

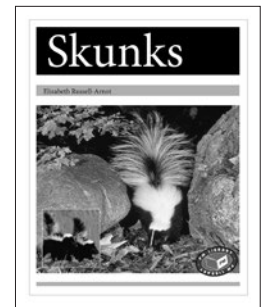
Skunks

PM Level 22

Gold

Text Type Information Report

Running Words 566



Preparing for Guided Reading

Orientation to the text

- Ask students what they know and what they would like to find out about skunks. Write their responses and questions in an enlarged book. After reading *Skunks*, students can record their answers to the questions in the enlarged book and illustrate it.

Prior knowledge

- What do we associate with skunks? What do they look like? Where do they live? Which television shows feature skunks?

Building the Balanced Reader

Vocabulary

Key vocabulary

arches, area, centre, enemies, file, lowers, warnings

Content Words

burrows, bushy, common, coyotes, dangerous, form, horrible, ignored, immune, liquid, nocturnal, protect, raid, shoots, single, striped, touch, types, warn, worse

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 kittens (baby skunks).
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Have students read pp. 2–3. Focus their attention on the word *nocturnal*. Ensure that all students have a sound understanding of this concept. Ask them whether they know of any other nocturnal animals. Ask them to recall how and what skunks hunt.
- List the four common types of skunks and have students name the characteristics of each one.

- Study the photograph and discuss skunks' interaction with bees and their hives. Focus students' attention on the last paragraph and discuss the meaning of the word *immune*.
- Have students read p. 8 to discover the names for skunks' young and their homes. Recall other animals whose young are called kittens and whose homes are called dens.
- Identify different ways of making plurals, e.g. *animal* – *animals*; *enemy* – *enemies*; *leaf* – *leaves*.
- Locate commas used in the text to break sentences into meaningful sections, e.g. *It can stand on its front legs, lift its back legs, and wave its tail about to warn its enemies.*

Comprehension

- What is a favourite food of the skunk? (*Literal*)
- Why do skunks make their dens in burrows, hollow logs or under buildings? (*Inferential*)
- Why do you think a skunk's spray has such a strong smell? (*Applied Knowledge*)

Follow-up activities

- Encourage students to think critically about the positive and negative aspects of skunks. Have them record their statements on strips of paper and paste these onto a large chart.
- Read pp. 12–13 of *Skunks*. Recall the ways in which skunks protect themselves. Discuss different animals protect themselves from their enemies. Have each student write a 'knowledge map' that lists different methods of protection and the animals that use each one.
- In pairs, have students trace a map of North America onto a large sheet of paper. Ask them to plot where the different species of skunks live, using the small drawings on p. 16 as reference. Have students use the school library, computer, Internet and wildlife organisations to find out what other wild animals are also found in North America. Plot them on the map in the same way.
- Have students study the photographs in *Skunks*. Using black and white paper, invite students to design, draw and cut out their own skunks.

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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