

## TEACHING NOTES

**Book Title:** Classifying Mammals

**Series:** Classifying Living Things

**Graphic Organizer:** Two Column Chart Labeled 'Questions' and 'Answers'

What makes a mammal a mammal? How is a lion different from a dolphin? What is a primate? Classifying Living Things investigates how and why we group animals. Each book focuses on a particular class of living things, looking at the key characteristics that set its members apart from those of other classes. Discover how classes of living things have evolved, and how species have adapted to suit their environments. Find out why certain animals may show some characteristics of a particular class, but actually belong to another. Classifying Mammals looks at the amazing class of furry, milk-drinking animals. Find out how mammals are grouped into orders and how each one is different from the rest. From armadillos to zebras, from giant elephants to tiny shrews, discover what makes mammals so special.



### Text Structure: **Question and Answer**



Have students turn to page 6 and read the heading. Discuss with students that sometimes authors organize the writing by asking a question and then answering it for the reader. Ask students how this can help readers predict what they will read about. Have students use the graphic organizer to record questions and answers present in the text as they read.



### Text Feature: **Captions**

Point out the colored circles throughout the book, and explain that these are captions that relate to the photographs and give more information about mammals. Often captions provide further details about the content of the book. Remind students that it is important to read the captions as well as the main text.



### Comprehension Strategy: **Visualizing**

Explain to students that authors often rely on readers to create pictures in their mind in order to better understand what they read. Instruct students to turn to page 12 and silently read the passage, visualizing the text. You might have them read it more than once. Then have students describe the images they created. Have them revisit the text and identify words or phrases that helped form these pictures



### Word Study: **Action Words**

Write the word *migrate* on the board and ask students if they know what the word means. Turn to page 18 and read the text aloud. Guide students in using context clues to discern

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that *migrate* means to move between different parts of the world. Remind students that *migrate* is an action word, or verb. Ask students to name other verbs on the page (*run*, *walk*). Encourage students to pay attention to verbs throughout the text that describe actions. After reading, you might have students revisit the text and compile a list of action words.



Writing and Responding: **Acrostic Poem**

Write the word MAMMAL vertically on the board. Have students work individually or in groups to write words or phrases that begin with each letter from the word to compose an acrostic poem. For example:

Mothers feed their young with their own milk  
All different types of animals  
Many migrate for food  
Marsupials live mostly in Australia  
Adapt to survive  
Lemmings live in cold climates

 *Indicates a graphic organizer is linked to this activity.*

NAME \_\_\_\_\_

