

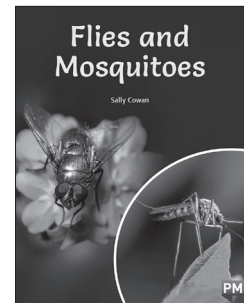
Flies and Mosquitoes

PM Level 22

Gold

Text Type Information Report

Running Words 775



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what an insect is and know some basic characteristics, such as the fact that they have six legs. Talk about ways that students have seen insects move, such as crawling or flying.
- Students should understand how to use the main features of a non-fiction text, such as the contents and index.

Orientation to the Text

- People are familiar with flies and mosquitoes as insects that can spread germs and disease. While this is true, there is more to these tiny creatures than most people realise, and this book is full of information about them.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, bite, blood, clean, cling, different, flies, include, narrow, solid, special, spread, usually

Content Words

abdomen, active, antennae, body, ceilings, common, compound, dung, Earth, fragile, haltere, insects, larvae, mosquitoes, muscles, occurs, pupa, streams, sturdy, thorax, tube, wetlands

Decoding

- Support students to look for the smaller words in compound words, such as *housefly* and *blowflies*, to help break them down and make reading easier.
- Explicitly teach students how to use the pronunciation guides provided in brackets after some words, such as *haltere* and *malaria*, and talk about why they are there.
- Look at the word *fragile* on page 5 together. Ask, *What are the vowel sounds in this word? What sound does the 'g' make?*

Focusing on the Book – Guided Reading

- Look at the front cover together. Ask, *Where is the title on the front cover? What does it tell us? What else is on the cover?*
- Read pages 2–3 together. Talk about the function of the general statement in an information report. Ask, *What information has the author included to help us understand what flies and mosquitoes are?*

- Model reading pages 4–5 aloud for students with little expression and without stopping at punctuation. Invite students to give you feedback on how you read. Re-read the pages together, using their feedback to improve how it sounds.
- Read to the end of page 7 with students. Explain that they are now reading the part of the information report called the description. Ask, *What has the author described so far?*
- Talk about the punctuation cues on pages 10–11 with students, particularly the commas and full stops. Make sure students know that words are sometimes printed in bold so they are emphasised when read. However, in this book, the bold words are in the glossary. Ask, *What other punctuation on page 11 can help you read with expression?*
- Read the chapter *Flying Skills* on pages 14–15 with students. Ask, *How is the information organised on these pages?* Explain what a topic sentence is and find the topic sentence in each paragraph together.
- Discuss the information on page 18 with students and talk about how the content might help them to know what expression to use. In pairs, have students practise reading the page with expression. Ask, *What helped you to make reading this page sound interesting?*
- Read the evaluation on page 22 together. Discuss what the word 'evaluation' means and why it is an important part of an information report. Ask, *What do we know about how the writer feels about flies and mosquitoes from this evaluation?*

Comprehension

- What are the small stalks called that help flies and mosquitoes balance as they fly? (*Literal*)
- Why might flies need to change direction quickly in the air? (*Inferential*)
- What are some things that people do to keep flies and mosquitoes away? (*Applied Knowledge*)

Follow-up Activity

- Re-read the description of flies and mosquitoes on page 4 with students. Using a ruler, have students measure out how big flies and mosquitoes are to make a life-sized drawing of them. Research the size of other insects, such as butterflies, crickets and stick insects. Allocate groups of students to make life-sized drawings of different insects and collate them into a chart to compare them.

Flies and Mosquitoes

Date _____

PM Level 22

Gold

Learning Intentions

- We are learning to recognise and describe the structure of an information report.
- We are learning to read with expression.

• _____

Success Criteria

- I can identify the title, general statement, description and evaluation in the book.
- I can use the punctuation in the book to make my voice sound interesting as I read.

• _____

Guided Reading Notes

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