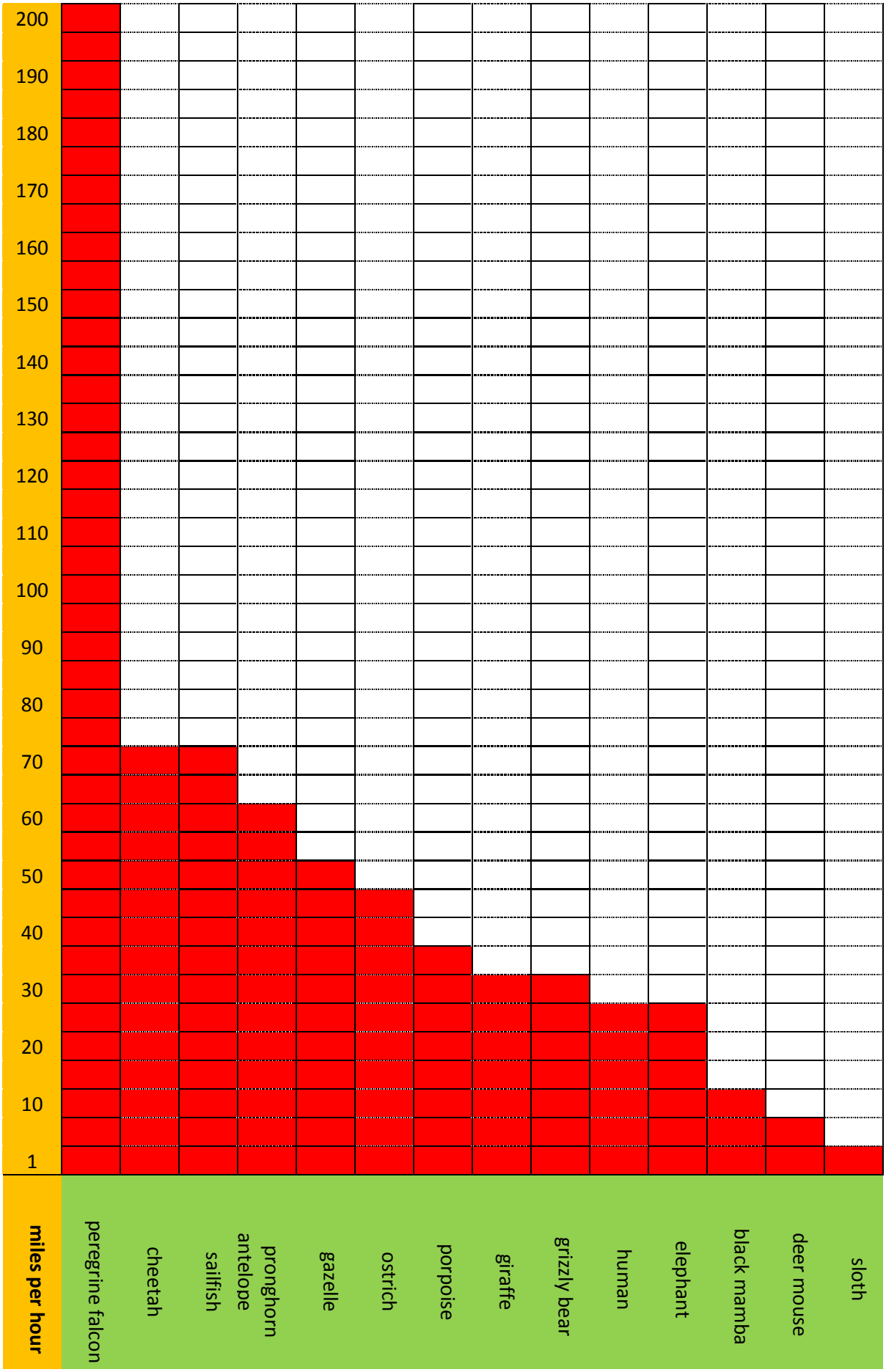
porpoise

ocean

desert

Answer to Graphing: Observations

1. Which animal is the fastest? *The peregrine falcon*
2. Which animal is the slowest? *The sloth*
3. Who is faster – the human or the sloth? *The human*
4. Who is slower – the cheetah or the ostrich? *The ostrich*
5. About how much faster is the gazelle then the deer mouse? *42 mph, 68 kph*
6. About how much faster is the falcon than the porpoise? *166 mph, 266 kph*
7. Why do you think the sloth is the slowest animal? *Move slowly, trouble with sight, small size, close to the ground*
8. Why do you think the falcon is the fastest animal? *Powerful wing span, light weight, flies*
9. Why is the sailfish faster than the grizzly bear? *Lighter weight, swims*
10. Name three animals that are faster than the porpoise. *Ostrich, gazelle, antelope, sailfish, cheetah, falcon*
11. Name three animals that are slower than the human. *Elephant, black mamba, mouse, sloth*
12. Do you think animals that swim have an advantage over animals that must move on the ground? Why or why not? *Discussion, research, or essay topic*
13. Do you think animals that fly have an advantage over animals that must move on the ground? Why or why not? *Discussion, research, or essay topic*
14. Do you think an animal's size has something to do with their speed? Explain your answer. *Discussion, research, or essay topic*



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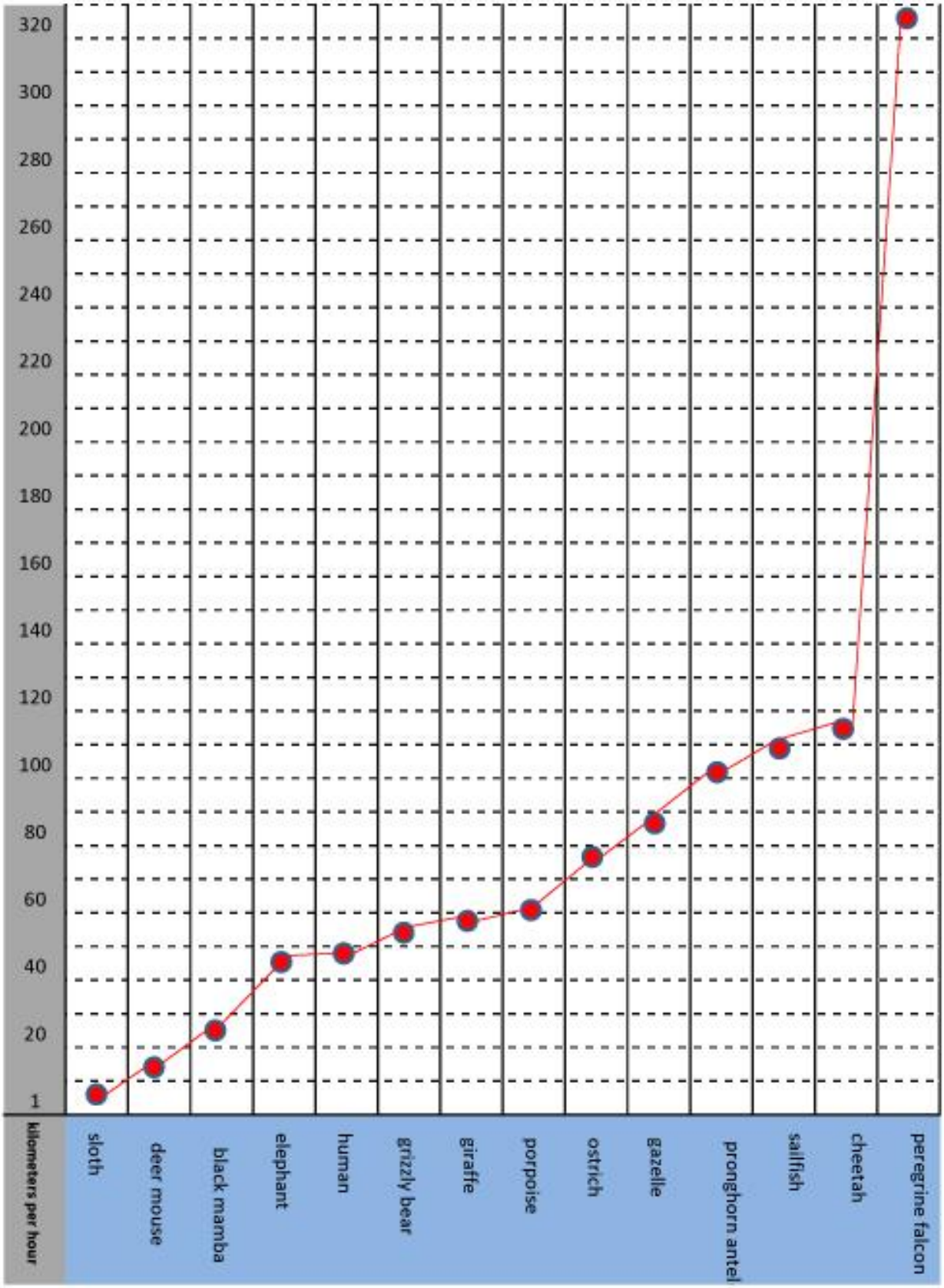

Estimated quantities recorded

Acknowledgments

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http://www.eileenmeyerbooks.com/books.html

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Simple Saturday

www.debbiegonzales.com

ReaderKidZ

www.readerkidz.com