

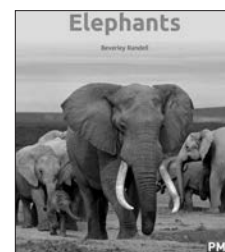
Elephants

PM Level 18

Turquoise

Text Type Information Report

Running words 455



Preparing for Guided Reading

Orientation to the Text

- While the two types of elephants, African and Asian, have some important differences, they share common traits, including their diets and the way they interact. They are also both under threat due to human activities, such as hunting and cutting down trees.

Prior Knowledge

- Discuss what an information report is and invite students to suggest what they might expect to read about in the text.
- Ask students to share what they already know about what elephants look like and how they behave.

Building the Balanced Reader

Vocabulary

Key Vocabulary

close, danger, die, enough, grow, later, special, use, wild

Content Words

African, Asian, calf, crops, grasslands, herd, tusks

Decoding

- Encourage students to find the base of words such as *biggest* and *bigger*, and discuss the way the suffixes change the meaning of the base word.
- Support students to look for familiar parts in words to help them break them into manageable chunks.
- Look at the word *enormous* on page 10 together. Ask, *What sound does 'ou' make in this word? What other words do you know with the same ending?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask students to describe what the front cover image tells them about elephants and where they live.
- Look at the title page. Ask, *What do we call the list on this page? What is it telling us?*
- Read pages 2–3 together. Point out the chapter title *Elephants*. Ask, *Are we going to read about one elephant or more than one elephant? What tells you this? Discuss the concept of plural as being more than one.*
- Look at page 4. Explain to students that the image of the elephant has labels to help readers understand more about elephants. Ask, *What parts of the elephant are labelled? Why do you think the author chose to label these parts?*

- Continue to page 9. Say, *Find all the plural words on page 8. Discuss the singular form of each. Ask, How was the base word body changed to make the plural word bodies?*
- Look at pages 10–11 together. Ask, *What do you notice about the words What Elephants Eat at the top of page 10? Why do they look different from the other words on the page?*
- Point out the photo on page 15. Read the caption together and explain that captions give extra information about images.
- Review the text with students, looking for the glossary words. Ask, *How can you tell that a word from the book is in the glossary? What is the glossary for?*

Comprehension

- What do elephants like to eat? (*Literal*)
- Why do elephants splash water over their bodies? (*Inferential*)
- Why are people working to save the elephants? (*Applied Knowledge*)

Follow-up Activities

- Look at a map of the world together and find the continents that elephants come from. Discuss the relationship between Asia and Africa and the words used to describe animals or people that come from there (Asian and African). Introduce students to the names of the other continents and talk about the animals that live in each.
- Together, find some of the plural words in the text where the base word doesn't change, such as *insects* and *trunks*. Invite students to identify what was added to the base to make the word plural. List other plural nouns that students can think of that follow this pattern. Revise the word *bodies* and its base. Challenge students to find other examples of words in the text that don't follow the 'add an s' pattern, and discuss how each base was changed to make the plural word.
- Remind students that captions are used to provide extra information about an image. Provide students with a small selection of photos or drawings and invite them to think of captions to go with them. Encourage students to be creative and to think about how the caption can add meaning to the picture.

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Learning Intentions

- We are learning to identify the features of information texts.
- We are learning to read and analyse plural nouns.

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Success Criteria

- I can find and use the table of contents, glossary, chapter headings, image labels and captions in the text.
- I can identify whether a noun is singular or plural.
- I can identify the base of a plural word.

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Guided Reading Notes

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