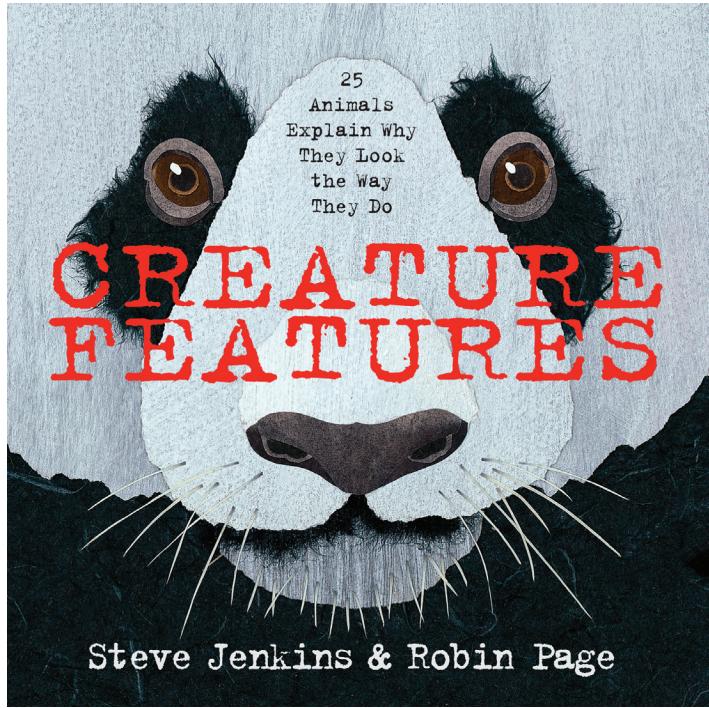


# CREATURE FEATURES

by Steve Jenkins & Robin Page



### **Creature Features:**

### **Twenty-Five Animals Explain Why They Look the Way They Do**

By Steve Jenkins & Robin Page

The activities for this book are aligned with Common Core State Standards for English Language Arts for grades K–1, but standards for other grades may also apply and the book can be used effectively with grades K–3.

*Creature Features* assembles a group of unusual animals and uses a fun question-and-answer format to explain the good reasons for their odd features. An appendix provides more details about the home and diet of the animals.

### **Objective:**

Students will listen to the teacher read the book aloud, extend vocabulary, participate in class discussion and activities, and complete individual writing projects.

### **Pre-Reading**

- Hold the book up and show the class the front and back covers and flaps and title page, reading the text aloud. Can students explain what purpose each of these areas serves? Do they like the front cover? Does it make them want to read the book?

- Tell students to raise their hands and ask about any unfamiliar words as you read.

### **Post-Reading Class Discussion:**

- Lead a discussion about the animal illustrations in the book. Did students enjoy them? Are they realistic? Do students think photographs would be better? Why do students think the creators chose to show just a close-up of the animals' head, and not their whole body?
- Can students name some of the reasons for the animals' unusual features? Did they learn any new animal facts from this book? Did they enjoy learning the "gross" facts? Which was the most disgusting? Why do these facts seem disgusting to them? What if they had to do these things in order to survive?
- Talk about the humor in the text. Do students enjoy funny stories? Have they read other nonfiction books that were funny? Do they think that using humor makes it easier to learn facts about the animals?
- Show the students the front cover of the book again. Can they identify which person is the author and which is the illustrator? Do they think that two people could share the writing and drawing duties for a book? Do they ever collaborate on creative projects with their friends or siblings?

### **Classroom Activities**

- Stage a readers' theater and "perform" the book as a class. Go around the room with each student reading a question or answer until everyone has had a chance to be either an interviewer or animal subject. Encourage reading "with expression" and adding animal noises! Note: You can download and print masks of some of the animals in the book at [www.scribd.com/doc/235639250/Creature-Features-Mask-Kit](http://www.scribd.com/doc/235639250/Creature-Features-Mask-Kit).
- Visit Steve Jenkins's website and watch the slideshow about the making of *Creature Features*: [stevejenkinsbooks.com/creaturefeatures](http://stevejenkinsbooks.com/creaturefeatures). Do students think two years is a long time to wait for a book to be finished?
- Hand out art supplies and ask students to invent a new animal with an unusual feature. Have students take turns showing their animal to the class and explaining how the feature is used.

# CREATURE FEATURES

by Steve Jenkins & Robin Page

## Individual Activities

- Have students choose four animals NOT in the book and write questions/answers for each of them, following book's format.
- Ask students to write a story about one or more of their chosen animals and make "thumbnail" sketches as they would if they were making their story into a book.
- Have students write an opinion essay about why they liked or did not like this book, giving specific reasons for their answer.

**English Langauge Arts Standards (K–1) this guide aligns with the following:**

### **Reading:**

RL.K.1, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10, RF.K.1, RF.K.2, RL.1.1, RL.1.3, RL.1.5, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RF.1.1, RF.1.2

### **Writing:**

W.K.1, W.K.2, W.K.3, W.1.1, W.1.3, W.1.3

### **Speaking and Listening:**

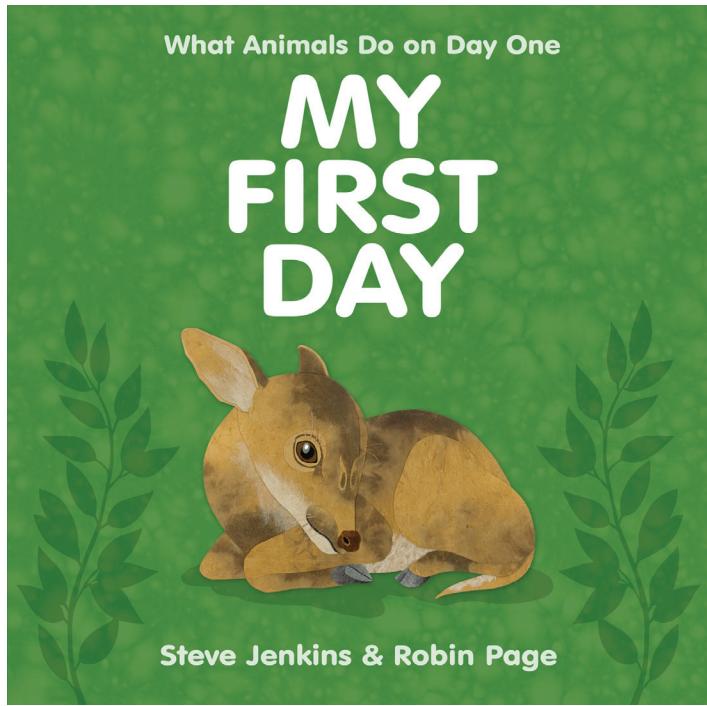
SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6, SL.1.1, SL.1.2, SL.1.3, SL.1.5, SL.1.6

### **Language:**

L.K.1, L.K.2, L.1.1, L.1.2

# MY FIRST DAY

by Steve Jenkins & Robin Page



## *My First Day:*

### **What Animals Do on Day One**

By Steve Jenkins & Robin Page

The activities for this book are aligned with Common Core State Standards for English Language Arts for grades K–1, but standards for other grades may also apply and the book can be used effectively with grades K–3.

*My First Day* explores some of the fascinating things that animals do on their first day. An appendix provides more detailed information about each animal described.

## **Objective:**

Students will listen to the teacher read the book aloud, extend vocabulary, participate in class discussion and activities, and complete individual writing projects.

## **Pre-Reading**

- Hold the book up and show the class the front and back covers, flaps, and title page, reading the text aloud.
- Ask students to keep a list of all the animals mentioned as you are reading the book.
- Tell students to raise their hands and ask about any unfamiliar words as you read.

## **Post-Reading Class Discussion:**

- Ask students why they think that babies and baby animals are so cute? Have students seen Internet videos with puppies and kittens or other animals?
- Of all of the animals described in the book, whose first day would students like to experience most?
- Which animal babies do things humans can do too? Which animal is most like a human baby? Which is most unlike a human baby?
- Have students seen any of these baby animals? Others not in the book? Where—at the zoo, in the park?
- Can students name some of the ways that animal parents can find or recognize their children?
- Ask students to share some of the interesting facts they learned by listening to this book. Can they tell the difference between a fiction and nonfiction book? Which kind is this book? Would they rather hear a book that “tells a story” or one that just tells facts?

## **Classroom Activities**

- Post a world map at the front of the class and reread the appendix of the book, marking each animal’s home on the map. How many of the animals live close to your classroom? How many live in far-away places?
- Divide students into small groups and have each group choose four animals from the book. Have students design flash cards for their animals, including a picture, name, each one’s home, and at least one interesting fact. Have each group present their flash cards to the class.

## **Individual Activities**

- Ask students to bring in a baby picture of themselves and ask a parent to tell them what their own first day was like. Have them write a story called “My First Day” and tell it to the class. Put all of the stories and photos together to make a classroom photo album. Note: If students can’t find out what really happened on their first day, ask them to imagine what happened for their story.
- Have students choose an animal family from the book and write a “script” for the babies’ first day, imagining the conversations if the animals could speak English.

# MY FIRST DAY

by Steve Jenkins & Robin Page

**English Langauge Arts Standards (K–1) with  
which this guide aligns:**

**Reading:**

RL.K.1, RL.K.3, RL.K.4, RL.K.5, RI.K.1, RI.K.2, RI.K.3,  
RI.K.4, RI.K.5, RF.K.1, RF.K.2, RI.1.1, RI.1.2, RI.1.3, RI.1.4,  
RI.1.5, RF.1.1, RF.1.2

**Writing:**

W.K.1, W.K.2, W.K.3, W.K.8, W.1.3

**Speaking and Listening:**

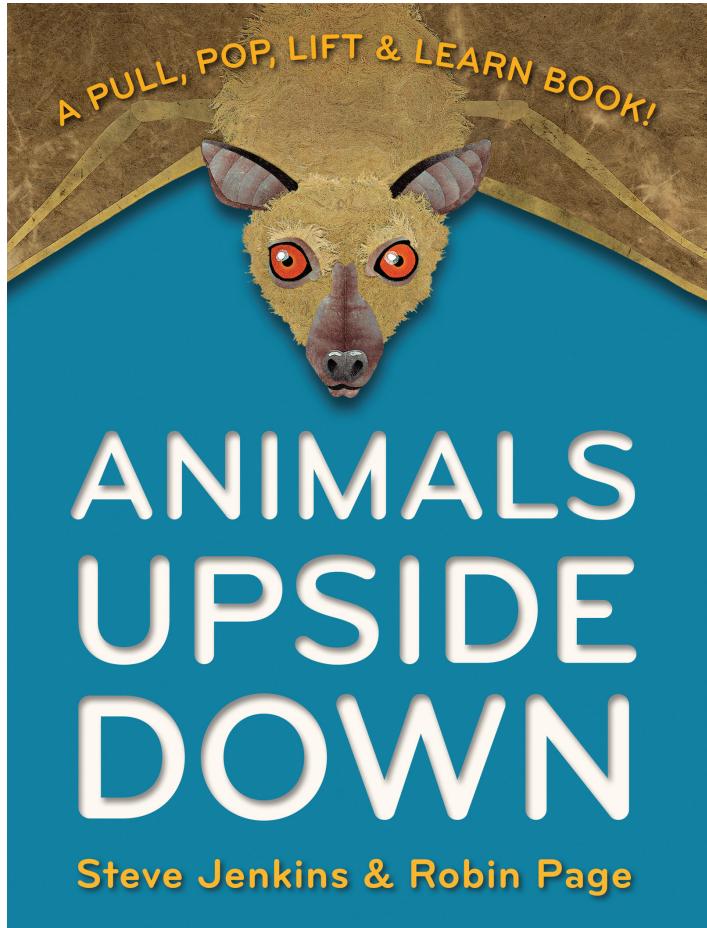
SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6, SL.1.1, SL.1.2, SL.1.5,  
SL.1.6

**Language:**

L.K.1, L.K.2, L.K.4, L.K.6, L.1.1, L.1.2

# ANIMALS UPSIDE DOWN

by Steve Jenkins & Robin Page



## ***Animals Upside Down***

By Steve Jenkins & Robin Page

The activities for this book are aligned with Common Core State Standards for English Language Arts for grades 1–2, but standards for other grades may also apply and the book can be used effectively with grades 1–3.

*Animals Upside Down* is an interactive book with pop-ups, pull tabs, and lift-the-flaps that help students discover the many reasons animals need to turn upside down. An appendix provides more detailed information about each animal described.

## **Objective:**

Students will read the book independently, extend vocabulary, participate in a class discussion and team activities, and complete individual research and writing projects.

## **Pre-Reading**

- Explain that there may be unfamiliar words in the book and ask students to keep a vocabulary list as they read, recording the word and its definition. If they can't identify a definition from context, then have them use a dictionary to determine meaning.

## **Post-Reading Class Discussion:**

- Ask students to share their vocabulary lists and definitions.
- Can students name some reasons why animals turn upside down? Have any students seen upside-down animals, and where? Why was that animal upside-down?
- Do students wish they could do some of the things the animals in the book can do, such as changing color, spraying toxins, swimming upside down? What ability would they choose to have in order to protect themselves? What abilities can humans use to protect themselves?
- Can students name some types of food that the animals eat? Which animals eat the same things? Would they try eating any of these? Can students eat while hanging upside down?
- Do students enjoy reading books with the pop-up format? Why or why not? Does it make the animals seem more real? Are books more interesting when they have an interactive format?

## **Team Activities**

Divide the class into five teams and assign a group of animals from the book to each team.

- Team 1:** nuthatch, weaverbird, hanging parrot, hummingbird, sparrowhawk, bird of paradise
- Team 2:** darkling beetle, net-casting spider, housefly, pale green weevil, Australian leaf insect
- Team 3:** fire-bellied toad, pangolin, hog-nosed snake, monkey skink, woolly monkey
- Team 4:** skunk, harvest mouse, fruit bat, opossum, three-toed sloth
- Team 5:** upside-down jellyfish, trumpetfish, flamingo, mal-

# ANIMALS UPSIDE DOWN

by Steve Jenkins & Robin Page

lard, upside-down catfish

Have the teams read the book again together and make a simple chart of the animals in their group, including the following:

- Name of animal
- Where they live, geographically
- What type of home they live in
- What they eat
- Why they turn upside down
- Other special abilities

Post all of the charts in the classroom.

The cover of the book shows an upside-down bat. Have each team choose one of the animals in their group and come up with reasons why that animal should have been on the cover instead. Each team will present their reasons to the class.

## Individual Activities

- Have students choose an animal from the book, research more about that animal, and write a report that extends beyond the information in the appendix. Have them present that report to the class.
- Have students write a short story or draw a comic strip featuring an animal from the book in an upside-down adventure.
- Have students choose two or more animals from the book and compare them to each other. Do they eat the same things? Do they protect themselves in the same way? How are they alike and different?

## English Language Arts Standards (1–2) with which this guide aligns:

### Reading:

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7

### Writing:

W.1.2, W.1.3, W.2.2, W.2.3

### Speaking and Listening:

SL.1.1, SL.1.2, SL.1.5, SL.1.6, SL.2.1, SL.2.2, SL.2.6

### Language:

L.1.1, L.1.2, L.1.3, L.2.1, L.2.2, L.2.3

# egg

by Steve Jenkins & Robin Page



## Egg:

### Nature's Perfect Package

By Steve Jenkins & Robin Page

The activities for this book are aligned with Common Core State Standards for English Language Arts for grades 2–3, but standards for other grades may also apply and the book can be used effectively with grades K–3.

In *Egg: Nature's Perfect Package*, the authors take a look at the curious world of animal eggs, introducing students to the variety of colors, shapes, and sizes of eggs and exploring the many ways animals lay and protect their eggs. An appendix provides more detailed information about each animal described.

## Objective:

Students will read the book independently, extend vocabulary, participate in a class discussion and art projects, and complete individual research and writing projects.

## Pre-Reading

- Explain that there may be unfamiliar words in the book and ask students to keep a vocabulary list as they read, recording the word and its definition. If they can't identify a definition from context, then have them use a dictionary to

determine meaning.

- Ask students to keep a list of any animals that are new to them.

## Post-Reading Class Discussion:

- Ask students to share their vocabulary lists and definitions.
- Do students understand the word *predator* and the relationship between predator and prey? Can they remember and explain why eggs are important to predatory animals' diets? Has everyone in the class eaten an egg? Does that mean students are predators?
- Can students name some places where animals lay their eggs? Which place do they think is the strangest? The safest? The most dangerous?
- Have any students seen eggs in their yard? In other places, like the park, zoo, or beach? What kind of eggs were they?
- Which animals lay many eggs? Which animals lay just one? Which has the largest egg? The smallest?
- Ask students to compare their lists of unfamiliar animals. Were there any animals new to ALL students?

## Classroom Activities

- Bring in a hard-boiled egg for every student and provide them with art materials. Ask them to design a "suitcase" that will protect their egg and then share their creation with the class.
- Have students to choose an animal and design an informational poster about the animal and its eggs.

## Independent Research & Writing

- Have students choose one of the other egg books from the "Additional Reading" section at the back of the book, and compare/contrast that book with this one. Which book do they like better? Why? What about the writing or illustration makes it a better book, in their opinion?
- Ask students to choose two animals with very different egg behaviors and write a report comparing them, using the book's content and appendix along with additional outside research. Have them present this report to the class.

# eGG

by Steve Jenkins & Robin Page

- The book presents examples of both female and male animals “parenting” their eggs. Have students research and report on other animal types where both “moms” and “dads” share birth, protection and child-raising duties.

**English Langauge Arts Standards (2–3) with which this guide aligns:**

**Reading:**

RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.8, RI.2.9, RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.9, RF.2.4, RF.3.4

**Writing:**

W.1.2, W.1.3, W.2.2, W.2.3

**Speaking and Listening:**

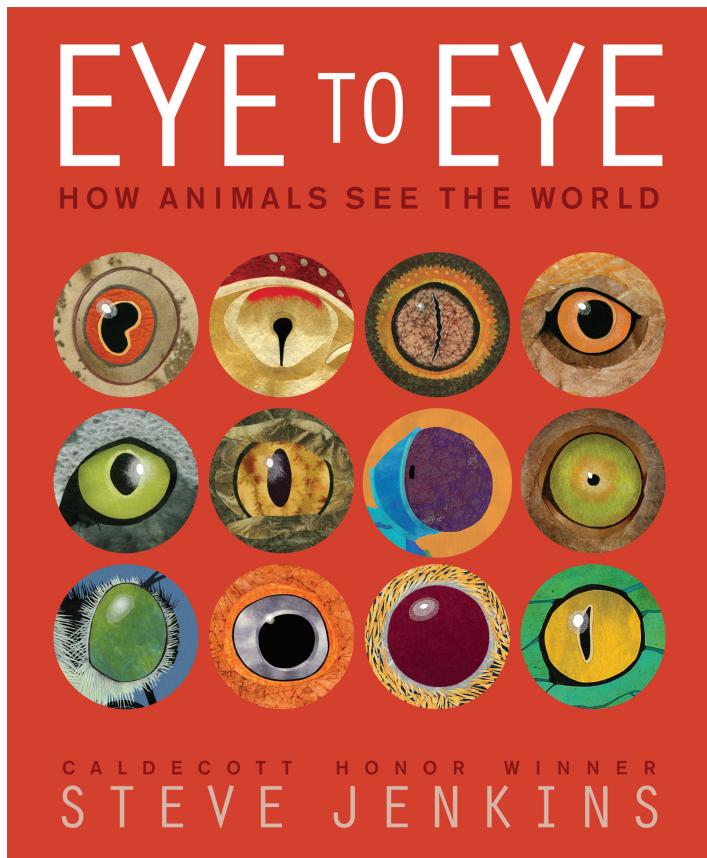
SL.2.1, SL.2.2, SL.2.3, SL.2.6, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Language:**

L.2.1, L.2.2, L.2.3, L.2.4, L.3.1, L.3.2, L.3.3, L.3.4

# EYE TO EYE

by Steve Jenkins



## *Eye to Eye:* *How Animals See the World*

By Steve Jenkins

The activities for this book are aligned with Common Core State Standards for English Language Arts for grades 2–3, but standards for other grades may also apply and the book can be used effectively with grades K–3.

*Eye to Eye: How Animals See the World* gives readers a close-up view of animal vision. From bullfrogs to buzzards, animals use their eyes in surprising ways. An appendix, charts, and a glossary provide more details about the animals and their type of vision, diet, and habitat.

## Objective:

Students will read the book independently, extend vocabulary, participate in a class discussion and team activities, and complete individual research and writing projects.

## Pre-Reading

- Explain that there may be unfamiliar words in the book and ask students to keep a vocabulary list as they read, recording the word and its definition. If they can't identify a definition from context, then have them use a dictionary to determine meaning.

## Post-Reading Class Discussion:

- Ask students to share their vocabulary lists and definitions.
- Ask students what they think is the strangest location for an animal's eye. Which animals have more than two eyes? Who has the most eyes? Who has the largest eye and how big is it?
- Do students think that vision is an animal's most important sense? A human's? If not, what do they think is the most important sense?
- Share one or both of Steve Jenkins's Internet videos about how his books are made and then lead a discussion about his research and creative process:  
[stevejenkinsbooks.com/making\\_books\\_video.html](http://stevejenkinsbooks.com/making_books_video.html)  
[www.youtube.com/watch?v=hhJ1wtHSPc4](http://www.youtube.com/watch?v=hhJ1wtHSPc4)

## Team Activities

- Divide the class into small groups and ask each group to create a book of photos and/or drawings depicting your community from the perspective of one or more animals. For example, what does a bird see as it flies overhead? What does a dog see as it crosses a street?
- Provide each group with a world map and have them use the "animal facts" section of the book and other sources to locate each animal's home. Have them creatively identify the animals on the map using drawings or photos and then post the maps.

## Independent Research & Writing

- Have students choose an animal from the book and write a short story looking through that animal's eyes.
- Ask students to identify an animal whose vision is NOT their most important sense, write a report about it, and present their report to the class.
- Have students choose one of the eye types mentioned in

# EYE TO EYE

by Steve Jenkins

the book and write a report about it using this book, other books, and the Internet. The report should include an explanation of the eye type and how it works, in addition to examples of animals with that eye type and photos or diagrams as needed.

- Ask students to identify an animal whose vision is NOT their most important sense, write a report about it, and present their report to the class.
- Ask students to choose two animals from the book with different types of eyes and to write a report comparing them.
- Many of the eyes in the book are very different from the human eye. Ask students to write about what they could do if they could see like of the animals does. For example, "If I had eyes on both sides of my head, I could . . . "

## English Language Arts Standards (2–3) with which this guide aligns:

### Reading:

RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RF.2.4, RF.3.4

### Writing:

W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, W.3.1, W.3.2, W.3.3, W.3.4, W.3.7, W.3.5, W.3.6, W.3.7, W.3.8

### Speaking and Listening:

SL.2.1, SL.2.2, SL.2.3, SL.2.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6

### Language:

L.2.1, L.2.2, L.2.3, L.2.4, L.3.1, L.3.2, L.3.3, L.3.4

Visit the Common Core State Standards website to read about the individual standards.

[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)