

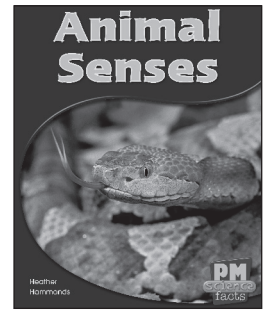
Animal Senses

PM Level 11/12

Blue

Text Type Report

Running Words 213



Preparing for Guided Reading

Prior Knowledge

- Discuss the word *senses* through demonstration.
- Ask students to talk about the strong senses of domestic animals, such as dogs' sense of smell.

Orientation to the Text

- This book reports on the strong senses of a range of animals, and how they use them to survive in the wild.

Key Language Structures

- Use of adjectives to add meaning to nouns: *round eyes, long ears*.
- Longer, more complex sentences: *An owl has big round eyes to help it see at night*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, dig, if, long, move, put, round, smell, things

Content Words

senses, animals, danger, lion, owl, mouse, echidna, ants, snake, tongue, rabbit, burrow, octopus, suckers

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Discuss each of the five senses with students. Ask students to imagine some of the difficulties faced by people who have impairments in one or more of these senses.

- Discuss why lions' ability to see in the dark makes it easier for them to catch food.
- Talk about the owl's big round eyes. Ask students why they think an owl would need good eyesight to catch mice.
- Discuss the echidna's long nose. Ask students why they think it would be good for echidnas to be able to smell ants under the ground.
- Talk about the snake's long tongue in the photograph. Discuss how its ability to taste and smell with its tongue might help it to know if there is food nearby.
- Talk about the rabbit's long ears on p. 10, and how they help it to hear. Discuss why the rabbit's ears need to be able to turn around.
- Direct students to look at the many little suckers on the octopus's arms. Ask how they think it would feel to touch these suckers.
- Discuss the 's' plural ending for some nouns. Find examples in the text.

Comprehension

- Why do you think a rabbit moves its ears around? (*Inferential*)
- How would the suckers on the arms of an octopus help it to feel things? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using initial letters to write rhyming words, then rewriting them in sentences from the book; drawing pictures that represent sounds that are liked or disliked; sorting sounds into the times/places they are most likely to be heard; rearranging jumbled letters to make words, then writing the words to complete sentences from the book.
- Have students choose one of the animals from the book and write a few sentences about why they would like to have its special abilities, e.g. smelling with their tongue, or seeing in the dark.
- Have students think of another animal with a special sense that is not mentioned in the book. Have them draw the animal and write a few words about its special abilities.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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