

# Feral Animals

PM Level 27

Ruby

**Text Types** Information Report, Exposition

**Running Words** 2440



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the difference between domesticated and feral animals with students. Invite them to suggest examples of each and to describe their characteristics.

### Orientation to the Text

- Feral animals cause great damage to the environment and to native wildlife species. Learn about advances in how humans are seeking to control feral animals, and consider the case for feral brumbies to be relocated from national parks.

## Building the Balanced Reader

### Grammatical Conventions

- Review the author's use of adverbs and adverbial phrases in the text to add detail to descriptions of actions and places, e.g. *around wildlife reserves, recently, by working quickly.*

### Vocabulary

#### Key Vocabulary

*accidentally, adapt, aquatic, ballast, brumby, cameleers, captivity, carnivores, conservationists, disease, drone, ecosystem, environment, extinct, feral, government, habitat, humane, Indigenous, insecticide, introduced, livestock, native, omnivores, pest, poisonous, pollution, predator, rural, starvation, vegetation, virus, wildlife*

### Spelling

- Compare the similarities and differences between the spelling of *omnivores* and *carnivores*. Discuss the meaning of the Latin base *vorare*, meaning to devour or swallow, and how it is changed by the addition of the prefix in each word.

### Visual Literacy

- Talk about how images are used to convey the characteristics of feral animals to the reader. Invite students to suggest how effective they think the use of images is in the book.

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Why might the author have chosen to write a book about feral animals? What do you think the main idea of the text might be?*
- Read pages 2–3 together and discuss the words in bold. Ask, *Why did the author choose to put these*

*words in the glossary?* Discuss the role of technical language in non-fiction texts.

- Continue to page 9. Ask, *From what you have read so far, what is the author's purpose in writing this section of the text? What makes you say that?*
- Invite students to identify keywords in the text on pages 12–13. Ask, *How can you work out the meanings of any words you are not sure of? What effect does using technical vocabulary have on you as a reader?*
- Make links between the technical language used on page 19 with students, such as *virus, disease and infected*. Ask, *How does connecting these words help you to understand them?*
- Introduce the exposition section of the text on page 27 to students. Ask, *What does the title tell you about the purpose of this text? What information do you expect to find in it?*
- Read pages 27–30 together and identify the technical language that is specific to an exposition, such as *Furthermore*. Ask, *What sort of language would you expect to find in an exposition that is unlikely to be in an information report?*
- Revisit the two texts and ask students to compare what is similar and what is different in the way the information is presented and the messages the texts are conveying.

### Comprehension

- What are three methods that humans use to control feral animal populations? (*Literal*)
- What might be the effects of increased spider populations in Guam, besides the thick spiderwebs? (*Inferential*)
- Why do you think foxes were originally brought to Australia? (*Applied Knowledge*)

### Follow-up Activities

- Make a list of feral animals in your area. Discuss how they might have got there and what measures have been put in place to control them.
- Choose a feral animal to find out more about as a group. Allow students to choose to write either an exposition or an information report about the animal. Share the completed pieces and compare the features and information in the texts.
- Ask students to review the images in the book. Have them choose one animal and draw a feral version and a domesticated version. Ask them to label and describe the differences between the two and to describe why this might be the case.

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## Learning Intentions

- We are learning to describe the purposes of texts.
- We are learning to identify and understand technical language.

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## Success Criteria

- I can compare and contrast the author's purpose for an information report and an exposition.
- I can identify keywords linked with the subject of the text.
- I can use the context, the glossary and my own knowledge to work out the meanings of unfamiliar words.

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## Guided Reading Notes

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