

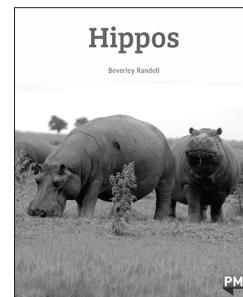
# Hippos

PM Level 18

Turquoise

**Text Type** Information Report

**Running Words** 494



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that different parts of the world have different habitats and different animals. They should also be familiar with where Africa is.
- Talk about what an information report is and how it is structured before starting to read the text with students.

### Orientation to the Text

- Although hippos are large animals, their webbed feet make it comfortable for them to move in the water. Learn more about hippos in this information report, including what they eat, what their predators are and how they behave.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

bottom, close, cover, easy, fight, live, mother, short, thick, towards

#### Content Words

Africa, bounce, breathe, bull, calf, Crocodiles, danger, Earth, herd, lie, Male, tusks, webbed

### Decoding

- Draw students' attention to common homophones, such as *herd*, and homographs, such as *live*, as you read.
- Discuss what the word *hippo* is short for and ask students to suggest why the shortened version may have been chosen for the text.
- Point out the word *thick* on page 5. Ask, *What is the first sound that you hear in this word? What is the last part of the word? Can you think of any words that rhyme with thick?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What questions do you have about this book from looking at the cover? What questions do you think the book will answer?*
- Ask students to read pages 2–3 with a partner. Say, *Together, think of a question that can be answered with the information on these pages.* Invite students to share their questions.

- Point out the word **herd** on page 3. Ask, *Why is this word in bold?* Show students how to use the glossary to help them understand the meaning of unfamiliar words in the text.
- Continue to page 5, and point out the apostrophe in *hippo's skin*. Ask, *What is this punctuation mark called? Why has the author put it there?*
- Look at the apostrophe in *mother's back* on page 7 with students. Ask, *Whose back is the author talking about? How do we know this?*
- Continue to page 10 and read the chapter title. Ask, *What questions do you have about fighting hippos that you think will be answered on the next two pages?* Check to see if all the students' questions were answered as you read.
- Read pages 12–13 together. Point out the word *Hippos* on page 13. Ask, *Why doesn't Hippos have an apostrophe here? Why is there an apostrophe in hippo's in the next sentence?*
- Read page 15 together. Ask, *What questions do you still have about hippos? How could you find the answers?*

### Comprehension

- What colour is a hippo's skin? (*Literal*)
- What does the author mean when they say that if a hippo calf is born in a river, it must 'come up for air'? (*Inferential*)
- Why do you think that lions hunt baby hippos on land and not in the water? (*Applied Knowledge*)

### Follow-up Activities

- Make a list of 'question starters' with students. Ask them to choose one of the starters to write a question that is answered in the text on one side of a piece of paper. They should then write the answer on the other side. Instruct students to form pairs, swap questions and find the answers, before checking against the answer their partner wrote.
- Together, look carefully at the photo of the hippo on pages 4–5 of the book. Re-read the pages together and ask students to describe a hippo's skin in their own words. Provide some paint, brushes and simple tools, such as craft sticks or feathers, and ask students to create a picture of a hippo that shows what its skin is like.
- Seat students in a circle. Choose a student to recall one fact about hippos from the text. The student sitting to their right should repeat the fact, then add one of their own. Continue until students run out of facts to share.

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Date \_\_\_\_\_

## Learning Intentions

- We are learning to think as we read.
- We are learning how apostrophes are used.

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## Success Criteria

- I can ask questions as I read to help me understand and learn more about the book.
- I can explain how an apostrophe shows what belongs to or is part of something.

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## Guided Reading Notes

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