

# Big Animals That Hide

PM Levels 11/12

Blue

**Text Type** Information Report

**Running Words** 165



## Preparing for Guided Reading

### Orientation to the Text

- Tell students that the book is an information report about big animals that use their surroundings and appearance as natural camouflage when hunting smaller animals. Explain the purpose of an information report.
- Read the title and discuss the cover photograph. Explain that some animals eat meat and some eat grass.
- Turn to the title page. Read and discuss the chapter headings. Reinforce students' understanding of how non-fiction books are presented.

### Prior Knowledge

- This information report is about how coverings of fur and skin help some big animals hide.

### Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Big animals are good at hiding. They hide in lots of places.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*catch, hunt, them*

#### Content Words

*crocodiles, fruit, fur, skin, stripes*

### Decoding

- 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 cross-checking their decoding attempts against meaning and structure.

### Fluency and Phrasing

- Reinforce the importance of pausing at line breaks.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further.

## Focusing on the Book – Guided Reading

- Discuss the glossary on page 16. Talk about why these words are essential words to include in the glossary.
- Ask students to locate information that describes how the fur and skin of some big animals enhance the animal's chances of remaining unseen in natural habitats. Link information in the text with visual information in the photographs. Talk about how making connections between the text and visual information deepens understanding.
- Discuss why blending into their natural surroundings makes it easier for some big animals to conceal themselves before pouncing on unsuspecting prey.
- Talk about the irregular verb *to hide*: *hide, hides, hiding, hid*.
- Locate and discuss similes used in the book, e.g. *Polar bears have white fur. It is white like the ice and snow*. Talk about how similes encourage readers to make connections between prior knowledge and mental images.
- Identify information that adds elaboration, e.g. *Hippos live in rivers. They hide down in the water*. Talk about how this additional information supports meaning.

## Comprehension

- Name three different places where big animals live. (*Literal*)
- Why do some big animals hunt small animals? (*Literal*)
- Why are crocodiles hard to see when they are in the water? (*Literal*)
- Why is dry brown grass a good place for lions to hide? (*Inferential*)
- Why do baby hippos have to be careful when they are out of the river? (*Inferential*)
- How does being able to hide help big animals when they are hunting? (*Inferential*)

## Follow-up Activities

- Undertake research about the feeding habits of animals in the wild. Identify whether the animals are meat eating, plant eating, or both. Include this information on a chart to display in the classroom.

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## 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.

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## 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.

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## Guided Reading Notes

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