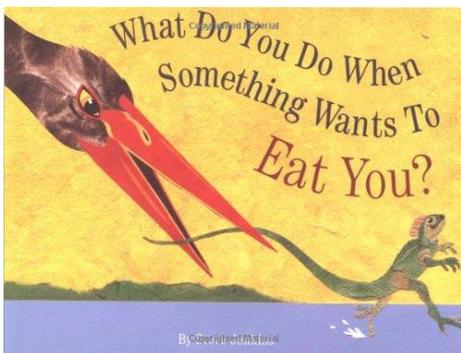


# WHAT DO YOU DO WHEN SOMETHING WANTS TO EAT YOU?



## TO EAT YOU?

AUTHOR: STEVE JENKINS

ILLUSTRATOR: STEVE JENKINS

See a video of the book read aloud here: [What Do You Do When Something Wants to Eat You?](#)

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

### OVERVIEW

#### ABOUT THE BOOK

What would you do if something wanted to eat you? Walk on water? Stick out your tongue? Play dead? Animals in the wild use all kinds of methods to protect themselves from their enemies. Using dynamic and intricate cut-paper collages, Steve Jenkins explores the many fascinating and unique defense mechanisms creatures use to escape from danger. (amazon.com)

#### ABOUT THE AUTHOR

Steve Jenkins was born in Hickory, North Carolina. When he was young, he worked with his father (a scientist) on a book about the Solar System. Wherever he lived, he kept a menagerie of lizards, turtles, spiders, and other animals, collected rocks and fossils, and blew things up in his small chemistry lab. Steve went to art school in North Carolina, where he studied graphic design. He now lives in Boulder, Colorado, with his wife and their three children. His children ask him a lot of questions, which give him ideas for stories. (stevejenkinsbooks.com)

#### ABOUT THE ILLUSTRATOR

(see above)

### THE READ ALOUD

#### BEFORE READING

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

- What do you notice when you look at this cover illustration? What questions do you have about the book?
- Do you think this story is fiction (thumbs up), non-fiction (thumbs down) or not sure (thumbs side ways). Why do you think that?

#### DURING THE STORY

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

WHAT DO YOU DO  
WHEN SOMETHING  
WANTS TO EAT YOU?

#### TOPICS & THEMES:

- Prey/predators
- Camouflage

#### *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?"*

- (p. 6) I am noticing that in each case there is an animal that is trying to eat another animal. Who knows what the animal that attacks is called? (*predator*). What is the animal in danger called? (*prey*)
- (p. 9) I'm not sure I know what a pangolin is? I wonder how it protects itself from its predator? What do you think? Why do you say that?
- (p. 11) Do you notice anything about this picture? We made predictions about how the basilisk will escape. Which do you think is going to happen? Why?
- (p. 12) I was so surprised to read that this animal can run on top of water! Touch your nose if you were too!
- (p. 16) The clown fish hides in the sea anemone. Did you know that it also brings food to the sea anemone? Do you know what word is used to describe two animals helping each? (*symbiosis*)
- (p. 24) Do you know what it is called when a prey hides by blending into the environment? (*camouflage*)

## AFTER READING

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

- Do you now think this book is fiction, non-fiction, still not sure? What makes you think so?
- Why do you think Steve Jenkins wrote this book?

## BRINGING THE BOOK TO LIFE!

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- (p. 10) The pangolin rolls into a ball to protect itself from its predator. Can you make yourself into a tight ball sitting on the rug?
- (p. 28) How far can you stick out your tongue and wiggle it around?

## COOPERATIVE LEARNING

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- Turn to your neighbor and talk about how you think the lizard could escape the bird? Share back to whole group
- (p. 24) Turn to your neighbor and see if you can think of other animals who use camouflage share back to group

## SMALL-GROUP IDEAS

### 1. DISCUSSION ACTIVITY

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- Conduct a picture walk through the book stopping to look at details of the animals? Have students recall how each prey was able to escape its predator.
- How does camouflage work? Which animals used this method of defense? Do they have anything in common?
- There are several types of defenses that different animals use. What are some of them? (*camouflage, adapting their body, defensive action*) Do you think one is more effective than others? Why do you think so?
- Which animal do you think has the best method of defense? Why do you think that?
- What would happen if there were no predators?
- Do you think some of these predators could also be prey? Tell me more about that?
- The last page asks what would you do if something wanted to eat you? What defense would you use?

### Suggested Optional Activity:

- Download and print pictures and information about a few of the more unfamiliar animals to share with students. (pangolin, basilisk, gliding frogs, etc.)

### 2. WRITING ACTIVITY

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Using this prompt: If \_\_\_\_\_ wanted to eat me I would \_\_\_\_\_, have students write what would eat them and what they would do, then illustrate their writing.

### 3. EXTENSION ACTIVITY

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- Draw a picture of what you visualize when you hear these words: “The flying fish escapes danger by leaping from the water spreading its wing-like fins, and gliding as far as a thousand feet.”

#### COMMON CORE LINKS

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