

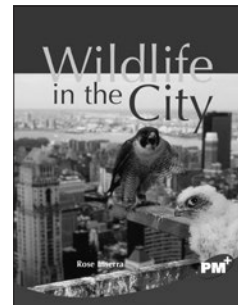
Wildlife in the City

PM Level 28

Ruby

Text Type Information Report / Recount / Procedure

Running Words 2237



Preparing for Guided Reading

Orientation to the Text

- Many animals have found homes in the city as their natural habitats have been destroyed. This book looks at how the animals have adapted, and highlights the dangers that face them. It also shows what we can do to make life in the city safer for wildlife.

Prior Knowledge

- Ask students to consider the impact people have had on the environment and some of the changes that have come about as a result. Discuss whether students know of any animal that has been displaced from its natural habitat and where it now dwells.

Building the Balanced Reader

Grammatical Conventions

- Explain antonyms. Brainstorm simple opposites that students know, and then ask them to suggest antonyms for words that appear in the text, e.g. exotic/native.
- Draw students' attention to the use of semicolons in the text. Discuss their purpose and the punctuation that accompanies them.

Vocabulary

Key vocabulary

adapt, alternative, amphibians, aviary, colonies, coyotes, deserted, eaves, echolocation, estuaries, exotic, habitat, industry, introduced, mammals, management, marine, megabats, microbats, mimicking, nocturnal, pesticides, predators, raptors, roost, scavenging, sensitive, silos, stressed, territory, urban

Spelling

- Locate the origin and meaning of the prefixes *micro-* and *mega*. Make lists of words that begin with these prefixes and use a dictionary to locate meanings.

Visual Literacy

- Encourage students to read the *Did You Know?* boxes that provide additional information.
- Why has a different font been used for *Penguins in Sweaters*?

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 15 after setting the focus questions:
What are the main reasons for environmental change?
Are all city-dwelling animals forced out of their natural environment?
What is the greatest danger that a peregrine falcon faces in the city?
- Ask students what these main ideas might mean for the future. Have students make suggestions about how some of these concerns may be addressed.
- Ask students to read to the end of p. 23 after setting the focus questions:
Which animals are introduced species?
Why are frogs so sensitive to changes to their natural environment?
- Ask students to write a set of questions that they would like to ask a wildlife ranger.
- Share students' responses to the focus questions, then discuss the following:
How does echolocation work?
Why was the colony of bats relocated?
Is the relocation of wildlife to the city a positive or a negative thing? Explain.
- Share students' responses to the focus questions, then discuss the following:
Which is the greatest environmental risk for frogs? Why?
How should orphaned animals be treated?
Does human impact on the environment affect more than one type of animal? Explain.
What is the message that the author is trying to convey?
- Ask the students to brainstorm the range of natural habitats mentioned in the text. Write a list of the artificial environments mentioned in the text.

Comprehension

- What is adaptation? (*Literal*)
- What makes bats unique? (*Inferential*)
- Why is it important for orphaned animals to have special care? (*Applied Knowledge*)

Follow-up Activities

- Make a list of local animal habitats. Decide whether each of these settlements is natural or whether the animals have adapted to living there because they have been forced to relocate.

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Learning Intentions

- We are learning to understand that factual texts rely on a range of methods to present information.
- We are learning to model our writing on existing factual texts and our knowledge of the text structure and language features of the text type.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can model my own writing on a given text and my knowledge of text structure and language features.

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Guided Reading Notes

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