

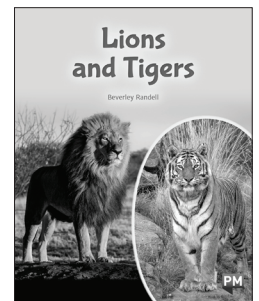
# Lions and Tigers

PM Level 18

Turquoise

**Text Type** Information Report

**Running Words** 463



## Preparing for Guided Reading

### Prior Knowledge

- Students should recognise lions and tigers and be able to identify some of their obvious characteristics.
- 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

- Lions and tigers are both big cats that are fearsome predators. While they have a lot in common, there are many differences between the two animals, including where and how they live.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*animals, between, family, grow, lions, parts, strong, thick, tigers, wild*

#### Content Words

*buffalo, camouflaged, coats, extinct, hunters, lie, mane, pride, Russia, Siberian, striped, waterhole*

### Decoding

- Remind students of words that they do know, such as 'sale', to help them break down and read unfamiliar words, such as *female*.
- When students are having problems with a particular word, guide them to identify the vowel sound first before decoding the rest of the word.
- Look at the word **camouflaged** on page 4 together. Ask, *What are the tricky parts of this word? What could help you remember how to read them?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think this book will tell us about lions and tigers? What words might you find in this book?*
- Look at the contents page and read each of the chapter titles with students. Ask, *What do we know already about this book from the table of contents? How can we use this list to find information?*
- Explain to students what an adjective is and read pages 2–3 together. Together, find the words used to describe where lions live. Ask, *Why did the author include these words? What extra information do they give us?*

- Point out the words in bold on page 4. Ask, *Why are these words in bold?* Show students how to find the bold words in the glossary to check their meanings.
- Ask students to remind you what an adjective is. Read pages 8–10 together. Ask, *What adjectives are used to describe tigers' fur?*
- Show students the image caption on page 12. Ask, *What does this tell us that we might not have known from the text?*
- Continue to page 13. Say, *Point to the chapter heading on this page. How has the author helped you identify it? Which word on this page can you find in the glossary?*
- Read page 15 together. Ask, *What words does the author use to describe lions and tigers on this page?*
- Review the words in the glossary on page 16. Ask, *Which of these words are adjectives? How do you know that?*

### Comprehension

- Where do the biggest tigers on Earth come from? (*Literal*)
- How would lions use their long, sharp claws? (*Inferential*)
- Why do you think the author wanted to write about lions and tigers? (*Applied Knowledge*)

### Follow-up Activities

- Draw a Venn diagram with lions on one side and tigers on the other. Ask students to suggest characteristics that are unique to each of the two big cats and those that they share, and record them in the appropriate places in the chart.
- Together, read about other animals that are good at camouflaging themselves, such as stick insects and chameleons. Look at why camouflaging is important for these animals and the techniques they use to achieve it.
- Look online at some human camouflage art together. Talk about how the artists managed to hide the people in the photos and why they are hard to spot. In small groups, ask students to create an artwork that camouflages a small object in it. Share their finished work and discuss the strategies that students used.

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## Learning Intentions

- We are learning to recognise and use the features of information reports.
- We are learning to identify how authors add detail to what they write.

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## Success Criteria

- I can find and use the contents, glossary, image labels and captions, and chapter headings in the book.
- I can find adjectives in the text and describe how they add detail to what I read.

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## Guided Reading Notes

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