

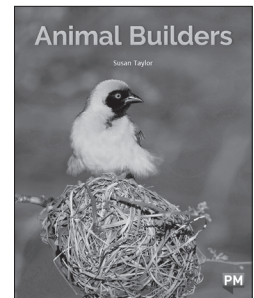
Animal Builders

PM Level 17

Turquoise

Text Type Information Report

Running Words 436



Preparing for Guided Reading

Prior Knowledge

- Students should understand what a home is and how animals make homes to keep themselves safe.
- Discuss what an information report is with students, including the basic structure and features such as the contents and the glossary.

Orientation to the Text

- Animals use great ingenuity to build homes that keep them safe and protected. Learn about how different animals use what is available in the environment to make some interesting structures.

Building the Balanced Reader

Vocabulary

Key Vocabulary

break, carry, drop, many, parents, somewhere, tall, thin

Content Words

animals, Beavers, builders, colonies, lodge, silk, safely, wasps, Weaver

Decoding

- Focus on plurals as you read, such as *colonies* and *babies*, and invite students to suggest what the singular form of each word is.
- Support students to monitor for meaning as they read by asking if what they read made sense.
- Look at the word *Beavers* on page 12 together. Ask, *What letters make the 'ee' sound in this word? What other words can you think of with the same letter-sound pattern?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think Animal Builders means? How does this relate to the images on the front and back covers?*
- Invite a student to read page 2 for the group. Ensure the student reads the image caption. Discuss what a caption is and why it is important to make sure that you read the captions.
- Look at page 3 together. Ask, *Where is the caption on this page? What information is it giving us that is not in the image?*

- Point out the word *caterpillars* on page 4. Ask, *How many syllables are in this word? How does breaking the word into syllables help you read it?*
- Continue to page 6. Explain that each syllable in a word has to have a vowel sound. Point to the word *colonies* and ask, *How can you break down this word so it has a vowel sound in each syllable?*
- Look at the diagram on page 9 together. Ask, *What is this diagram telling us? Why do you think the author chose to include it?*
- Continue to page 14 and point out the word *Chimpanzees*. Say, *Clap the syllables in this word. What is the vowel sound in each syllable?*
- Re-read the text together and ask students to point out all the captions.

Comprehension

- How do paper wasps make the paper for their nests? (*Literal*)
- Why do some animals work in teams to build their homes? (*Inferential*)
- Which of the animal homes in the book do you think would be the hardest to build? Why? (*Applied Knowledge*)

Follow-up Activities

- Together, find out more about beavers or weaver birds and how they build their homes. Provide some simple craft materials, such as wooden sticks, raffia and string, and individually or in pairs have students build their own small version of an animal home. When they have finished, ask students to share how they went about the task.
- Take photos of students completing everyday tasks at school or during a special event, such as an excursion. Allocate one photo to each student and ask them to write a caption for it. Then put the photos on display where others will see them.
- Choose one of the animals from the book and model writing a simple story from the animal's point of view about what it looks like and feels like to live in their home. Ask students to use your model to write a story of their own about one of the animals featured in the book.

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Date _____

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Learning Intentions

- We are learning to interpret visual information.
- We are learning to read longer words.

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Success Criteria

- I can use the words and images to explain what a diagram is about.
- I can read and recognise captions on images.
- I can break down words into syllables.

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Guided Reading Notes

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