

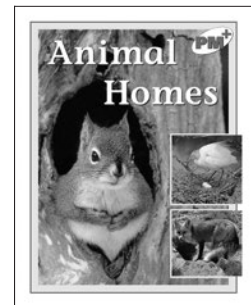
# Animal Homes

PM Level 11/12

Blue

**Text Type** Information Report

**Running Words** 189



## Preparing for Guided Reading

### Orientation to the Text

- Show students photographs of small animals in their homes. Invite them to name other animal homes. List their ideas, e.g. *A rabbit lives in a hole in the ground.*

### Prior Knowledge

- This informative text explains the habitats and behaviours of some small and large animals.

### Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *A fox makes its home in a hole. The mother fox hides her babies down in the hole.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*island, rock, rocks, winter*

#### Content Words

*bears, caves, hole, mice, nest, squirrels, walls*

### Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are crosschecking their decoding attempts against meaning and structure.

### Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again.* Remind students to check meaning by confirming that visual and meaning clues match.

## Focusing on the Book – Guided Reading

- Read the title and discuss the cover photographs. Link these to the title.
- Compare the different nests and how they have been made. Discuss the visual layout. Each piece of text is supported with an explanatory photograph. Continue to discuss this feature as students read the book.
- Encourage students to link personal knowledge and visual information as they respond to meaning. Some of these animals may be new to students. Respond to their questions.
- Discuss the needs of baby animals.
- Recognise important information in an informative text. Identify supporting information.
- Find the different words for animal homes and match them with the animals: *hole, nest, caves, island.* List the words for the different parts of the homes: *tree, grass, walls, rocks, snow, sticks, mud.*

## Comprehension

- Where do birds make their nests? (*Literal*)
- Do all squirrels sleep in the same places? (*Inferential*)
- Why are baby animals safe in their homes? (*Inferential*)

## Follow-up Activities

- Make a class book similar to *Animal Homes*. Invite students to write about different animal homes. Ask them to draw matching pictures using crayons. These can be painted over with dye. When dry, bind students' work together to make a book. Give the book a title.
- Make a small booklet for each student. Ask them to make their own book about different animal homes. Encourage them to visit the library and research other animal homes as well as those in the text.
- Explore the school environment for small creatures and their homes. Use the school camera to record these discoveries. Have students write simple explanations about their finds. Make a wall story using the photographs.

# Animal Homes

Date \_\_\_\_\_

PM Level 11/12

Blue

## Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can identify topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

• \_\_\_\_\_

## Guided Reading Notes

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