96B

Animals in the City

by Barbara Reeves
Leveled Reader 96B
Genre: Informational Article
Level: Easy/Average

Summary

Even though cities can be crowded and noisy, many animals call cities home. This book describes animals, from pigeons to bats to foxes, that live in cities. Readers find out how the animals thrive in this urban environment.

At a Glance

Links to the Student Edition

Ⓖ **Comprehension Skill:** Visualizing

Selection Vocabulary: *subway, traffic, railroad*

Program Theme: The World Around Us
Unit Theme: A Wider View

People and animals can live peacefully side by side in cities. In fact, animals serve important roles in cities, as well as adding beauty.

Before Reading

Motivating the Reader
Build Background About Cities

Draw a word web on the chalkboard. In the center of the web, write: *What We See in Cities.* Invite volunteers to list words or draw pictures of things people see in cities, including kinds of animals. Invite students to draw pictures of an animal living in the city. Discuss where these animals may make their homes and what they eat.

Preview and Predict

Have students scan the cover, text, and photographs to get an idea of what the book is about. Draw their attention to the book's title, and ask students to make predictions about what kinds of animals live in the city. Then have students set their own purpose for reading, such as reading to find out where to find wild animals in the city.

Point out selection vocabulary and any unfamiliar words, such as *flock, prey, swoop, sly,* and *rodents,* that might be important to understanding the book.

During Reading

Guiding Comprehension

Use the following questions to support students as they read.

- **Page 2** *Which details in this first paragraph help you imagine what a city is like?* (Answers will vary, but students should focus on descriptive words, such as *large*, *crowded*, and *roars*.)

- **Page 3** *How do people feel about pigeons?* (Some people like them; some people think they are pests.)

- **Pages 4–5** *What kinds of birds can you find in a city?* (pigeons, ducks, geese, and songbirds)

- **Page 6** *Why did people bring falcons to cities?* (Falcons were dying out. They like high places, and people thought they would nest in skyscrapers.) *Why would falcons like skyscrapers?* (Skyscrapers are very tall buildings, and falcons like high places.)

- **Page 9** *Why do some animals come out only at night?* (During the day, they hide from the traffic. They can hunt better at night.)

- **Page 11** *What does it mean to be "sly as a fox"?* (Some people think that foxes are clever. If you are "sly as a fox," then you are quick-thinking.)

- **Page 11** *Look at the photographs. Why are the fox and raccoons going into garbage cans?* (They are looking for food people have thrown out.)

- **Page 11** *Why should people leave raccoons alone?* (Even though they are cute, they are still wild animals. They could hurt people if they are bothered.)

- **Pages 14–15** *What animals live in cities in Canada and India?* (In Canada, polar bears sometimes walk in the cities. Cattle walk the streets in India.)

- **Page 16** *How do city animals help people?* (Some eat insects and rodents. Some are pretty to look at and bring a bit of nature to the city.)

Reading Strategies

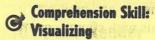| If...	Then...
If... a student is not familiar with some of the animals described in the book,	**Then...** encourage the student to study the photographs carefully.
If... a student can group animals by type or category, such as birds or night animals,	**Then...** praise the student for his or her skill in classifying.
If... a student has difficulty visualizing,	**Then...** use **Model Your Thinking** below.

Model Your Thinking

Comprehension Skill: Visualizing

Think ALOUD

Visualizing means creating pictures in your mind as you read. When I read this book, I noticed that the author used vivid details to describe the city and the animals that live in it. On page 2, the first paragraph focuses on the city. I close my eyes, think about what I know about cities, and picture the sights, sounds, smells, tastes, and feel of a city. I can *feel* people bumping into me as they rush around. I can *feel* the rumble of the ground as trains go by. I can *hear* the roar of the subway and the sounds of horns honking on the street. I can *see* skyscrapers blocking out the sun. If I have trouble visualizing, I can reread the paragraph or read more slowly to find details that help me get a better picture in my mind.

After Reading

Revisiting the Text

Comprehension Have students choose an animal in the book and reread the section that describes how the animal has adapted to life in the city. Ask students to visualize the animal's home and the environment around it. Students can draw pictures of the animals' homes and write captions about the animals.

↻Visualizing

Read the book *Animals in the City* and then answer Numbers 1 through 5.

1 Why did the author write *Animals in the City?*

  Ⓐ to entertain readers with funny stories about animals
  Ⓑ to give readers information about animals that live in the city
  Ⓒ to compare and contrast city animals with country animals
  Ⓓ to persuade readers to take care of animals that live in the city

↻ **2** Which group names some city animals that come out only at night?

  Ⓕ storks, polar bears, cows
  Ⓖ squirrels, chipmunks, ducks, geese
  Ⓗ songbirds, falcons, bats
  Ⓘ bats, foxes, owls, raccoons

↻ **3** Read these sentences from the story.

  "The sidewalks are crowded with people. The subway roars beneath the pavement."

  Why do you think the author uses these descriptions?

  Ⓐ She wants to help readers understand why animals come to a city.
  Ⓑ She wants to help readers learn more about subways.
  Ⓒ She wants to help readers see that the city is not a good place to live.
  Ⓓ She wants to help readers imagine how busy and loud a large city is.

4 Where do city animals live? Use details and examples from the book in your answer.

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↻ **5** What does the author say about the way owls fly? Explain what she means. Use words and phrases from the book in your answer.

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