

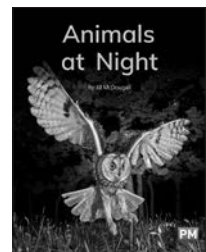
Animals at Night

PM Level 12

Green

Text Type Information Report

Running Words 217



Preparing for Guided Reading

Prior Knowledge

- Students should understand that animals have basic needs, such as food and sleep, and that some animals hunt for food.
- Students should also understand that animals live in different habitats, such as forests or the sea.

Orientation to the Text

- While we are asleep at night, many animals including owls, frogs, crocodiles and crabs are busy finding food.

Key Language Structures

- Complex sentences that extend across two lines are used throughout the text.
- Vocabulary is closely linked to the subject matter of the text – *drink, food, hungry, hunt, night*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, move, moving, round, slowly, spot, that

Content Words

animals, clams, crocodiles, forest, frogs, owls, river, tigers

Decoding

- Encourage students to think about the base words of verbs such as *moving* and *finding*.
- Support students to think about whether what they have read looks right, sounds right and makes sense as they are reading.

Fluency and Phrasing

- Practise harder words, such as *animals* and *tiny*, before students start reading to increase their fluency and confidence.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Explain to students that this text is an information report and ask them to predict the kind of information that will be in the book.
- Point out the table of contents to students. Read each of the headings and practise finding each chapter in the text.
- Look at pages 2–3 together. Ask students to name some animals that are awake during the day and some that are awake at night.

- Continue to page 6. Ask, *Why do tigers hide near rivers? Which part of the text tells you this?*
- Look at pages 10–11. Talk about whether or not a new chapter started on these pages and how students can tell.
- Look at page 12. Point out the words **sea worms**. Explain that these words are in bold because **sea worms** is in the glossary, and show them where to find it.
- Continue to page 14. Ask, *Which word on this page is in the glossary? How do you know?*
- Read to the end of the text. Look at the glossary together and discuss how it helps students to understand the meanings of the words.

Comprehension

- What do crocodiles eat? (*Literal*)
- Why do you think frogs and owls have big eyes? (*Inferential*)
- How are crocodiles and tigers similar? (*Inferential*)

Follow-up Activities

- Model writing a question for students that can be answered from information in the text. Practise with two or three other literal questions to help students understand that they must find clues in the book, rather than answering from their own knowledge or experience.
- Together with students, read another simple information report about an animal. In pairs, have students write two literal questions, making sure that they can find the answers in the text themselves. Have pairs swap their questions and find the answers.
- Talk about the food chain with students and work together to record simple food chains from the information in the text. Invite students to use their own knowledge to extend the food chains. For example, the text shows that tigers eat frogs and frogs eat bugs, but what do bugs eat? Choose another nocturnal animal to read about and record the food chain for that animal.
- Use a large piece of black paper as a background and construct a night animal collage. Discuss the environment of your collage, such as a forest or a beach, and start by adding some of the background elements, such as grass, trees or sand. Guide students to use paper to make an animal that is awake at night to add to the collage. When you have finished, invite students to give an oral description of the completed work.

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Learning Intentions

- We are learning to understand what we read.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can show where in the text I found the answer to a question.
- I can use the table of contents to find different sections in a text.
- I can find extra information about words in the glossary.

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Guided Reading Notes

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