

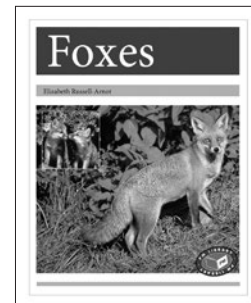
Foxes

PM Level 22

Gold

Text Type Information Report

Running Words 610



Preparing for Guided Reading

Orientation to the text

- Have students read *Chicken-Licken* or *The Gingerbread Man* (PM level 15). Discuss the role of the fox in each story.
- Discuss the differences between fiction and non-fiction books.

Prior knowledge

- Ask students to predict what factual information about foxes might be contained in this text.

Building the Balanced Reader

Vocabulary

Key vocabulary

brush, countries, enemies, extra, listening, spreads

Content Words

bushy, desert, different, earth, escape, garbage, nocturnal, northern, poultry, pounce, protect, related, rubbish, supplies, tongues, underground, vixen

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.

Focusing on the story – guided reading

- Discuss the title and cover photograph, paying particular attention to the inset photo showing the cubs.
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Ensure that all students understand the words in bold type on p. 3.
- List the three different types of foxes referred to on pp. 4–5. Discuss the characteristics of each fox.
- Ask students to read pp. 6–7 to find out where foxes live. Encourage them to share two important features of a fox's home.
- Discuss and list the different things red foxes eat.
- Have the students retell, in their own words, how foxes catch their prey.

- Identify commas used to separate items in a series, e.g. *long bodies, short legs, pointy noses and long ears*.

Comprehension

- What do we call animals that sleep in the day and hunt at night? (*Literal*)
- Why does a kit fox need to have large ears? (*Inferential*)
- What risks would foxes face living in the city? (*Applied Knowledge*)

Follow-up activities

- Talk about how to present arguments in written form. Reinforce the need to look at differing viewpoints. Have students think critically and write statements (on strips of paper) giving reasons for and against the use of fox fur in garment making.
- Develop the information learnt in the above activity and have a class debate entitled: 'Humans should use fox fur to make clothing'.
- *As sly as a fox* is a common simile. Have students write their own similes involving different animals. Display these in the classroom and explain how they could be used to add humour and interest to storylines. Challenge students to make use of them when writing future stories.
- Help students to plan a project entitled, 'Interesting facts about foxes'. The project could involve:
 - decision making (choosing five subtitles from the index page to write about)
 - searching for more information (library reference books)
 - recording information
 - presenting information

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences and vocabulary used in the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict some of the content in the text based on prior knowledge, personal experiences, and the vocabulary used in the text.
- _____

Guided Reading Notes

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