

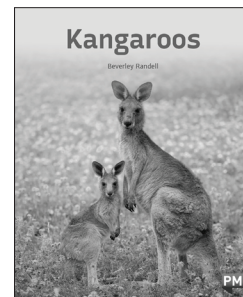
Kangaroos

PM Level 18

Turquoise

Text Type Information Report

Running Words 422



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of the uniqueness of Australian animals and the characteristics of marsupials.
- Students should also be familiar with the structure of an information report and the kind of information that they would expect to find in one.

Orientation to the Text

- There are many interesting features of kangaroos. From the way they carry their joeys in pouches, to their feeding habits and the way they move, they are a fascinating animal to learn about.

Building the Balanced Reader

Vocabulary

Key Vocabulary

danger, easy, grows, Later, quickly, short, special, strong

Content Words

Australia, clicking, dingo, herbs, holds, itself, joey, kangaroos, lie, marsupial, mob, pouch

Decoding

- Talk about the different sounds made by 'oo' in words such as *kangaroo*, *look* and *cool* as you are reading.
- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues.
- Look at the word *marsupial* on page 2 together. Ask, *Where might you break this word to make it easier to read?* Clap out the syllables in the word together.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Do you think this book is a fiction or a non-fiction book? How do you know?*
- Point out the word ***marsupials*** on page 2. Ask, *What other words could you use here that make sense? How does this help you to work out what a marsupial might be?* Check the meaning of ***marsupials*** in the glossary together.

- Read to the end of page 2 and ask students to find the other glossary word on the page. Ask, *What do you think this word means? What part of the text tells you this?*
- Read the text on page 4 and look at the labelled image on page 5 together. Ask, *How does this image connect with what you have just read?*
- Look at the image on page 8 together. Ask, *How does the image help you understand what the text says?*
- Continue to page 11. Ask, *What word or words could you use instead of **dingo** in the first sentence? What do you think a dingo is?*
- Look at the image on page 14. Ask, *What are the kangaroos doing in this picture? How does it relate to what the words tell us?*
- Look at the glossary on page 16 together. Read the meaning of each word and find it in the text. Then, ask students to tell you in their own words the meaning of the sentences containing each glossary word.

Comprehension

- What is the name for a group of kangaroos that live together? (*Literal*)
- What do you think happens when a baby kangaroo grows too big for its mother's pouch? (*Inferential*)
- Why do wild kangaroos only live in Australia? (*Applied Knowledge*)

Follow-up Activities

- Make a list of other animals that students are familiar with. Next to each one, write what a group of that particular animal is called. Extend students' vocabulary by introducing them to some other collective nouns, such as a 'clowder of cats' or a 'murder of crows'.
- Talk about all the different things that kangaroos do in the book. With students' input, write a 'day in the life' recount from the perspective of a kangaroo, describing what happened during the day and incorporating how the kangaroo felt.
- Ask students to choose another animal that they know a lot about, such as a pet. Students should write their own 'day in the life' recount about what the animal did on a particular day, using your shared text as a model.

Kangaroos

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Learning Intentions

- We are learning to recognise and interpret visual information.
- We are learning to understand what we read.

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Success Criteria

- I can describe how the images and diagrams connect with and add to the written information in the book.
- I can use the context to work out what an unfamiliar word means.

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Guided Reading Notes

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