

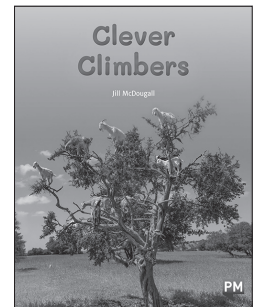
Clever Climbers

PM Level 16

Orange

Text Type Information Report

Running Words 334



Preparing for Guided Reading

Prior Knowledge

- With students, talk about the main features of an information report, such as the table of contents, image captions and glossary.
- Invite students to share their own climbing experiences in trees, on playground equipment or even formal rock climbing. Discuss why they were climbing and what it felt like.

Orientation to the Text

- Animals climb for many reasons, including finding food and shelter, and staying safe. From tiny ants to large leopards, lots of animals are clever climbers.

Building the Balanced Reader

Vocabulary

Key Vocabulary

animals, bodies, build, buildings, catch, claws, climbing, cool, grip, Other, quickly, sharp, sides, themselves

Content Words

Geckos, insects, leopards, reptiles, scales, sticky, upside

Decoding

- Talk about the sound the 'i' makes in words that end in 'e', such as *like*, *hide* and *outside*. Ask students to suggest other words they know with the same letter-sound pattern.
- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues.
- Look at the word *Leopards* on page 12 together. Ask, *How would we say the first three letters of this word? How is this different to when we say the whole word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What does the cover tell us about what we might find in the book?*
- Read pages 2–3. Point out the word *climbing*. Ask, *What is the base of this word? What else can you add to the base to make a new word?*

- Look at the word *buildings* on page 5. Ask, *Can you find the base of this word on this page? What else can you add before or after build to make a new word?*
- Read pages 6–7 together. Talk about what summarising is and ask students to tell you in their own words what the *Stick Insects* chapter is about.
- Look at pages 8–9. Discuss the diagram of the gecko and the information that it adds to the text. Ask, *What is the most important information on these pages?*
- Read pages 10–11. Ask, *What did the author talk about on these pages? Is there anything else that you might have wanted to know?*
- Read pages 12–13. Ask, *What are some of the reasons why leopards climb trees?*
- Read to the end of the text, then return to the table of contents. Ask, *How would you summarise the whole book? What is the main message that the author wanted to give to the reader?*

Comprehension

- How do snakes climb trees? (*Literal*)
- What makes a tree a good place for a stick insect to hide? (*Inferential*)
- Which animal do you think is the best climber? Why? (*Applied Knowledge*)

Follow-up Activities

- Write the word *build* in the centre of a large piece of paper. Ask students to think of prefixes and suffixes that can be added before or after the word to create a word family. Discuss the common meaning that *build* has in each of these words.
- Ask pairs of students to choose one of the clever climbers from the text and mime how and why they climb. The other students must then guess which animal is being portrayed. Encourage students to use key vocabulary, such as *catch* and *claws*, in justifying their guesses.
- Review the diagrams of the ant and the gecko in the text with students. Brainstorm words that students might need to label a similar diagram of a different insect, and provide texts that contain insect images to give students inspiration. Each student should then draw and label their own insect diagram.

Clever Climbers

Date _____

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Learning Intentions

- We are learning to make word families with base words.
- We are learning to summarise what we read.

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Success Criteria

- I can find the base of a word and add endings to the base, such as 's', 'ing' and 'ers', to build word families.
- I can summarise the important points in a chapter in one or two sentences.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up