

## NOTE TO TEACHERS USING *Amazing Animal Parts*

Thank you for using this video and text as a teaching tool with your students. While we have chosen stopping places and used broad questions to support student meaning-making, you may choose to use the video differently based on the needs of your students. Please feel free to pause or replay the video to discuss what you feel is important for your students.


### EXTENDING THINKING

Some possible ideas for extending thinking and discussion might include:

- *Why do animals have different body parts? How do different animals use their body parts?*
- *What other animals and body parts would you have included in the book?*
- *Which of these body parts do you have? How do you use each body part?*

### FOLLOW-UP IDEAS


We have also included follow-up options for students to draw, write, make, or do. Please choose any of the suggestions you feel would benefit your students or create your own. Many of these ideas may also be used as assessment of student learning.



**DRAW**  
**Draw your favorite animal and label the body parts.**

**Getting thinking going:**


- Where does your animal live?
- What does your animal eat?
- How do its different body parts help it survive?



**WRITE**  
**Write about your favorite animal.**

**Getting thinking going:**


- What body parts does your favorite animal have?
- How does it use the body parts?



**MAKE**  
**Create an imaginary animal using whatever materials you have.**

**Getting thinking going:**

- What does your animal do?
- Where does it live?
- What does it eat?
- What body parts will it need to survive?



**DO**  
**Pretend to be some of the animals in the book.**

**Getting thinking going:**

- How does the animal use its different body parts to help itself?
- How does your animal move around?
- How does it feed itself?