

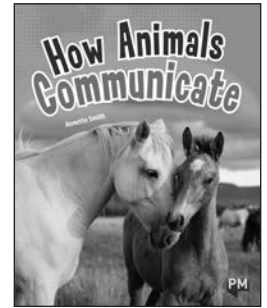
How Animals Communicate

PM Level 27

Ruby

Text Type Information Report (Informative), Explanation (Informative)

Running Words 2399



Preparing for Guided Reading

Prior knowledge

- Have students share observations of how their pets communicate with them, or with each other if they have more than one pet. What are the most common ways they do this?

Orientation to the text

- In this book, the reader learns about a range of animal communication methods across a variety of species. They learn that these methods can be used to help animals work together to find food, and to survive in environments where there are threats from predators. They are also often used to attract a mate.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of quotation marks on p. 24, to denote human terms that are being applied to animals in a non-literal way.

Vocabulary

Key vocabulary

abdomen, antenna, communicate, docile, dominant, evolved, gland, matriarch, menacing, pheromones, prairies, revolutions, seismic, senses, sentry, sonar, vigilant

Spelling

- Discuss the meaning of the word *echolocation*. Have students break this word into its two component words, and discuss how doing this helps us pronounce it correctly.

Visual literacy

- Have students look at the diagram on p. 17 and distinguish between the two types of bee dances, observing how complex each dance is.

Focusing on the book – guided reading

- After reading pp. 4–7, discuss with students how common the sense of smell is as a means of communication. Are they surprised to learn this? Ask them to recall the sorts of information that animals receive and convey through smell.
- Discuss the advantages and disadvantages of communication by sound. Could some animals' sounds alert predators to their presence? How do some animals adapt their sounds to deal with this problem?

- Ask students why the rattlesnake's rattle would be beneficial both to the snake and to the large grazing animals that live in the same prairies.
- After reading pp. 14–19, have students list the ways that these animals' methods of visual communication are similar to those used by humans, particularly in the case of the gorilla.
- Discuss why touch is such a common means of communication in the animal kingdom. Ask, *Do you think touch helps to build trust and affection between animals?*
- Talk about the text in the box on p. 25. Ask students how they think animals sense these approaching dangers.
- Discuss why it is best for working dogs to be trained from a very young age. Ask, *Why would trainers begin with simple commands, and build up to more complex ones?*
- Discuss the importance of rewards in animal training, and how they are used until animals repeat the desired behaviour without expecting a reward each time.

Comprehension

- How does a peacock attract a mate? (*Literal*)
- If a male gorilla is frowning or pouting, what is it likely to do next? (*Inferential*)
- Why is the speed of sound far greater in water than on land? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the animals in the book and make a poster about it, showing it using its particular communication skills to achieve a particular purpose.
- Ask students to imagine they are a guide dog trainer. Have them write a story about something funny that goes wrong while they are trying to train a dog.

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Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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