

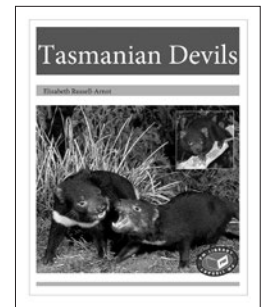
# Tasmanian Devils

PM Level 22

Gold

**Text Type** Information Report

**Running Words** 554



## Preparing for Guided Reading

### Orientation to the text

- Use a large world map to locate Australia and, in particular, Tasmania. Discuss with students the term *indigenous*, and explain that Tasmanian Devils only live in Tasmania, Australia.
- Have students locate their own country on the map and talk about animals that are indigenous to their country.

### Prior knowledge

- Display the photograph on p. 2 of the text. Ask students to name and describe the animal, listing any known facts about it.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*blind, burrows, devils, powerful, roosting, search, share, used*

#### Content Words

*argue, carrion, dingoes, enclosures, extinct, feast, female, kilometres, male, marsupials, muscles, natural, nocturnal, pouch, teats*

### 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 young Tasmanian Devil.
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Have students read p. 2. Focus their attention on the word *nocturnal*. Ensure that all students have a sound understanding of this concept. Ask students whether they know of any other nocturnal animals.
- Look at the photograph on p. 3 and ask students to point out the characteristics of the Tasmanian Devil as described on the page.

- Use the map on p. 16 to identify where Tasmanian Devils live. Discuss the term *extinct*. Have students talk about other extinct animals to ensure that they understand the term.
- Talk about the fact that a Tasmanian Devil's home is called a den. Ask: 'What other animal homes are called dens?' Some answers are lions', foxes' and skunks' homes.
- Discuss any experiences students may have had with shy animals. Ask: 'Why might an animal be shy around humans?'
- Ask students if any of them have seen a Tasmanian Devil. If so, ask them to share their experiences.
- Locate examples of commas that separate items in a list, e.g. *sugar gliders, possums, lizards, frogs and insects*.

### Comprehension

- What colour can Tasmanian Devils be? (*Literal*)
- What do dingoes eat? (*Inferential*)
- Why can a Tasmanian Devil eat small animal bones? (*Applied Knowledge*)

### Follow-up activities

- Visit a local zoo, national park or wildlife reserve. Encourage students to read about Tasmanian Devils before the visit. Have them take notes during the visit, both from their observations and from the factual information presented. On returning to the classroom, encourage students to share their most interesting findings and build a fact sheet around these.
- Assist students to plan a small research project. Provide a variety of non-fiction books about extinct creatures, e.g. dinosaurs, moas, dodos, mammoths. Have students select two of these creatures and present information about them under chapter headings.
- Talk about the word *marsupial* again. Recall other marsupials, e.g. possums, kangaroos. Discuss the advantages and disadvantages of an animal having a pouch and of a baby living in a pouch. Encourage students to justify their ideas.

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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