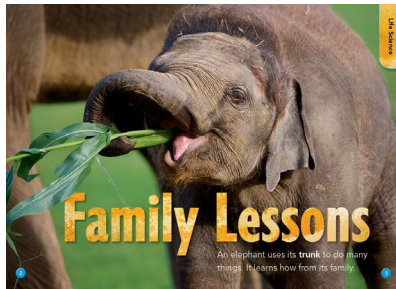
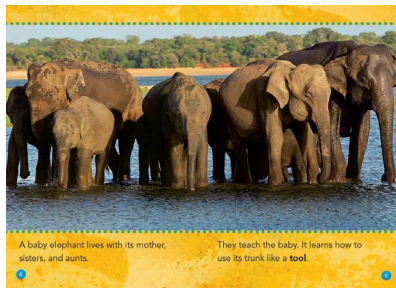


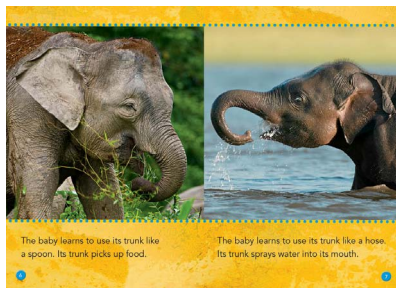
# Family Lessons



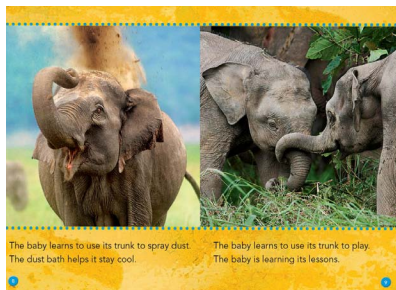
pages 2-3



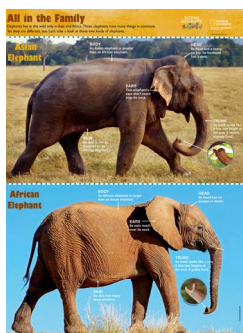
pages 4-5



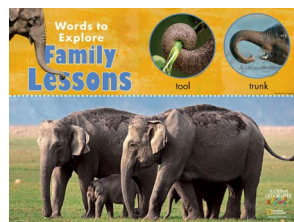
pages 6-7



pages 8-9



poster



poster

## Summary

- A baby elephant lives with and learns from its family as it grows.
- Its family includes its mother, aunts, and sisters.
- The elephant's family teaches the baby to use its trunk like a tool.

## Learning Objectives

Students will:

- recognize that people and some animals learn things from their families;
- know that animals have body parts that help them survive;
- understand that how sentences are written helps readers understand them.

## Materials Needed

- 12 sheets of letter-size white paper
- a marker
- push pins
- tools, such as a fork, a screwdriver, a hand-held calculator, scissors, and a hammer
- "All in the Family" and "Words to Know" posters
- pictures of diverse human and animal families

## Resources

- Learn more about African elephants:

<http://animals.nationalgeographic.com/animals/mammals/african-elephant>

- Learn more about Asian elephants:

<http://animals.nationalgeographic.com/animals/mammals/asian-elephant>

# Family Lessons



## Background

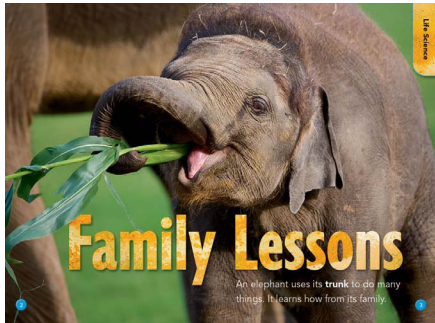
- There are two types of elephants, African and Asian:
  - ▶ African elephants: larger than Asian elephants, weighing more than 6,000 kilograms (13,000 pounds). They have a two-fingered trunk and large tusks. African elephants have large ears and their backs are concave, or dip in. They have a flat forehead. They are found in sub-Saharan Africa, mostly on grassland or savannah and dry woodland.
  - ▶ Asian elephants: smaller than African elephants, weighing up to 5,000 kilograms (11,000 pounds). They have a one-fingered trunk. Males have smaller tusks than the African variety, and females often have no tusks at all. Ears are smaller on the Asian elephant and their backs are convex, or bump out. They are found primarily in the forests of India, the mainland of Southeast Asia, off the coast on Sri Lanka, and in Indonesia.
- Elephant society is basically matriarchal. An older female elephant leads each family group, which includes her female siblings and their offspring. The matriarch decides where the herd will travel, what and where it will eat, and when and how the herd will defend itself.
- Unlike females, which live in close-knit family units, males are solitary. Males become increasingly independent as they grow older and leave the herd at about the age of 12. From that time on, they live alone or with a small group of other males.
- Male elephants will rejoin a female group briefly to mate and might stay temporarily but will leave again to remain alone.

- The elephant population worldwide has dwindled over the past century.
  - ▶ In 1900, there were several million African elephants. There are now between 450,000 and 700,000 of them.
  - ▶ There were about 100,000 Asian elephants at the turn of the last century. Today, there are probably no more than 40,000 of them.
- African elephants are considered threatened, meaning that their numbers are decreasing and they could become endangered.
- Asian elephants are endangered, which means their numbers are small and dwindling, and they are in danger of extinction.

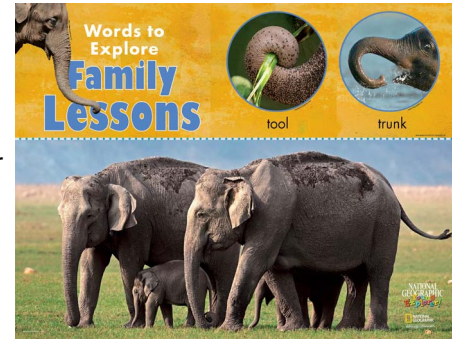
## Fast Facts

- Although they are huge, an elephant's broad, padded feet allow it to walk silently.
- The African elephant is the world's largest land mammal but not the largest animal on Earth. The largest animal on Earth is the blue whale. Male African elephants can be 8.3 meters (25 feet) long. Blue whales can be up to 30 meters (100 feet) long.
- Elephants can travel through deep rivers and lakes that nearly submerge their bodies by sticking their trunks up through the water's surface and using them to breathe like a snorkel.
- The elephant's trunk is like a fifth appendage, with about 100,000 muscles that make the trunk both flexible and strong.

# Family Lessons



pages 2-3



poster

## Activate Prior Knowledge

### How Animals Learn to Survive

1. Ask students where a baby human lives after it is born (with its family; with adults) and how it learns what it needs to know to survive. (Its family teaches it.)
2. Explain to students that some animal babies are like human babies. They live with their parents for a time after they are born. Their parents care for them and teach them. Ask students if they can name any animals that care for their young. (Students might name familiar domestic animals such as dogs, cats, birds, and horses.)
3. Point out that after some animals are born, their parents do *not* care for them. Students might be less familiar with this category of animals, but ask if they can name any. (octopuses, sharks, most reptiles such as snakes, and amphibians such as frogs and toads)
4. Help students understand that some animals know what to do as soon as they are born. These kinds of animals don't need to live with their family. Other animals, such as elephants, need to learn from their families.

## Activate Prior Knowledge

### What is an Elephant?

1. In advance, use a marker to write the following pairs of adjectives on separate pieces of white paper: *big/small*; *tall/short*; *heavy/light*; *animal/plant*; *gray/white*. You can add other pairs of words as well.
2. Display the cover photo in the projectable edition for students. Ask students to identify the animal in the photo and ask them to recall what they know about elephants.



3. Hold up the sheets with pairs of adjectives, one pair at a time, for students. Read aloud each word and instruct students to choose the word in the pair that describes an elephant.
4. As students choose a word, tack it on the wall so that at the end of the activity, students have a list of words that describe elephants.

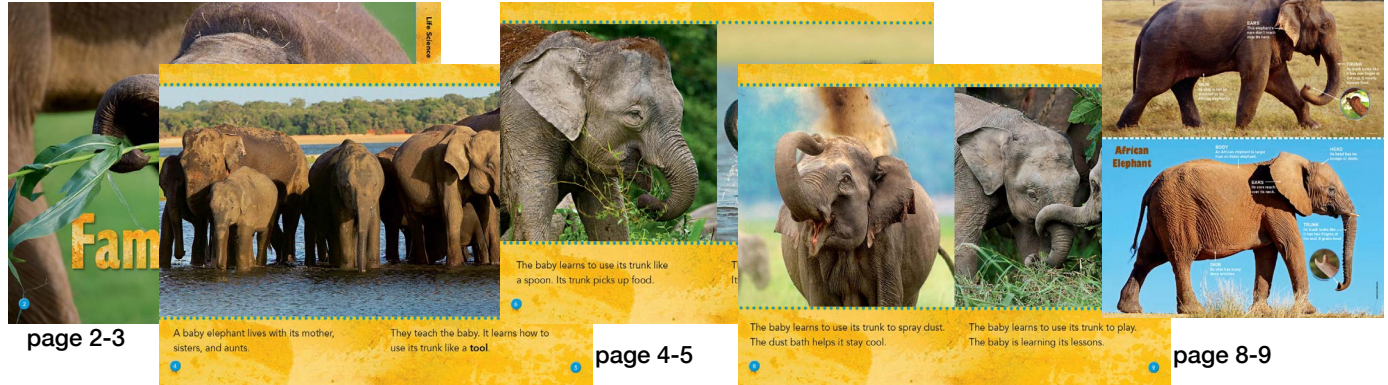
## Vocabulary

### What is a Tool?

1. Place a fork, a screwdriver, a hand-held calculator, a pair of scissors, and a hammer on a table. Substitute other tools that are easier to obtain if necessary.
2. Have students identify the objects that are tools. (They might identify the hammer and the screwdriver but will probably not identify all of the objects as tools.)
3. Ask students to explain why they identified the objects they pointed out as tools and find out what they think a tool is. (Accept several answers as the basis for discussion.)
4. Lead students to understand that a tool is anything that can be used to help do a job or perform a task. Have students identify what each object on the table does and lead them to understand that all of the objects are tools.
5. After reading the article, display the “Words to Explore” poster for students. As students examine the poster, ask them why the poster and the article say that the elephant uses its trunk like a tool. (It uses its trunk to do many jobs.)
6. Review some of the jobs an elephant does with its trunk with students.



# Family Lessons



## Explore Reading

### Words that End in -y

1. Display the projectable edition, and scan the article with students. Invite students to point out any words that end in -y.
2. Have students read out each word as you write it on the board. Write *family*, *many*, and *baby* in one column; write *spray*, *stay*, and *play* in a second column.)
3. Have students read the first column of words together as a class once more. Ask students what sound the *y* makes. (long *e* sound, like the *e* in feet)
4. Ask students to read out the second column of words. Ask students what sound the *y* makes in these words. (You do not hear the *y* by itself. You hear the sound of the letter in front of it, in this case a long *a*.)
5. Write these new words on the board and have students sound them out:
  - Using the rule for the words in the first column: *candy*, *daddy*, *lady*, *penny*
  - Using the rule for the words in the second column: *bay*, *day*, *stay*, *tray*
6. Invite students to name other words they know of that end in -y and tell what sound it makes.

## Explore Science

### African versus Asian Elephants

1. Display the “All in the Family” poster for students.
2. Examine the poster with students, identifying how African and Asian elephants are different.

3. When students have had a chance to review all of the differences, play a game to find out how many of the differences they can recall.
4. Call out various features of the elephants using this model: *My skin has deep wrinkles. Which elephant am I?* (Students answer: *African elephant*); *My ears do not reach over my neck. Which elephant am I?* (Students answer: *Asian elephant*)
5. As a variation, students can also break into small groups and make up riddles for one another.

## Explore Reading

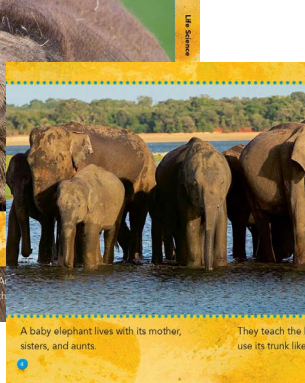
### Recognize Parallel Sentences

1. Draw students’ attention to pages 6–7. Have students read aloud the text on both pages.
2. Write the first sentence of each page on the board, one above the other. Ask students to explain how they are alike. (They are both the same except for the last word, which explains how the baby uses its trunk.)
3. Explain that the sentences are the same except for one word. This helps the reader quickly compare the sentences because the last word, or the difference, is easy to spot. It also helps the reader remember the differences better.
4. Have students look at pages 8–9. Guide them through recognizing the same parallel sentence structure on these pages.
5. Write the words *red* and *blue* on the board. Divide students into pairs and have them write a pair of parallel sentences for these words.

# Family Lessons

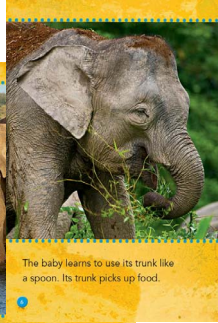


page 2-3



A baby elephant lives with its mother, sisters, and aunts.

They teach the baby. It learns how to use its trunk like a tool.



The baby learns to use its trunk like a spoon. Its trunk picks up food.



The baby learns to use its trunk like a hose. Its trunk sprays water into its mouth.

page 6-7



The baby learns to use its trunk to spray dust. The dust bath helps it stay cool.

The baby learns to use its trunk to play. The baby is learning its lessons.

page 8-9

page 4-5

## Explore Writing

### Learning Lessons from Parents

1. Point out that elephants, like other animals, must learn many things to survive. Ask students how baby elephants learn what they need to know. (Their families teach them.)
2. Begin a discussion of what human babies need to learn as they grow up. (Possibilities: how to feed themselves, how to dress, how to talk, how to walk)
3. Ask students to think about an important person in their lives that they have learned from, and what they have learned.
  - **Kindergarten** Ask students to write 1–2 short sentences. One sentence should identify the person who they have learned from. The second sentence should state something the student has learned from that person. Students should also draw a picture about the lesson they learned.
  - **First Grade** Have students write a short paragraph telling about the person they learn from, and the most important thing they have learned from this person.

4. Have students complete the Learning Lessons Activity Master on page T6.

Activity Master,  
page T6

## Extend Science

### Animals that Teach Their Young

1. Familiarize students with some additional animals that also teach lessons to their young.
2. Animals that could be used as examples:
  - Lion mothers teach their babies to hunt prey.
  - Seals teach their babies how to swim.
  - Bears teach their cubs to grab fish from streams.
  - Some birds demonstrate their songs so their young can imitate them.
3. Invite students to draw a picture that shows an animal parent teaching a lesson to its offspring.
  - **Kindergarten** Students write a short caption explaining the picture.
  - **First Grade** Students write two sentences describing the lesson.

## Extend Science

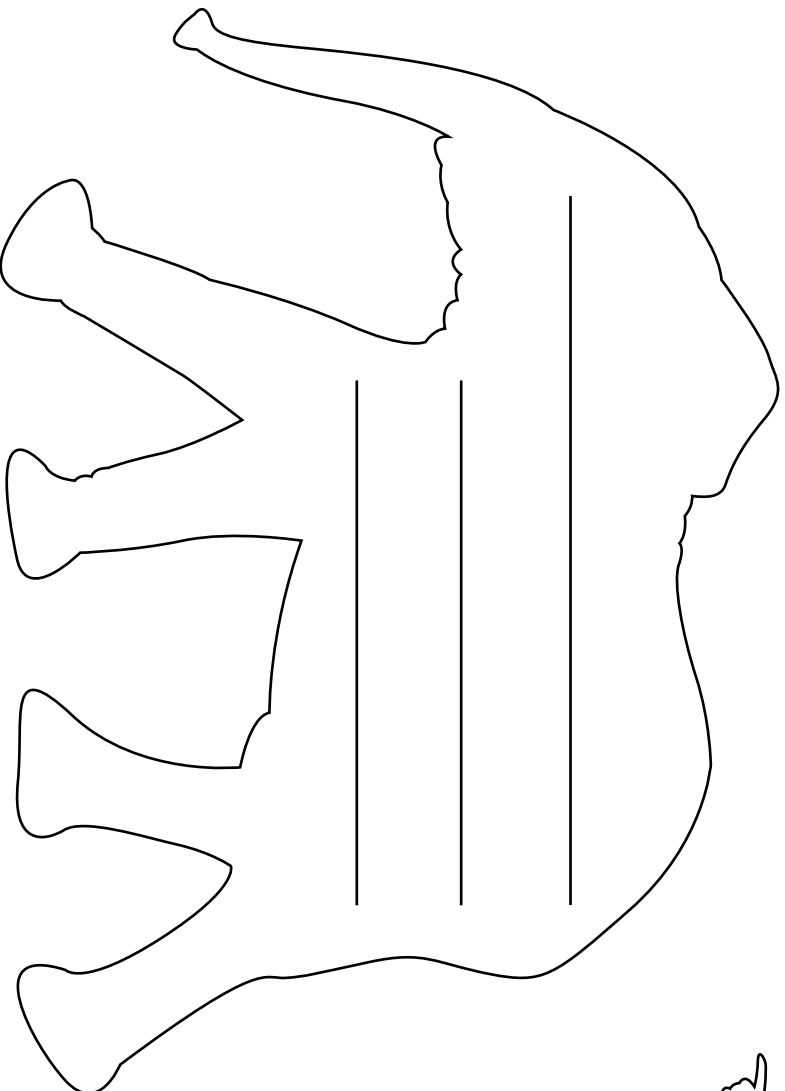
### What Makes Up a Family?

1. Have students brainstorm responses to the question, What makes up a family?
2. Project several photos of both human and animal families for students. Use any collection of photos that shows a diversity of families.
4. As each photo is projected, ask students if they are looking at a family. Allow students to answer; however, in each case the answer will be yes.
5. After viewing the photos, discuss with students what makes a family. Invite students to talk about what their own families are like, and recognize the diversity of families among class members.

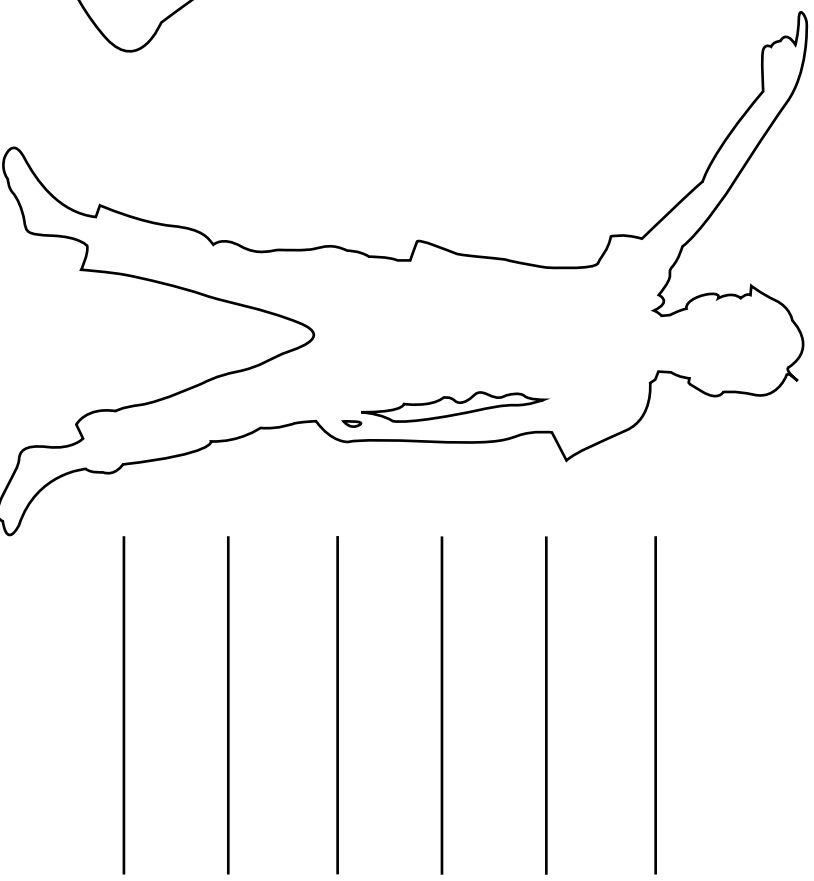
**Learning Lessons**

**Write what an elephant baby learns from its family. Write what you learn from your family.**

**What a Baby Elephant  
Learns from its Family**

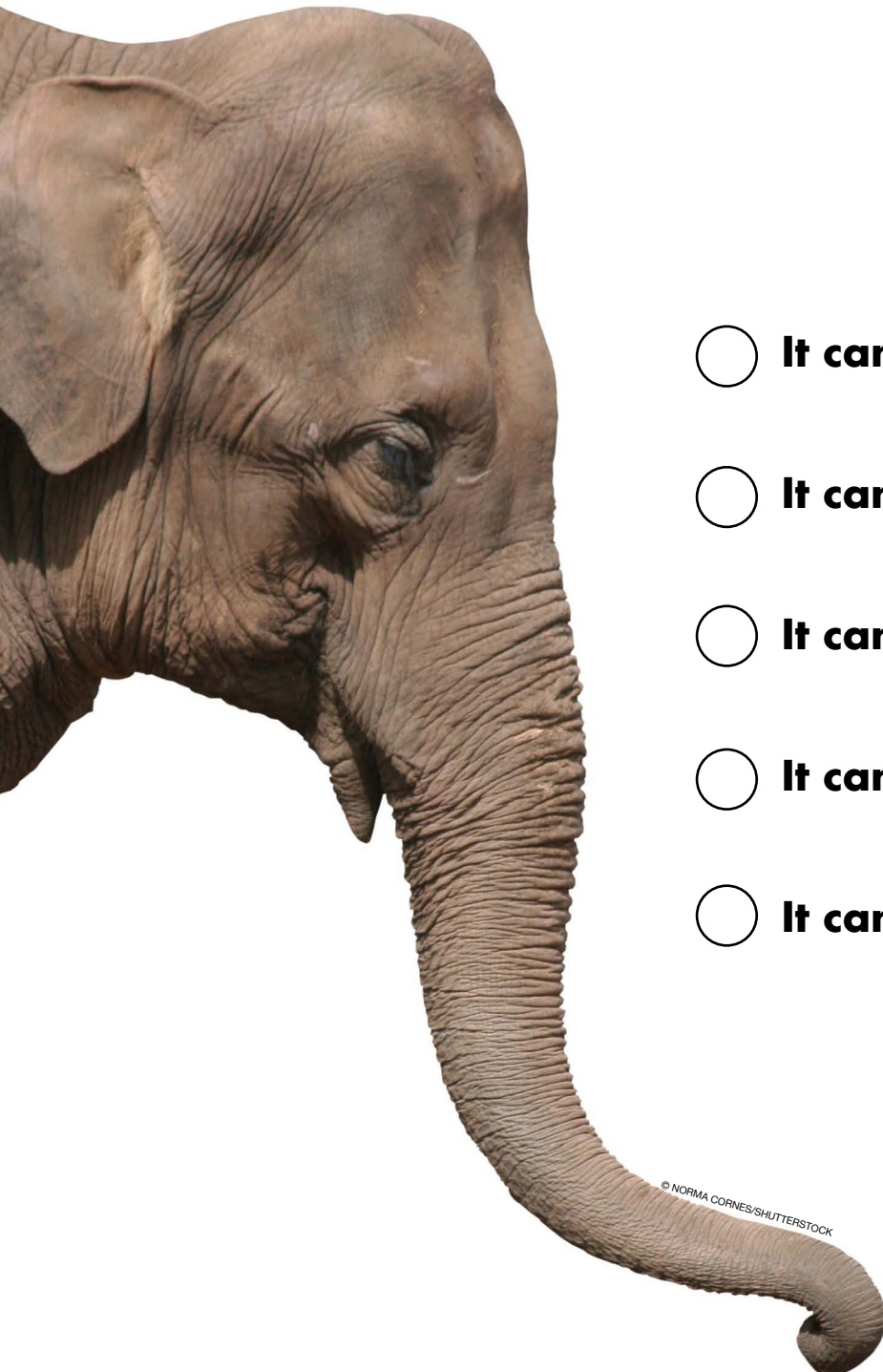


**What a Baby Human  
Learns from its Family**



### An Elephant's Trunk

**Fill in the circle next to the things an elephant can do with its trunk.**



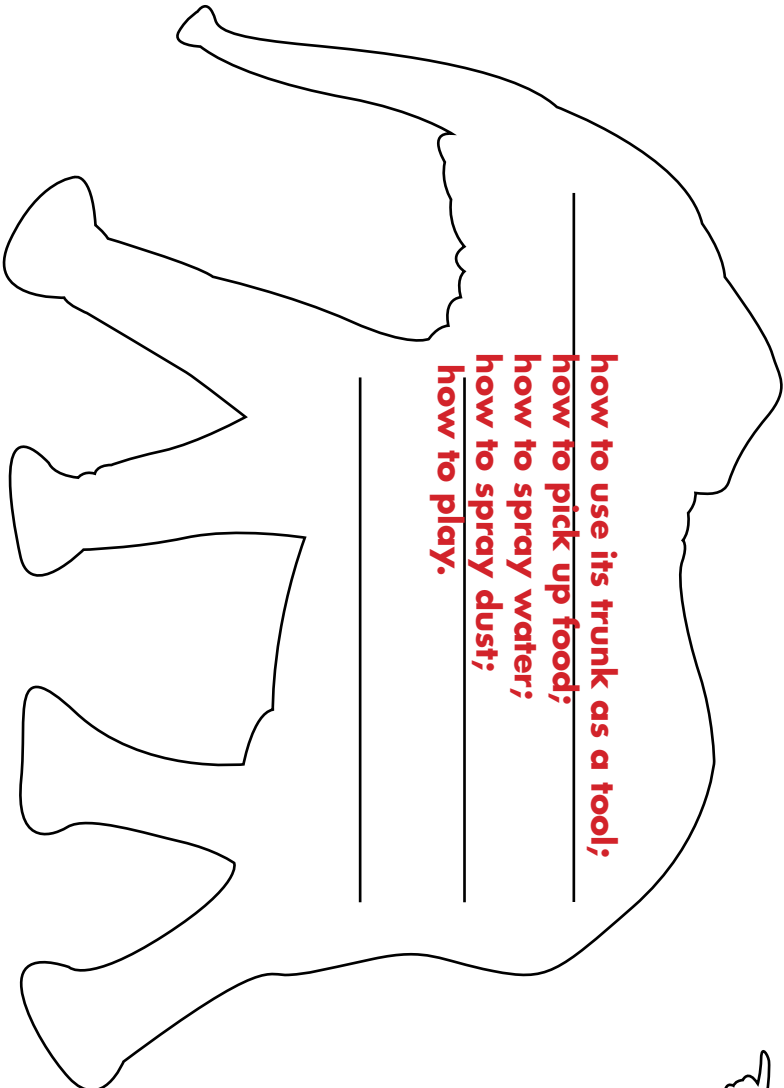
- ☐ It can dig big holes.
- ☐ It can spray water.
- ☐ It can help the elephant play.
- ☐ It can chew leaves.
- ☐ It can pick up food.



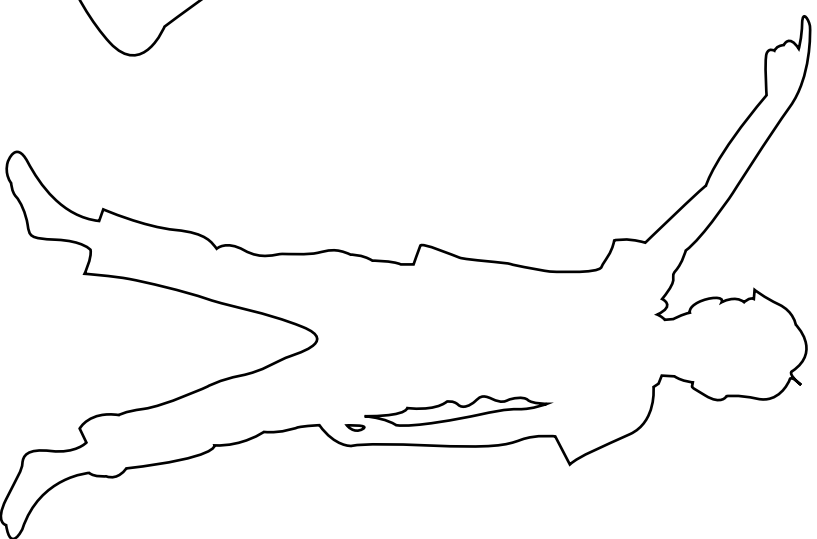
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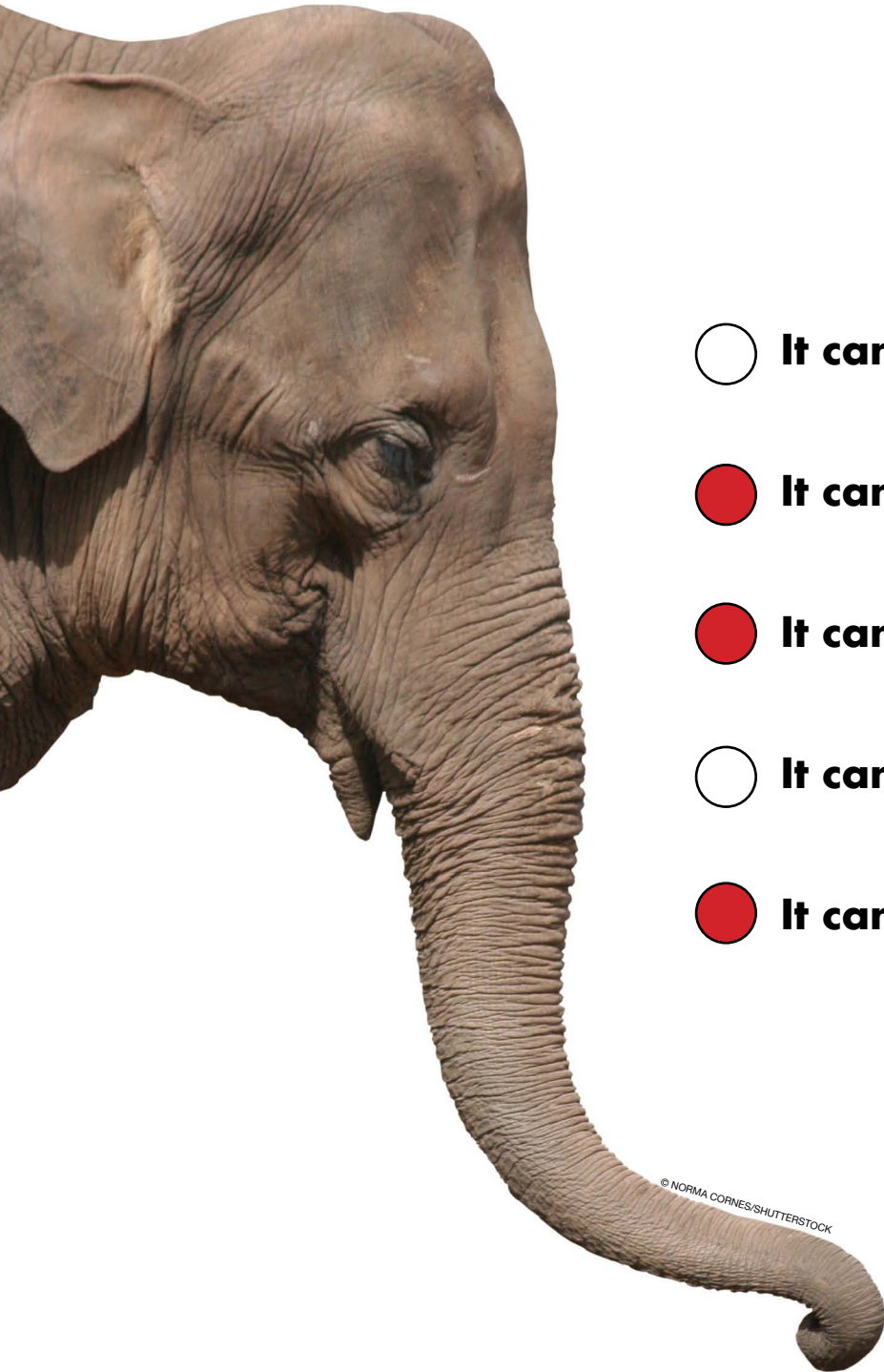
**What a Baby Human  
Learns from its Family**





### An Elephant's Trunk

Fill in the circle next to the things an elephant can do with its trunk.



- ☐ It can dig big holes.
- ☒ It can spray water.
- ☒ It can help the elephant play.
- ☐ It can chew leaves.
- ☒ It can pick up food.