

HAND to PAW

TIME
FOR KIDS

Protecting Animals



Jessica Cohn

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Celebrate Animals



Animals live everywhere on Earth. Insects, mammals, reptiles, birds, and fish come in every color and shape you can imagine. They hunt, mate, and build their homes around the world.

Wild animals have fascinated people for thousands of years. Their strength and beauty have inspired and awed us. Their meat has served as food. Their furs have kept us warm. Animal bones were even used to make some of the first human tools.

Domesticated animals live on farms. They help with herding sheep, producing milk, and making **fertilizer**. Domesticated animals can also be our pets. Cats, dogs, iguanas, and even mice can be pets. The animals we bring into our homes can comfort and care for us. And we care for them.

Wild and domestic animals all play a role in our world. Humans are animals, too. But unlike most animals, we have power to think and make choices. We can protect and care for other animals.



**THINK
LINK**

- Why are animals important to people around the world?
- In what ways are animals in danger?
- How can we help animals?



Animals can be our best friends or ferocious predators, but they all need our protection.



In the Wild

Earth's animals come in a wild assortment. You know the long-necked giraffe and the harsh spikes of the porcupine. But there are many other strange creatures we are just discovering. In Africa, there is a spider that makes a web stronger than a bulletproof vest! In the Gulf of Mexico, **biologists** found an odd fish that walks on its fins. Scientists are calling it the pancake batfish.

Energy flows throughout the ecosystem in the form of food.



Each wild animal plays a big role in our **environment**. Larger animals eat smaller ones. Some animals eat plants. This helps to spread seeds. All the animals in an **ecosystem** are connected. Adding or removing just one animal can destroy the balance.



Even the smallest animals are important.



Larger predators gain energy from the ecosystem in many ways.





Fast Facts

Scientists discover new **species** every week. And they estimate there are still millions of animals to discover. Check out some of the most extreme animals found so far.



Extremely Fast

The cheetah is the fastest animal on land. In the heat of the hunt, it can run up to 68 miles per hour. That's the same speed as a car on the freeway!



Extremely Big

As far as we know, the blue whale is the largest animal that has ever lived. It can weigh over 150 tons, which is about as much as a locomotive.

WOW



Extremely Weird

The leafy sea dragon is a relative of the sea horse. It lives in the southern waters of Australia. It is hard to see because it looks like floating seaweed.



Extremely Small

The smallest snake in the world is found on the island of Barbados. It is as thin as spaghetti. And it is only about four inches long.

Extremely Colorful

Peacocks have beautifully colored iridescent-blue tail feathers. They show them off to win over females.



Animal IQ

Scientists want to know if animals think like us. They study how animals communicate with one another. They try to learn whether animals have emotions. Many people wonder how intelligent animals are.



chimpanzee

To find out, scientists watch what animals do. Many animals have special calls. They warn of danger from predators. Animals that hear these calls know to be alert. Some people say this shows they use language in ways similar to humans. Some animals can also make facial **expressions**. Dogs snarl and bare their teeth.

This warns that they are angry. Baby chimps look and sound like human babies.

Their cuteness attracts help in the same way. Chimps scream to tell others they are angry. They also use **gestures** to communicate. Some chimps have even learned human sign language.



red-winged blackbird





Big Hearts

Scientists have found that whales may have similar emotions to humans. Whales have been observed putting themselves in harm's way to help others. They sometimes stay close to a dying whale.



Big Brains

Elephants, like humans, learn from their parents. They are taught how to eat. They learn how to use tools. Young ones learn how to live in the elephant community. Elephants can be problem solvers. One elephant in **captivity** removed the hook that was holding his chains. Then he helped the other elephants remove theirs.

Companions

Anyone who has a pet knows exactly how smart and caring animals can be. More than half of American homes have **companion** animals. Animals can be great friends. Children learn responsibility when they take care of them. People with pets are often calmer. They enjoy better health. Dog owners get exercise when they walk their dogs. Those who live alone feel needed when they give a home to a pet. Living with animals helps people get along better with other people, too.

Many cats and dogs live in shelters. They are waiting for someone to take them home. If you help an animal, you help yourself. You can live a longer, happier life.

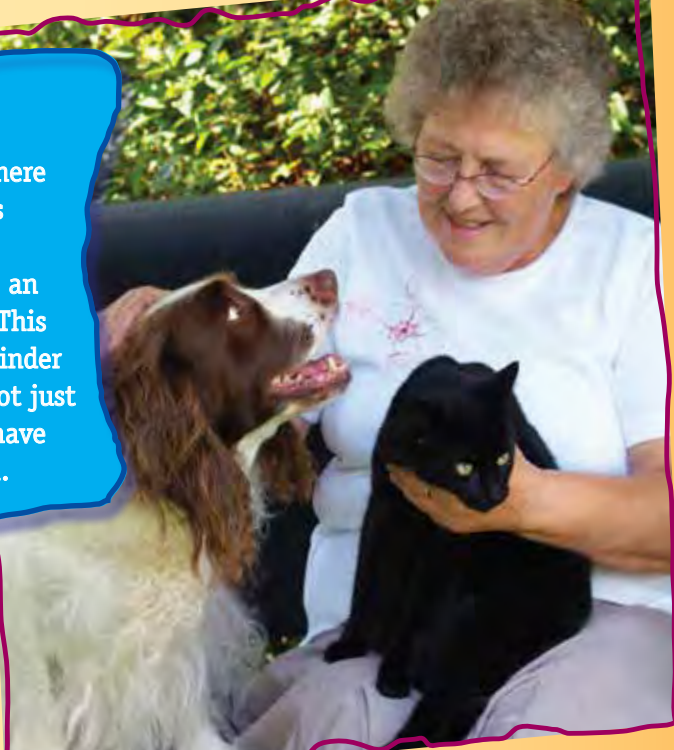
Top 10 Pets

What are the top pets in America? These are recent rankings. Each year, the numbers change a bit.



Special Care

Some people say there is no such thing as an animal owner. Rather, a person is an animal guardian. This difference is a reminder that animals are not just objects. Animals have needs of their own.



6 rabbits



7 hamsters



8 guinea pigs



9 turtles



10 gerbils

People have kept dogs as pets for over 14,000 years.



Animals do more than simply comfort us. They can be trained to help people live and work. Dogs are popular **service animals**. Every year, hundreds are trained to help the blind. They help people stay safe and find their way in new places. Monkeys, pigs, and small horses have been trained as service animals. Parrots and goats have even been used, too. These animals can pick up objects that are hard to reach. Or, they can help care for someone who is injured. Other animals are used in hospitals to cheer up sick and lonely patients.

There is also a wide range of **working animals**. These animals do tasks that are difficult for people to do. Some dogs herd sheep. Others are search-and-rescue dogs. Police use scent-tracking dogs to find people. Horses and mules can pull carts. The military uses dolphins and sea lions to search in the water. Pigeons have been trained to carry messages over 500 miles. In many ways, animals make our lives easier.

Dolphins train with
the military.

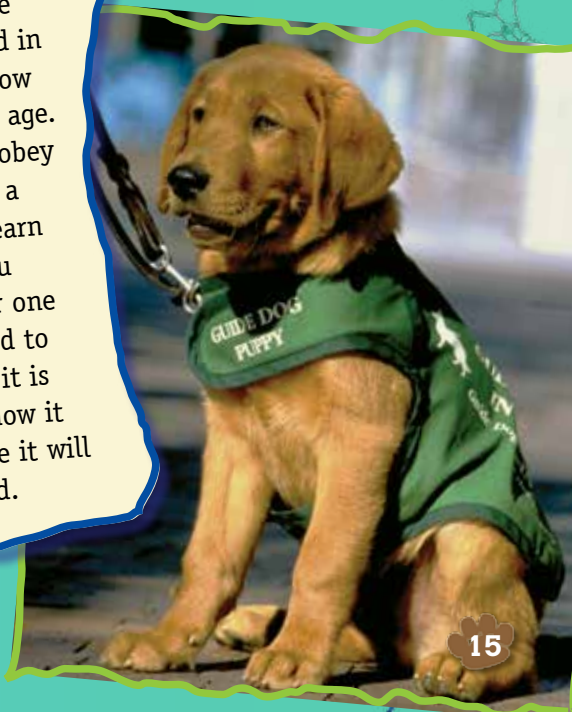




Mules are used to harvest wheat.

Puppy Love

You can help train a service animal. Puppies are placed in homes so they can learn how to behave at a very young age. When they are trained to obey orders, they are moved to a new home. There, they learn more advanced skills. You can **volunteer** to care for one of these dogs. You'll need to give the dog away when it is trained. But you will know it is going to a home where it will be loved and appreciated.





Creature Concerns

Animals amaze and inspire us. But they face many challenges. Some animals have been raised over time to live with people. Dogs and sheep were some of the first animals to be domesticated. They depend on people. They need us to provide food and shelter. But some owners may not know how to care for them. The owners may feed them the wrong food. In some cases, the owner might mistreat the animals. Owners may get tired of their pets. Sometimes, they leave them out on the streets. Some homeless animals don't know how to find food on their own. So they go hungry.

Wild animals are different. They have always lived in nature. They know how to find their own food and shelter. But in today's world, this isn't always easy. While building our cities, people have destroyed many animal **habitats**. Hunters have killed many wild animals. And people sometimes pollute water and food supplies. This has **endangered** many animals. Others have become **extinct**.



Abandoned cats may be forced to search for food in trash cans.



a bald eagle in its nest

Scientists estimate that 22 percent of all species will be extinct by the year 2022 if we don't do something to save these animals.



Sheep depend on their owners for food and shelter.



Giving Shelter

SPCA stands for the Society for the Prevention of Cruelty to Animals. This organization works for the safety and health of animals around the United States. Meet Alice Shanahan, a director at an SPCA office in New York.

Jessica: How can kids help the SPCA protect animals?

Alice: Many schools have formed pet clubs. [They] do projects to benefit shelter animals. School and scout groups visit shelters on a regular basis. They often bake dog biscuits or make cat toys and sell them [to raise money for us].

Jessica: What about working with the animals?

Alice: Kids help by offering **TLC** to all the pups. [They] help with cleaning and feeding.

Jessica: Why is this important?

Alice: The work is very important both for the kids and for the shelter. [The kids] are learning to give something back to the animals and to their community. [The] animals [are helped by their fund-raising] and their companionship. And the flyers they make help our animals find homes.

Homemade Dog Biscuits

You can sell biscuits to raise money for your local shelter. Just follow the steps in this easy recipe. These bites are truly bark-worthy!

1

Preheat the oven to 350°F. Mix the flour and oats together.

2

Mix in the peanut butter and hot water. If the mixture is too sticky, you may want to add more flour.

3

Knead the dough and roll it out (about $\frac{1}{4}$ inch thick).

4

Use a dog-bone cookie cutter to cut the dough into several pieces.

5

Lightly grease a cookie sheet and bake the biscuits for 40 minutes at 350°F. Let them cool overnight.

Ingredients

2 cups of whole-wheat flour

1 cup of rolled oats

$\frac{1}{3}$ cup of peanut butter

$1\frac{1}{4}$ cups of hot water




For the Birds

As the world changes, wild animals must find new ways to survive. Humans can help. In 2011, millions of gallons of oil spilled off the coast of New Zealand. The oil coated the feathers of penguins in the water. As the birds tried to clean off the oil, they ingested it and became sick. The special feathers that usually kept them warm were damaged. Each penguin had to be cleaned by hand.

A call for help went out to the world. People began to knit sweaters for the birds. They kept the penguins warm while waiting for their bath. And they also prevented the birds from swallowing the oil.

Many rescue projects need hands-on help. Local shelters need people who will play with animals waiting to be **adopted**. Even young children can help with that.



A rescued penguin wears a sweater to stay warm after an oil spill.

A Flood of Volunteers

When Hurricane Katrina hit the Gulf Coast in 2005, dirty water flooded New Orleans. About 250,000 pets were without homes. Some pets were found on roofs. Others were trapped inside. Volunteers came together for one of the largest animal rescues in history.



a dog stranded on a ruined home in New Orleans



Volunteers clean a gull after an oil spill in the Gulf of Mexico.

Paw Protection

Animal **abuse** is a terrible problem. Each year, thousands of animals are beaten. Dogs are forced to fight and kill other dogs. The most common forms of abuse are **neglect** and **abandonment**. The animals simply are not cared for properly.

Signs of neglect include wounds and other skin problems. The animal may seem confused, very sleepy, or walk as if hurt. These may be signs that the owner needs help. Or it may mean that the animals need rescuing. If you see an animal like this, report it to the SPCA.



Dogs are the most commonly abused animals in America. This one was rescued from a ring of dog fighters.

A Brave Tail

Kindness, not abuse, is the best way to train animals. Faith was a dog born with three legs. There were two in back and one in front. The front one never grew and had to be cut off. Her guardians taught her to walk on two legs. They used peanut butter to reward her.



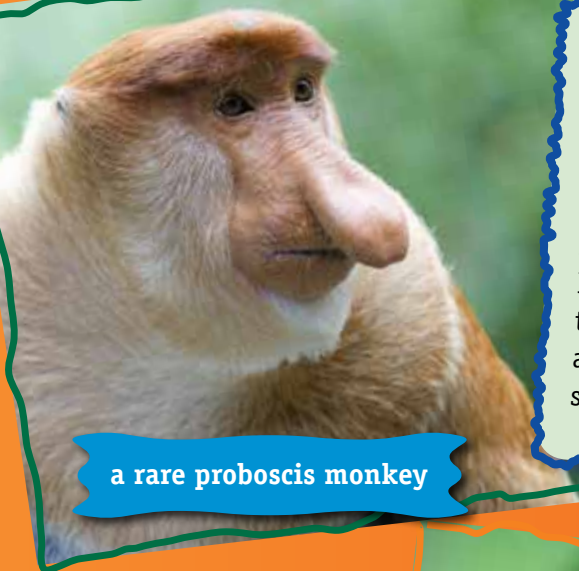
By the Numbers

Dinosaurs lived long ago. But now, all that's left behind are their giant bones. Sadly, some species die out. They become extinct for many reasons. Sometimes, animals can't find food. Then, they can't survive. Other species are hunted to extinction.

The Endangered Species Act was passed by the United States Congress in 1973. It protects endangered animals and plants. It also protects living things that are **threatened**. These are species that are close to being endangered. Lots of people are working hard to make sure these animals are protected. But they need more help.

Across the world, one out of eight birds is endangered.





a rare proboscis monkey

Monkey Business

There are more than 250 species of monkeys. Half are threatened. Some are hunted for their meat in Africa. Concerned people have found ways to raise these monkeys in protected areas. They hope this will save these rare creatures.

Helping the Hunted

Some animals are endangered. Yet people still buy products that are made from them. Writing to officials is one way to stop this. Agreements between governments can make it harder to hunt animals.



a golden lion tamarin
with her baby



Keeping Count

Animals around the world need our help. The ones here may need it most of all. Their numbers are critically low. But with time, money, and steady voices, we may be able to save these endangered species. Look below to see how many are left.



25–35

Amur Leopard
Far East Russia
and North East
China



40–60

Javan Rhinoceros
Indonesia



500
Philippine Eagle
Philippines



720
Mountain Gorilla
Africa



1,600
Giant Panda
China

In Our Hands

Animals make our world better in so many ways. Now they need our help. They face abuse. Some are endangered. Life is becoming harder for many creatures. But animals don't have a voice. Instead, we must raise our voices together to speak for them.

There are many animal rights groups that speak out against people who mistreat animals. These **activists** want laws that will protect animals. Many animal rights activists won't buy or wear fur coats. Some don't eat animals. Many activists argue against animals being used for science experiments. They believe these practices make animals suffer. Activists say we are not showing respect for animals and their lives.

There are many groups that help protect wildlife. The World Wildlife Fund (WWF) works in the poorest countries. It prevents **poaching**. The group helps countries join together to patrol forests. The patrols protect the wildlife from being stolen or killed by the poachers. Some have saved baby animals from being stolen and sold to circuses or zoos. The WWF also helps protect animal habitats from **pollution**.



**PROTECT
TIGERS**

Students come together to ask officials to protect tigers.

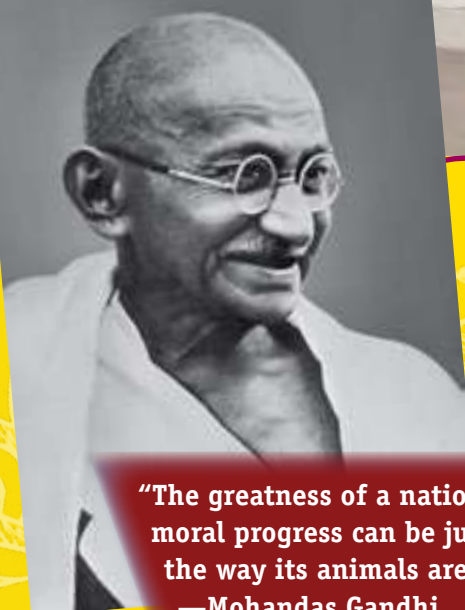


Activists work to protect animals from painful experiments.

**Without your voice
the torture will continue**



Animals in Labs Need Your Help
In Defense of Animals *



"The greatness of a nation and its moral progress can be judged by the way its animals are treated."
—Mohandas Gandhi





Place Savers

The **conservation** movement began over 40 years ago. It was started to prevent the killing of the rarest animals. Now, activists watch over the places where these animals live, too. Areas where rare animals build their homes and hunt are protected by new laws. You can support a conservation group by giving money or time.

In an Uproar

Lions and other big cats are now rare in the wild. Conservation workers are trying to open up the land between nature preserves in Africa. This would allow lions to more easily mate and have families.





The year 2022 is the Year of the Tiger in China. Some people hope to double the number of tigers in the wild by then.



Money in the Bank

When times are hard, people have trouble feeding their families. Sometimes, they also need food for their pets, too. One way to help is to give food to an animal food bank. You can collect food or raise money to buy it.

Giving money is another way to help. Some people raise money to help wild animals. Others send money to farms or zoos. Some programs focus on one kind of animal, such as whales. You can also “adopt” a wild animal of your own. You can help to pay for its food or home. It’s a special way to connect with animals.

collecting dog food



Smart Shopping

Even if you don't give money to an animal **charity**, you can use your money to help animals. When you buy something, look for the Leaping Bunny logo. That means no animals were hurt making it.



More Ways to Help

Food banks collect donations of dog and cat food. But there are many other items they accept to help out families in need. Here are a few:

- flea medicine
- cat and dog toys
- pet beds
- kitty litter



The arctic fox is protected by the World Wildlife Fund.





Friends of a Feather

There are lots of ways to **donate** time or money to help animals. It's most fun when you organize your friends and work together. Check out the ideas below, and try your favorite one.

Dog Walk

Map out a short route around your neighborhood. Post flyers about your event two weeks in advance. Allow people to enter the event by donating animal food, treats, beds, and toys. The first dog to complete the walk will win a portion of the donations. The remaining entry fees can be donated to a local animal shelter.





Best in Show

Why not raise money for animals by working with man's best friend? Organize a dog show with your neighbors. Invite your neighbors to enter their dogs in the contest for a fee. Award simple prizes for funniest dog, tallest dog, and best tail wagging. Donate the money you make to your local shelter.

School's Funniest Pet

Invite classmates to enter a contest for the school's funniest pet. Students can submit videos of their pet from home or class. The video should show how funny the pet is. To enter, students donate animal food, treats, beds, and toys. Look through the videos carefully and select the top 10. Then, allow students to vote for the funniest video. Donate the animal items to an organization.



Citizen Scientists

Another way to help animals is to study them. Scientists watch to see how animals behave. They study what animals need to survive. Young scientists can count animals. It's simple to do. And it can show if there are changes over time. Scientists also report new animals in the area or any strange behaviors. The more we know about animals, the more we can find ways to help them.





Project Noah

Scientists around the world are working together to study animals. You can help by taking a picture of the animals in your neighborhood. Then, share what you find with other nature lovers online. Scientists use the photos to observe and compare animals from around the world. Log onto *ProjectNoah.org* to find out more.


Lost Ladybugs

Across the country, some types of ladybugs are disappearing. Scientists don't know why it's happening, but they want to learn more. Whenever you find a ladybug, take a picture. Then, upload it to *LostLadybug.org*. If you can't find any ladybugs, let them know that, too. It's useful for scientists to know where the ladybugs are found, as well as where they are not found.




Caring Careers

There are many ways to help animals. One of the best ways is to go to school and train for a career in caring for animals. Most of these careers require biology and **zoology** classes in college. The following careers are just some of the ways you can help.



Veterinarians are animal doctors. Some vets are experts at helping pets and domestic animals. Other vets specialize in wild animals.



Park rangers care for our nation's wild areas. They make sure animals are safe and help protect the environment for animals.

Wildlife rehabilitators

take care of injured animals for a short time. When the animal is ready, they help it adjust to life in the wild.



Animal trainers teach animals how to behave and obey commands.

- Which job sounds the most interesting to you?
- Which career do you think is the best way to help animals?
- If you're interested in one of these careers, what are some steps you can take to find out more?

Raise Your Voice

Animals can't speak for themselves. So we must speak for them. People must take action. There are many ways you can help, from raising money for a shelter to keeping our planet safe for animals. Everything makes a difference. If we work together, these amazing creatures will share our world for years to come.





**"Let's do the work that needs to be
done, with love and compassion."**

—Jane Goodall

Glossary

abandonment—the state of being left behind

abuse—to hurt or harm

activists—people who act to bring about change,
especially political change

adopted—taken on as someone's responsibility

animal trainers—people who train animals to act in
specific ways and obey commands

biologists—people who study biology, an area of science
that deals with living things

captivity—being contained in an area, not being able to
leave

charity—a group set up to provide help and money to a
certain cause

companion—one who acts as a friend and serves another

conservation—the protection of something such as the
environment

domesticated—adapted to life with humans

donate—to give without compensation

ecosystem—the community of living things in a specific
place

endangered—in danger of disappearing from Earth

environment—a set of complete factors that form an
ecosystem that includes soil, climate, and living things

expressions—ways in which the face appears to show
feelings



extinct—no longer existing in the world

fertilizer—solid waste from farm animals that is added to soil to help plants grow

gestures—movements of the body (usually arms or hands) that show ideas or feelings

habitats—the places where living things belong naturally

neglect—to give little attention to

park rangers—people who are in charge of caring for wild areas of land

poaching—stealing or killing animals illegally

pollution—the act or process of making land, water, and air dirty or unsafe for use

service animals—animals trained to help people that have a physical or mental limitation

species—a class of living things with similar features

threatened—close to being endangered

TLC—tender loving care

veterinarians—people who are doctors to animals

volunteer—someone who does a job willingly without being paid

wildlife rehabilitators—people who help injured or sick animals heal so they can return to the wild

working animals—trained animals that perform work that is difficult for humans to perform

zoology—an area of biology that focuses on animals



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Learn how scientists classify animals and what makes animals different from humans.

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Look at creatures around the world that are currently threatened with extinction and the many ways we can help them survive.

Lessem, Don. *Dinosaurs to Dodos: An Encyclopedia of Extinct Animals.* Scholastic, 1999.

Research extinct animals, what led to their extinction, and the modern scientific discoveries that reveal their lost worlds.

Palika, Liz and Miller, Katherine A. *Animals at Work (ASPCA Kids).* Howell Book House, 2009.

Discover how dogs protect livestock, guide people, pull sleds and wagons, and more. Also read about horses who serve in the military and law enforcement and cats who provide therapy to the sick and elderly.

Steiger, Brad and Steiger, Sherry Hansen. *The Mysteries of Animal Intelligence: True Stories of Animals with Amazing Abilities.* Tor Books, 2007.

These stories reveal the intelligence, bravery, and skills of different kinds of animals and how they have helped humans.



More to Explore

Association of Zoos & Aquariums

<http://www.aza.org>

Here you can find ways that kids and families can become more educated and involved with wildlife conservation.

Delta Society: Pet Partners

<http://www.deltasociety.org>

Learn how pet therapy works. Find training in your area if you are interested in getting your pet involved.

Kids' Planet

<http://www.kidsplanet.org>

This website includes many interactive features, such as games, a world map, electronic fact sheets on over 50 species, information on wolves, and more cool stuff.

National Wildlife Federation

<http://www.nwf.org>

This site presents various wildlife preservation causes. There is even a tab at the top just for kids.

World Wildlife Fund

<http://www.worldwildlife.org>

Find out about different endangered species and what is being done to protect them. Under *What We Do*, click *Protect Species*. Also, you can see what you, personally, can do to help. Under *How To Help* click *Make It Personal*.



About the Author



Jessica Cohn grew up in Michigan, where she volunteered in school and the Girl Scouts. She has a bachelor's degree in English and a master's in written communications. She has worked in educational publishing for more than a decade as a writer and an editor. She has written articles and books on many subjects, including animals. She is married and has two sons. The family is based in New York state, where they are friends to all animals.





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“Thank you for helping us
create a world in which
children love to learn!”



Hand to Paw: Protecting Animals

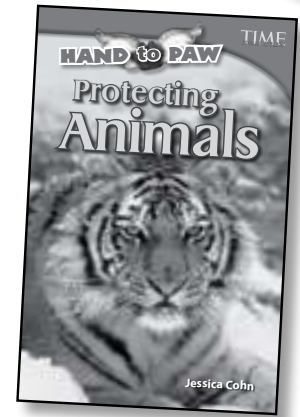
Focus Objectives

Students will be able to:

- monitor own reading strategies and make modifications.
- use mental images based on pictures and print to aid in comprehension.

Language Objective

Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.



Word Work

- **Word Study:** Prefixes
- *Prefixes* activity sheet
- **Greek and Latin Roots:** *biologists*, *zoologists*

Academic Vocabulary

- *conservation*
- *ecosystem*
- *endangered*
- *poaching*
- *service animals*

Comprehension

- **Model Lesson 1:** Monitoring Reading
- *Monitoring Reading* activity sheet
- **Model Lesson 2:** Using Mental Images

Using Text Types

- *Hand to Paw: Protecting Animals* and "How to Become a Service Dog Volunteer"
- Use key ideas from the book to create a "How To" for protecting animals.

Writing

Students write a blog about their work with animals as animal caretakers.

Cross-curricular Connections

- **Science:** Students know that people of all ages, backgrounds, and groups have made contributions to science and technology throughout history.
- **Geography:** Students know the components of ecosystems at a variety of scales.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings
- "Lend a Hand" poem

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Hand to Paw: Protecting Animals (cont.)

Word Work

- 1. Prefixes**—Discuss how many words are made up of a root and a prefix, which will modify the original root or base word. Even the word *prefix* has *pre-* as part of it, which means *before*.
 - Write the words *undersea*, *unusual*, *remove*, and *diagram*. Ask students to underline the root in each word and circle the prefixes.
 - Discuss the meanings of each prefix and how it modifies the original word. *Under-* means *beneath* or *below*, *un-* means *not*, *re-* means *again*, and *dia-* means *through* or *across*.
 - Have students work together to make a list of other words using the same prefixes.
 - For additional practice with prefixes, have students complete the *Prefixes* activity sheet.
- 2. Greek and Latin Roots**—Discuss the words *biologist* and *zoologist* with students.
 - Write both words on the board and underline the suffix in each (*-ologist*). Explain that this means a person who studies.
 - Discuss the meanings of the Greek and Latin roots: *bio* (life) and *zoo* (animal).
 - Have students create a word web for each root. In the middle bubble, there should be *bio* or *zoo*. Students can brainstorm words that contain these roots and write them in the surrounding bubbles (*biography*, *biosphere*, *autobiographer*, *bios*, *zooid*, *zooplankton*, *zoolatry*).

Tip: Have students keep the lists in an easily accessible place or post them in the classroom.

Academic Vocabulary

1. Develop students' vocabulary by naming words related to protecting animals. Write *Protecting Animals* on the board or chart paper. Under it, list all the words students can name. Your chart may look similar to the chart on the right.
2. Using at least five words from the chart, have students write short stories about an animal of their choice.
3. Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a word web.

Protecting Animals	
captivity	extinct
domesticated	gestures
endangered	neglect
environment	pollution

Model Lesson 1: Monitoring Reading

Before Reading

1. **Activating Prior Knowledge and Setting a Purpose**—Have students look at the cover, discuss the title, and share what they see with partners. You may wish to prompt students with the following questions: *What do you know about protecting animals? What do you know about domesticated and wild animals? What sorts of things do people do to protect animals? Why did the illustrators use a tiger in the snow on the cover? What do you know about protecting tigers?*

- Read pages 4–5 aloud. Have students take a text walk through the book and share two things they already know about protecting animals by using the sentence frame *I already know _____ about _____ because _____*. Encourage them to share their source of knowledge, such as personal experiences, books, and television. What do students want to learn based on their text walk? What looks interesting?

2. Monitoring Reading

- **Model**—Tell students that this book looks as if it is a topic that many of us know some things about but that doesn't mean it won't be interesting or that we won't learn something new. Say, "I want to show you some strategies for monitoring comprehension or keeping track of what's going on in the book when it is a topic that you already know quite a bit about."
- Turn to pages 6–7. Say, "I want to better understand the diagram on these pages because I see it has both foods and animals. I wonder why. I'll check the big heading, 'In the Wild,' but that may not help me. Prior to reading, I can also look at the bold words on the page and I see *biologists, environment, and ecosystems*. That gives me some clues that I will probably be reading about all the things in the environment or ecosystem that biologists think are important to animals. When I start to read this book, I will think about what I already know and also what I may not know a lot about. I am going to set a goal for my reading based on looking ahead and then monitor my understanding of the text to see if that is what I am learning about. For example, I know a lot about domesticated animals, but I don't know a lot about endangered animals. I set a goal for reading to learn more about how to protect endangered animals."
- **Guided and Independent Practice**—Have students read pages 10–12 with partners, looking ahead to pages 12–13 and paying attention to what they already know. Ask them what they would still like to learn more about. Have students write down their goals and take notes about what they are reading.

English Language Support

Introduce students to the verb *protect* and the adjective *protected*. Show them the pictures on pages 24–31. Have them use the words to describe what they see.

Model Lesson 1: Monitoring Reading *(cont.)*

During Reading

1. Monitoring Reading

- **Model**—Tell students they might encounter tricky words in this text. Say, “On page 12, I see the word *companion* in the text. I can look ‘in the word’ and divide the word into parts. It is pretty easy to sound out. To determine what it means, I look ‘around the word’ and reread the sentence. That doesn’t help me, so I read on, and the next sentence explains that ‘animals can be great friends.’ I look at the photo and see lots of animal pets. I check the glossary for the word *companion* because it is written in bold. It says a companion is ‘one who acts as a friend and serves another.’ I get it now!”
- Remind students that strategies like rereading, reading on, checking the illustrations, and checking the glossary can help us determine words we don’t know.
- **Guided and Independent Practice**—List strategies for monitoring comprehension. Ask students to find a tricky word. Have students share the word and which strategy they used to determine its meaning with partners.

English Language Support

Put students into pairs. Have them create small skits representing a tricky word they have learned. Students will act out the word for the group to guess.



Assessment Opportunity—As you read with students, notice which strategies they use to define and/or decode words (e.g., breaking the word into parts, rereading, reading on, thinking about what they know, checking the glossary, and checking illustrations).

After Reading

1. Monitoring Reading and Rereading

- **Model**—Use “Keeping Count” on pages 26–27 to model monitoring comprehension. Say, “When I read about these endangered animals, I didn’t understand how they determined how many of each animal still exist. There seems to be so few! I read this blue box three times to help me understand. I learned that the numbers are critically low, but it doesn’t tell me about how we know the numbers. Then I thought about how we estimate in math, and I notice that a few of the smaller numbers have ranges. I think scientists probably estimate the numbers. I want to research this on the Internet because this book didn’t have much about how scientists determine which animals are the most in need of protection!”
- **Guided Practice**—Have students skim through pages 3–23 and look for topics that they needed to read over a few times to understand. Are there any topics they want to research beyond the book (ecosystems, animal IQ, service animals)?
- For additional practice with comprehension, have students complete the *Monitoring Reading* activity sheet.

Model Lesson 2: Using Mental Images

Before Reading

1. **Activating Prior Knowledge**—Instruct partners to review pages 3–23 by reading headings and illustrations.
 - On pages 12–13, have students briefly discuss the headings and illustrations.
 - What do students know about ecosystems on pages 6–7 and citizen scientists on pages 36–37? How do people use study animals? What tools do citizen scientists use? What can we learn from studying how animals behave?
 - Have students share one thing they expect to learn from this part of the book with partners.

2. **Using Mental Images and a Mind Camera**

- **Model**—Share a few of your favorite photos from the book. Students do the same. Say, “Authors use words, not pictures, to communicate their ideas. We can use those words and our ‘mind camera’ to make pictures in our heads. Page 21 has a great photo of a volunteer cleaning a gull. In the text, the author wrote, ‘Many rescue projects need hands-on help.’ In my mind camera, I can picture many volunteers along the beach after a spill helping the animals.”
- **Guided Practice**—Read aloud the previous paragraph about rescued penguins. Ask students to close their eyes and visualize what the penguins looked like when they were first rescued. Read the next few sentences together about the damage to their special feathers and how volunteers helped. Reread the end of the paragraph, pausing after each sentence to sketch on a chart the following: *penguins coated with oil; penguins trying to clean themselves but getting sick.*
- Distribute small pieces of paper or index cards and ask students to sketch the rest of the page. Continue reading aloud, pausing so students can draw what they see in their mind cameras. Ask students to identify which specific words helped them the most when imagining their pictures. You may wish to include any of the following: *penguins being cleaned by hand; people knitting sweaters and mailing them; penguins in sweaters waiting for baths.*
- Explain that using our mind cameras when we read is not only fun but it also helps us to learn and remember more. Tell students to be on the lookout for sentences that help them use their mind cameras.

English Language Support

Have students create Venn diagrams. Students can choose two different animals—or three to make a triple Venn diagram—to compare and contrast. Be sure to have them label the diagrams with the animals they choose. Students may draw pictures to help support the text.

Model Lesson 2: Using Mental Images (cont.)

During Reading

1. Using Mental Images

- **Model**—Tell students that paying close attention when reading helps make strong mind pictures. Say, “You have to read carefully and slowly sometimes to do it. For example, when reading page 14 about service animals, the sentence, ‘Other animals are used in hospitals to cheer up sick and lonely patients.’ I can just imagine what it looks like because I’ve seen service dogs before, haven’t you? With my mind camera, I can imagine what a service monkey might do and I can see people smiling and laughing. I see a hospital room and in enters a service animal. The sick person’s face brightens up. The words *cheer up* helped me the most.” Have students sketch a drawing of a service animal in a hospital room.
- **Guided and Independent Practice**—Give students a paper folded into two boxes and ask them to find two places in the text where they made a strong picture in their heads. Students may copy each sentence, underlining two key words that helped them use their mind camera, and sketch pictures to go with each sentence. Allow partners to share.



Assessment Opportunity—When students are reading, ask them to identify words that elicit strong visual images.

After Reading

1. Summarizing and Responding

- Discuss what students have learned from reading this portion of the book.
- Have students share their favorite photo from the book and tell why they like it. Compare two photos. How are they alike and different?

2. Using Mental Images

- **Model**—Share a sentence that is one of your favorites from the book for making a mind picture. Tell why you like it and what words help you the most in making a picture in your head. Say, for example, “On page 9 it reads, ‘Peacocks have beautifully colored iridescent-blue tail feathers. They show them off to win over females.’ I can see it because the author used the words *beautiful*, *iridescent*, and *blue*.”
- **Guided Practice**—Tell students to find one sentence they think makes a strong mind picture and choose which two or three words help them see the picture in their minds. Have students first identify places in the text, then share with partners or the group.

English Language Support

Show students the images on pages 16 and 17 of the book. Discuss conservation-related words, such as *endangered*, *extinct*, and *habitat*. Contrast the meaning of *extinct* and *endangered* in other contexts. Have students create picture word cards for the new vocabulary.

Comprehension Mini Lessons and Practice Opportunities

Monitoring Reading

- Entire book** **Tricky Words “In” and “Around”**—Ask students to find at least two tricky words in the book. Have them sit in a circle, taking turns “teaching” one of their words to the group using at least two monitoring strategies. One strategy should involve reading “in” the word and another reading “around” the word using context clues and illustrations. Strategies may include rereading, sounding it out, reading on, asking a friend, and looking it up.
- Entire book** **Monitoring Reading Strategies Chart**—Create a wall chart that lists strategies for monitoring comprehension.
- Entire book** **Thinking About Protecting Animals**—Which heading was the most confusing to learn about, and why? Have students reread the heading that confused them the most. Did rereading it help? What else can you do to help determine the meaning of the section?
- Entire book** **Monitoring and STOPPING to Fix It!**—Have students make a replica of a stop sign and tape it onto a craft stick. Then read aloud from any page in the book. Ask students to hold up their stop signs when they think you should stop to discuss a confusing word or concept. Discuss the confusing part and model various monitoring strategies that may help fix the confusion.

Using Mental Images

- Entire book** **Using Sensory Images During Reading**—Find examples in the text where the reader needs to use sensory details to fully understand the text. Ask students to sketch or act out each one.
- Pages 8–9** **Imagining Extreme Animals**—Ask students to think about what they already know about the extreme animals. Reread pages 8–9. Ask students to make pictures in their heads about each animal listed. Have them write a quick sentence or draw a picture for each.
- Pages 42–43** **Glossary Sense Walk**—Have students turn to the glossary and read the list of words with partners. What images, sights, sounds, and smells come to mind? Have students choose their top five favorite words and sketch illustrations to go with them.

Hand to Paw: Protecting Animals *(cont.)*

Using Text Types

Reread pages 22–25 in *Hand to Paw: Protecting Animals* and “How to...” article.

- Point out the structure of “How to Become a Service Dog Volunteer.” Tell them they will create their own “How to” article.
- Have groups create a guide on how to protect animals, using the book and article for support.

Writing

Have students write a blog about his or her job working with animals.

- **Below-grade-level students:** Write one paragraph describing the type of animal(s) you work with and what you do to take care of the animal(s).
- **On-grade-level students:** Write a multiparagraph narrative describing the type of animal(s) you work with and what you do to take care of the animal(s).
- **Above-grade-level students:** Write a longer narrative describing the type of animal(s) you work with and what you do to take care of the animal(s).

Cross-curricular Connections



Science—Discuss the contributions of Caring Careers discussed on pages 40–41. Have groups create lists of influential people in one career and their accomplishments.



Geography—Have students choose an animal to research. Make sure they can identify at least one way this animal contributes to the ecosystem.

Building Fluency

1. **Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
2. **Reading the Poem**— Use one or all of the following methods for fluency practice:
 - Display the poem “Lend a Hand.” Ask students how the poem and the book are similar and different.
 - Have students highlight the punctuation marks throughout the poem. Discuss how punctuation marks help the reader know how to read. Have student pairs rearrange the punctuation marks so that the sentences are grouped in different ways resulting in a different rhythm. Allow pairs to read their version to the class.

How to Become a Service Dog Volunteer

What is a Service Dog?

Service dogs are specially trained animals. They help people with disabilities complete everyday tasks like opening doors or crossing the street. You may have seen a service dog and wondered how they can do what they do! The answer is simple: years of training. Most service dogs are trained for two years before they are given to their disabled handlers.



What is a Service Dog Volunteer?

If you become a service dog volunteer, you will be in charge of raising and training the service dog from the time he or she is a puppy until he or she is one or two years old. This means you will attend regular training sessions while providing the dog with a healthy and happy home.

Step-by-Step Instructions:

1. Find a dog training group (remember, each group has different requirements).
2. Fill out an application.
3. Buy dog necessities and accessories.
4. Bring home your service dog puppy.
5. Socialize the dog by introducing him or her to your friends and family.
6. Go to weekly training classes.
7. Return the dog to the organization.

Things you will need to make a happy home for your service dog:

- Food (Some organizations ask volunteers to buy a certain brand.)
- Bowls for food and water
- Bed or crate
- Leash and collar
- Toys
- Treats

Things to know *before* your service dog moves in:

Service dogs have special needs. They need to be socialized frequently. This means they need to interact with many different people. They also need to exercise regularly, 25–40 minutes a day. Being a service dog volunteer is a big responsibility—you must be able to practice training the dog every day and also attend weekly training meetings. But with big responsibility comes big rewards—by training a service dog, you will be changing a person's life!

Lend a Hand

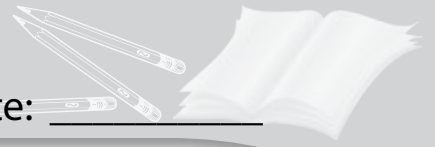
by Sharon Coan

Hands can do so many things,
You could not list them all.
But a great way for hands to be used
Is to help in ways large and small.
Hands can help animals close to home
Or those living far away,
From the injured or endangered
To our pets or those that stray.
Hands can make a difference
Throughout a community,
Pitching in and helping out
Wherever there's a need.
Hands can protect the environment—
It doesn't take much to be green.
Hands can recycle and turn off lights
So land, air, and water stay clean.
So, take your hands and put them to work.
The world depends on you!
And, if you join with other hands,
There's no telling what you can do.



Name: _____

Date: _____



Prefixes

Directions: Using a dictionary, locate words with the prefixes below. Read the definitions and determine the common meaning of the prefix. Then write the meaning of the prefix in the box.

Prefix	Meaning
1. <i>under-</i> examples: undersea, underboss	below
2. <i>un-</i> examples: unacceptable, unusual	
3. <i>re-</i> examples: remove, replace	
4. <i>dia-</i> examples: diagram, diameter	

5. **Challenge:** Choose a prefix from above. Make a new word with it, and use it in a sentence.



Name: _____

Date: _____

Monitoring Reading

Directions: Read the questions below about monitoring your understanding of the text. Then write your thoughts about how to boost your understanding.

What do I easily understand?

1. _____

2. _____

What parts are more difficult to understand?

3. _____

4. _____

What can I do next time to help me better understand the more difficult parts of a book? (Circle one or more.)

Reread the section.

Make a flow chart.

Talk with someone about it.

Look up words I don't understand.

Think about how the text is structured.

Act it out.

Read more slowly.

Look at the main idea and key words.

Use picture clues.

Make connections to what I already know.

Other: _____

Hand to Paw: Protecting Animals

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 The _____ is a domesticated animal.

- ☐ (A) lion
- ☐ (B) sheep
- ☐ (C) eagle
- ☐ (D) shark

4 Park rangers probably _____.

- ☐ (A) are afraid of animals
- ☐ (B) prefer to be indoors
- ☐ (C) like working with wild animals
- ☐ (D) are not interested in animal habitats

2 The fastest animal on land is the _____.

- ☐ (A) lion
- ☐ (B) peacock
- ☐ (C) blue whale
- ☐ (D) cheetah

5 The study of animal biology is called _____.

- ☐ (A) *charity*
- ☐ (B) *poaching*
- ☐ (C) *habitat*
- ☐ (D) *zoology*

3 You can infer that neglected dogs _____.

- ☐ (A) need medical care
- ☐ (B) are healthier than other dogs
- ☐ (C) do not need to be rescued
- ☐ (D) are larger than other dogs

6 If every animal in a species has died, that species is _____.

- ☐ (A) extinct
- ☐ (B) an ecosystem
- ☐ (C) domesticated
- ☐ (D) exotic

Hand to Paw: Protecting Animals (cont.)

Multiple-Choice Test (cont.)

Name: _____ Date: _____

7 Keeping a pet healthy helps you understand _____.

- ☐ (A) how chimps learn
- ☐ (B) what veterinarians do
- ☐ (C) oil spills
- ☐ (D) elephants

10 Animals are important because _____.

- ☐ (A) some of them are very large
- ☐ (B) some of them can move faster than people
- ☐ (C) they live in different places
- ☐ (D) they all affect the ecosystem

8 Like park rangers, wildlife rehabilitators _____.

- ☐ (A) mostly work with dogs and cats
- ☐ (B) are veterinarians
- ☐ (C) work with wild animals
- ☐ (D) do not work with animals

11 The author thinks it is very important to _____.

- ☐ (A) travel to the jungle
- ☐ (B) get a pet turtle
- ☐ (C) take care of animals and their homes
- ☐ (D) stay away from animals

9 What is the last step in making homemade dog biscuits?

- ☐ (A) Knead the dough and roll it out.
- ☐ (B) Bake the biscuits for about 40 minutes.
- ☐ (C) Mix the flour and oats together.
- ☐ (D) Use a dog-bone cookie cutter to shape the dough.

12 What might happen if there were no more wolves in the food chain?

- ☐ (A) There would be too many deer because wolves prey on deer.
- ☐ (B) There would be no more deer because they eat wolves.
- ☐ (C) There would be many more young wolves.
- ☐ (D) There would be more trees.

Hand to Paw: Protecting Animals

Prefixes, p. 11

1. below
2. not
3. again
4. through or across
5. *Answers will vary.*

Monitoring Reading, p. 12

Answers will vary.

Multiple-Choice Test, p. 13

1. B
2. D
3. A
4. C
5. D
6. A
7. B
8. C
9. B
10. D
11. C
12. A



How to Use the Oral Reading Record

Using an Oral Reading Record

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- Errors to be marked include substitutions, omissions, insertions, and having to be told a word by the teacher.
- Self-corrections occur when a student realizes an error on his or her own and corrects it.
- Note where the errors and self-corrections are made via meaning, structure, or visual cues (defined below).
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as frequently as possible in order to create the truest record.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.
- Time the student to test for fluency. The Reading First standard for first grade is 60 words per minute. (It is 90 to 100 words read correctly by the end of second grade and 114 by the end of third grade.)

Meaning, Structure, and Visual Cues

Meaning. When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the oral reading record, mark these cues with an *M*.

Structure. When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the oral reading record, mark these cues with an *S*.

Visual. When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the oral reading record, mark these cues with a *V*.

How to Use the Oral Reading Record

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	(checkmark) above each word read	✓ ✓ ✓ This is big.
Substitution	Word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	Beginning sound above word followed by mark for correct	b/✓ This is big.

How to Use the Oral Reading Record

Scoring an Oral Reading Record

Teachers will use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then circle whether those errors and self-corrections are in the area of meaning (M), structure (S), or visual (V) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction.

- **Calculate the rate of error.** Add the total number of words read. Divide that number by the number of errors made.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- **Calculate the rate of self-correction.** Add both the number of errors and self-corrections. Then divide that number by the number of self-corrections.
For example, if there are 8 errors and 6 self-corrections, that makes 14 total. Divide 14 by the number of self-corrections (6). This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- **Calculate a percentage for accuracy.** Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute. Both of these measures give adequate indications of word recognition and fluency. However, keep in mind that these calculations provide one kind of data for students—teachers should examine students' reading and learning in context, as individuals and as members of the larger learning group.

How to Use the Oral Reading Record

Fluency Rubric

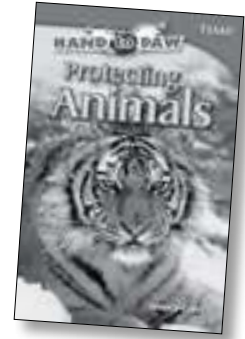
Score	Accuracy	Rate (Pace)	Expression	
			Structural phrasing, pausing, smoothness, pitch, volume	Interpretive mood, purpose, emotion, subtleties of meaning
4	Recognizes most words and reads them correctly without hesitation.	Consistently reads at a natural, conversational pace, or as appropriate for the text.	Reads smoothly. Consistently uses meaningful phrasing and appropriate pausing. Adjusts pitch and volume to the circumstances (type of text or audience).	Recognizes different purposes for reading. Consistently conveys the appropriate mood and emotion. Distinguishes word meanings in context.
3	Recognizes pretaught and familiar words and reads them correctly. May hesitate, but can use context and apply word-attack skills.	Sometimes reads at a conversational pace, but is inconsistent. May speed up and slow down or generally read at a slightly slower pace.	Reads smoothly in general, but with some breaks or misuse of pausing. Is aware of pitch and volume.	Reads most text with emphasis appropriate for the purpose and mood of the text. May at times slip into concentrating on pronunciation, but will usually recover and resume once past the problematic area.
2	Recognizes and reads some words correctly, but hesitates. Has some difficulty using context clues and applying word-attack skills.	Reads somewhat slower than appropriate for text. May have stops and starts or have to go back and reread.	Reads unevenly. May miss punctuation clues, resulting in chopiness or run-on reading. Does not generally attend to pitch and volume.	May use natural-sounding language at times, but, in general, frequently resorts to focusing on word-by-word pronunciation without regard for the mood, purpose, or intended meaning.
1	Misreads words frequently. May not recognize words in different contexts. Is not adept at applying word-attack skills.	Reading is slow and laborious. Frequently hesitates, stops, or goes back to "start over."	Does not usually read in meaningful units, such as phrases or clauses. May read word by word with little attention to context or punctuation signals.	Reading is generally monotone and lacks a sense of awareness of mood, purpose, or emotion. May not recognize word meanings in context.

Hand to Paw: Protecting Animals

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



Word Count	Codes				
232	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	<p>Animals live everywhere on Earth. Insects, mammals, reptiles, birds, and fish come in every color and shape you can imagine. They hunt, mate, and build their homes around the world.</p> <p>Wild animals have fascinated people for thousands of years. Their strength and beauty have inspired and awed us. Their meat has served as food. Their furs have kept us warm. Animal bones were even used to make some of the first human tools.</p> <p>Domesticated animals live on farms. They help with herding sheep, producing milk, and making fertilizer. Domesticated animals can also be our pets. Cats, dogs, iguanas, and even mice can be pets. The animals we bring into our homes can comfort and care for us. And we care for them.</p>			M S V	M S V
SUBTOTALS					

GO ON 

Hand to Paw: Protecting Animals *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used	
				E	SC
6	Earth's animals come in a wild assortment. You know the long-necked giraffe and the harsh spikes of the porcupine. But there are many other strange creatures we are just discovering. In Africa, there is a spider that makes a web stronger than a bulletproof vest! In the Gulf of Mexico, biologists found an odd fish that walks on its fins. Scientists are calling it the pancake batfish.			M S V	M S V
7	Each wild animal plays a big role in our environment. Larger animals eat smaller ones. Some animals eat plants. This helps to spread seeds. All the animals in an ecosystem are connected. Adding or removing just one animal can destroy the balance.			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: