

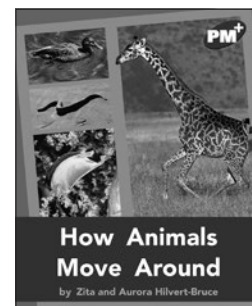
How Animals Move Around

PM Levels 20/21

Purple

Text Type Information Report / Procedure / Poetry

Running Words 593



Preparing for Guided Reading

Orientation to the text

- Involve students in a discussion about the topic. Write some of their ideas on a chart. Remind students that birds, insects and fish are all classified as animals.

Prior knowledge

- This text will challenge students' thinking and extend their knowledge of how animals move on land, in the air, and on and through water.

Building the Balanced Reader

Vocabulary

Key vocabulary

balance, beat, different, gallop, grip, joins, kind, low, pairs, row

Content Words

albatross, flapping, flippers, glide, kangaroos, majestic, oars, powerful, smoothly, streamlined, strider

Decoding

- Predict events and vocabulary in the non-fiction text, based on attention to Contents, photographs and other visual references. Provide support when necessary.

Focusing on the story – guided reading

- Study each photograph on pp. 4–5. Discuss how the animals use their different shapes to move in different ways. Identify 'movement' words, e.g. *gallop, swim, fly*.
- Talk about the gait of various animals. Compare the movement of animals that have long, slender legs (giraffes) with those that have short, heavy legs (elephants). Discuss the concept of 'balancing'. Talk about how important balance is for moving quickly and gracefully. Read the meanings of *balance* and *muscle* in the glossary on p. 24. Recall occasions when people need to balance. Discuss how snakes use their muscles to move.
- Study the photographs on pp. 10–11. Search the text for 'movement' words. Discuss the body parts that are used in these actions, e.g. *claws, feet, tails*. Read and discuss the *Did you know?* statement. Draw students' attention to how the monkey in the photograph is using its tail. Turn

to the glossary on p. 24. Read and discuss the meaning of *streamlined*. Summarise information that explains how animals move on land.

- Reinforce the meaning of *streamlined*. Ask, *What other water animals have streamlined bodies?* Search for movement words, e.g. *push, steer, balance, row*, etc. Talk about why steering is important. Reinforce the meaning of *balance*. Discuss the sentence, *Their flippers work like the oars of a boat*. Turn to p. 24 and read the meanings of *fin* and *webbed feet*. Emphasise the body parts that sea animals use to move through water, i.e. *fins, flippers, webbed feet*, etc. Read and discuss both *Did you know?* statements. Explain that water striders and backswimmers float on the surface, like people, and move their legs to swim on top of the water.
- Explain that the sugar glider uses gravity as it glides between branches. Read and discuss the *Did you know?* statement. Ask students to identify key words that describe how animals move through the air, e.g. *glide, flap, beat*.
- Discuss how in some early planes, people tried to make them so they flapped their wings! Observe the streamlined shapes of submarines and aeroplanes. Name animals that are assisted in their movements by natural phenomena.
- Read and respond to the questions.
- Compare the indexes of the two texts *How People Move Around* and *How Animals Move Around* (PM level 20/21). Look for similarities and differences.

Comprehension

- Which body parts do animals use to move? (*Literal*)
- How do claws help a mole to dig? (*Inferential*)
- Why does a fruit bat fold its wings around its body to sleep? (*Inferential*)

Follow-up activities

- Re-read the haiku verse on p. 19. Reinforce that this form of Japanese writing has only three lines, with lines of five, seven and five syllables. Have students search their texts for five-syllable phrases that could be used as the first lines of a haiku poem, e.g. *Horses have long legs* or *Fish have fins to swim*. Assist them to write two further lines of seven and five syllables to complete a haiku verse.

How Animals Move Around

Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.

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Guided Reading Notes

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