

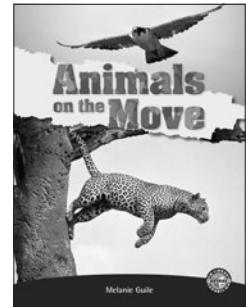
Animals on the Move

PM Level 29

Sapphire

Text Type Explanation/Information Report

Running Words 2045



Preparing for Guided Reading

Orientation to the Text

- *Animals on the Move* explores why animals need to be able to move and the variety of ways in which they do. It examines animal hunting techniques and migration patterns, and answers the question: 'What are our record-breaking animals?'

Prior Knowledge

- Given the title *Animals on the Move*, list some animals you would expect to find featured. What are some different ways that animals can move? Where might you see some of the animals shown in this text? Study the photographs only. Are there any animals that students were not able to identify?

Building the Balanced Reader

Grammatical Conventions

- Note the range of specific action verbs, e.g. *catch, crawl, dive, flutter, grab, jump, kill, suffocate, waft, wriggle*.
- Identify adverbs that modify verbs, e.g. *actively, deadly, slowly, silently, suddenly, tightly, violently*.
- Locate superlative adjectives, e.g. *fastest, greatest, highest, swiftest*.

Vocabulary

Key vocabulary

adapted, ambush, carcass, carnivores, communicate, elongated, environment, exoskeleton, invertebrates, mammals, migrating, plumage, predators, stalk, threatened, transmitter, vertebrates

Spelling

- Identify prefixes that create opposites, e.g. *invertebrates, unsuspecting*.
- Locate words with the suffix *-tion*, e.g. *digestion, protection, vibration*.
- Recognise words that drop the *e* to add *ing*: *amazing, mating, migrating, shaking, suffocating, undertaking*.

Visual Literacy

- Discuss how the contents page, subheadings and use of captioning assists the reader to locate specific information rapidly.

- How have the designer's choices of heading style and layout supported the text?
- Study the image of the saltwater crocodile on p. 13. How does this image make you feel? How does it support the content?
- What do you notice about the *Did you know* facts? How do they support the content?

Focusing on the Story – Guided Reading

- Encourage students to make a list of vertebrates and invertebrates.
- Talk about the characteristics that animals that hunt in packs share. Discuss why lions choose to hunt in pairs or larger groups.
- Explain how herding animals deter predators.
- Imagine you are a scientist and suggest answers to these questions: Why do you think the schools of fish never collide with one another? Do you think schools of fish have a leader to guide them?
- Discuss the four types of migration. Examine the list of animals on p. 24. Try to match these animals to one of the four types of migration. List other animals that belong to each category.
- Ask students why they think the sooty tern spends such a long time up in the air.
- Recall the word for a bird's long, colourful tail feathers. Discuss other subject-specific vocabulary.
- Suggest why scientists want to gather more information about animal movements.

Comprehension

- How do carnivores hunt their prey? (*Literal*)
- What body features and skills do animals that hunt require? (*Inferential*)
- What advantage does a flea have to be able to jump to such a height? (*Applied Knowledge*)

Follow-up Activities

- Students select an animal that moves between breeding and feeding grounds (return migration) and find out more about its migration path. Mark the path onto the map of the world. Compare the paths that different animals make. Are there any similarities?
- Can you think of awards for some of the animals featured in the text, such as 'Most Lethal' and 'Most Sneaky'?

Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

Guided Reading Notes

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