



# WHAT IF YOU HAD ANIMAL FEET?

AUTHOR: SANDRA MARIEL

ILLUSTRATOR: HOWARD MCWILLIAM

See a video of the book read aloud here: [What if you had Animal Feet?](#)

**\*\* REMEMBER: HAVE FUN AND THE KIDS WILL TOO! \*\***

## OVERVIEW

### ABOUT THE BOOK

*What If You Had Animal Feet?* is the next book in the successful What If? series by Sandra Markle, illustrated by Howard McWilliam, following the very popular *What If You Had Animal Teeth?* and *What If You Had Animal Hair?* This latest edition will teach kids about the amazing variety of feet in the animal kingdom and their specialty functions! From cheetahs' fast feet to mountain goats' nimble climbing hooves, to flies' sticky feet! Each animal profile will include a photo as well as illustrations of kids with animal feet that are sure to make kids laugh!

### ABOUT THE AUTHOR

She has published more than 200 non-fiction books for children, primarily on science topics. She appeared as Ms. Whiz on local television in [Asheville, North Carolina](#) and [Atlanta, Georgia](#). She wrote and helped developed science specials for CNN and PBS. She also produced the first on-line interactive program from [Antarctica](#) in 1996: *On-line Expedition Antarctica*. She has also written fiction, creating the young adult novel, *The Fledglings* (now available as an e-book "Soaring Like Eagles"), and a series of poetic prose natural history stories, including *The Long, Long Journey*, and *Waiting For Ice*. Sandra Markle is particularly noted for her work in sharing scientists as detectives solving real-life mysteries, including "The Case of the Vanishing Golden Frogs", "The Case of the Vanishing Honeybees", and "The Case of the Vanishing Little Brown Bats".

### ABOUT THE ILLUSTRATOR

Howard McWilliam left his career as a financial journalist and editor in 2005 to concentrate on his growing illustration career. While the business theme endures in regular illustrations for Moneyweek and The Sunday Telegraph's Money section, he is perhaps best known as cover artist for The Week in the UK and US. As a counterpoint to political caricature, Howard particularly enjoys drawing for children and has so far illustrated eight picture books and many black and white novels. His first picture book, *I Need My Monster* by Flashlight Press, won seven US state young readers' prizes, has been translated into five other languages and been turned into an award-winning animation by the University of Colorado's film department. He lives in Cheltenham with his wife and two sons.

## THE READ ALOUD

### BEFORE READING

WHAT IF YOU HAD ANIMAL FEET?

### TOPICS & THEMES:

- Animal biology
- Similarities and differences in animals
- adaptations

### *Tips for every book!*

POWER PHRASES:

*I WONDER...*

*I NOTICE...*

*TELL ME MORE...*

DIGGING DEEPER:

*"Tell me more, why do you think that?"*

*"How do you know that?"*

*"Why do you think they feel like that?"*

*"Interesting, did you notice anything else?"*

*Use these before reading the story to help students activate background knowledge and make predictions:*

- What do you wonder about when you look at this cover?
- Thumbs up if you think this book is fiction, down if you think it's non fiction, side ways if you don't know. Why do you think that?
- Look at the dedication page and read the dedication. Ask: who knows what a dedication is? Help define. Why do you think authors put dedications in their books?

## DURING THE STORY

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*Use these while reading the story to help students interpret the action and content.*

Emergent Literacy (Comprehension - connections to world/self - print referencing - open ended questions - phonological awareness).

- p.6 why do you think flies have taste buds on their feet?
- p.10. What are ridges? Can you think of anything else that has ridges?
- p.12 What are snowshoes used for?
- Why does the wolf need his paws to act like snowshoes? Why do you think so?
- p. 16. Why do you think the owl needs to have such a strong grip?
- p.18. What does predator mean? What does prey mean?

## AFTER READING

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*Use these after reading the story to help students understand what they just read.*

- In the beginning of the book, you thought this book was fiction or non-fiction or you weren't sure. If you think it's fiction now, thumbs up, non-fiction, thumbs down, sideways if you're not sure.
- Did you change your mind? Why do you think That?
- What features in the book make it fiction/ non-fiction.

## BRINGING THE BOOK TO LIFE!

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- p. 25. Why do you think all these animals have such different feet? (lead discussion to conclusion that their types of feet help them to survive and live in their environment). Changes in animals that allow them to survive in their environment are called adaptations.

## COOPERATIVE LEARNING

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- p.23. Turn and talk to your neighbor about what you would climb if you had goat feet (have students share back with the group)

## SMALL-GROUP IDEAS

### 1. DISCUSSION ACTIVITY

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- Do a picture walk through the book, having children share facts they remembered about each animal foot.
- Using the vocabulary adaptation, discuss which adaptation helps each animal. How does this adaptation help the animal?
- How are the animal feet the same? How are they different?
- If you could have animal feet, which would you choose. Why?
- How do our feet help us survive in our environment?
- How are hooves different from feet? (Use the pictures from the book to help them determine traits.)

### **Suggested Optional Activity:**

- Read page 30. Have a drawing of a 15 inch foot. Have children compare their foot to the length of the large foot.

## 2. WRITING ACTIVITY

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What animal feet would you like to have if you could choose any animal?

Draw a picture of yourself with these feet. Write a sentence : If I had \_\_\_\_\_ feet I could \_\_\_\_\_ . (Optional worksheet attached).

## 3. EXTENSION ACTIVITY

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Trace around your foot/shoe. Cut out the shape, can you find objects in the room that are smaller than your foot? Larger than your foot? The same size?

## COMMON CORE LINKS

CCSS.ELA-literacy. RIT. 1.1, 1.2, 1.4. 1.7