

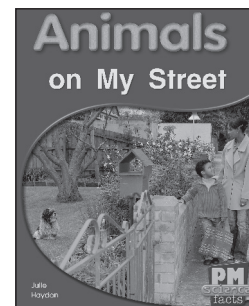
# Animals on My Street

PM Level 5/6

Red

**Text Type** Observation

**Running Words** 124



## Preparing for Guided Reading

### Prior Knowledge

- Study the contents page. Explain the meaning of the word 'contents'.
- Explain that very small creatures such as bees, ants and spiders are animals.

### Orientation to the Text

- In this book, a boy and his mum look for small animals in their street, and at home. They find creatures such as bees, a spider and their own cat.

### Key Language Structures

- Use of first-person present tense to convey report information in a personal tone.

## Building the Balanced Reader

### Concepts About Print

- Initial blends *sp-*: spider; *str-*: street.
- Revisit letter names and sounds: *Ss, Ff, Mm*.
- Reinforce first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

*eat, it, running, runs, some, this, walk, will*

#### Content Words

*street, footpath, animals, trees, bird, ants, flowers, bee, spider, web, fence, dog, gate, cat*

### Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the book title. Ask students if they can see any animals in the photograph.
- **pp. 2–3** Talk about the street where the boy and his mum live. Ask, *Does it look like a street where they might see many animals?*

- **pp. 4–5** Ask, *Why might a tree be a good place to see animals such as birds and ants?*
- **pp. 6–7** The boy is pointing to some flowers. Talk about the way bees are attracted to flowers because of the pollen they collect from them.
- **pp. 8–9** The boy sees a spider on the fence. Talk about why a fence is a good place for a spider to spin a web.
- **pp. 10–11** The boy sees a dog through a gate. Discuss with students how the dog is different from the other animals the boy has seen so far.
- **pp. 12–13** Have students look for the cat in the photo on p. 12. Discuss why the cat is a similar type of animal to the dog (i.e. a pet).
- **pp. 14–15** Talk about what the boy is doing to look after the cat. Ask, *Do you think the boy is taking good care of his cat?*
- Talk about the rhyming pattern *-ee* in: *bee, see, tree*.

### Comprehension

- What small animals do you think you would see on your street? (*Inferential*)
- Why do you think a spider makes its web on a fence? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing *ee* in provided spaces before using it to complete words; using provided phrases to complete sentences; choosing correct words to complete sentences; using initial letters to complete words, then drawing illustrations to match.
- Have students talk about the wild animals they see on their own streets, or around their own homes. Have them choose one animal, and write a few sentences about what they think it does on a typical day.
- Have students draw their own spider and web, locating it in a place at home where they think the spider could catch many small insects.

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- \_\_\_\_\_

## Guided Reading Notes

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