

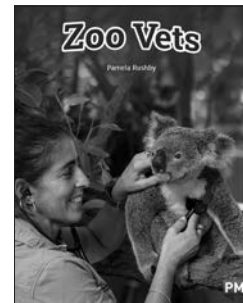
Zoo Vets

PM Level 23

Silver

Text Type Description/Interview

Running Words 1170



Preparing for Guided Reading

Prior Knowledge

- Talk about students' zoo experiences, and what they know about caring for animals in a zoo and the people who work in zoos.
- Ensure students are familiar with the general structure of a description, including the introduction, characteristics and evaluation.

Orientation to the Text

- Zoo vets play an important role in maintaining the health of the animals under their care and in ensuring the ongoing survival of many species. Learn about how vets go about their work, and hear first-hand what it is like to be a zoo vet.

Building the Balanced Reader

Vocabulary

Key Vocabulary

breed, diseases, enclosure, endangered, extinct, habitat, health, healthy, illness, injured, keeper, rewarding, species, treatments, vet

Content Words

cheetah, comfortable, emergencies, exotic, giraffe, leopard, natural, peregrine falcon, rare, research, rhinoceroses, route, scientists, tortoises, transported, university, volunteer, wildlife

Decoding

- Guide students to see connections between words such as *health* and *healthy* to help them read and understand new words.
- Acknowledge when students self-correct to reinforce that it is something that good readers do.
- Read the word *tortoises* together. Ask, *What sound does 'oi' make in this word? What sound do these letters make together most often?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Explain that this book has both a description and an interview with a zoo vet in it. Ask, *Is this book fiction or non-fiction? How would you expect the information in the book to be organised?*
- Explore the contents page with students. Ask, *Why are some of the lines in the contents in bold? Why are some indented? Talk about the difference between a title and a sub-heading with students.*

- Point out the title and the sub-heading on page 2, then read pages 2–3 with students. As students read out loud, encourage them to monitor what they are saying against the text. Support them to go back and re-read if they make an error.
- Continue to page 9 and look at the map together. Guide students to interpret the key. Ask, *What is this map showing us that you might not know if it wasn't included in the key?*
- Look at page 10 together and discuss the layout. Ask, *What features of non-fiction texts are on this page? Look up animal keepers in the glossary together.*
- Ask students to read pages 14–15 in pairs, focusing on accuracy. Ask, *How might you know when what you have read doesn't match what is on the page? What can you do if you are not sure about a word?*
- Look at pages 18–19 together and talk about the name and function of the features, such as the image captions. Ask, *Why is it important to make sure you read everything on the page?*
- Prompt students to consider whether what they read looks right, sounds right and makes sense as they read to the end of the text. Encourage them to ask about and discuss any words they are not sure of.
- Explore the index with students. Ask, *How is the information in the index organised? How is this different from the way the contents is organised?*

Comprehension

- What is the name of the zoo vet being interviewed? (*Literal*)
- Why might some animals need to be given special medicine to sleep before the vet looks at them? (*Inferential*)
- What might happen if there were no zoo vets? (*Applied Knowledge*)

Follow-up Activity

- Review the questions that were asked of Dr Galit Tzipori in *An Interview with a Zoo Vet*. Together, discuss what makes a good interview question and make a list of possible question starters. Work together to identify suitable interview subjects. Then, in pairs, have students formulate questions that they could ask their chosen person about their job.

Learning Intentions

- We are learning to understand how non-fiction texts are organised.
- We are learning to read with accuracy.

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Success Criteria

- I can use the contents page and index to help me find information.
- I can find the title, sub-headings, diagrams, image captions, glossary and index, and describe what they are used for.
- I can check whether what I have read looks right, sounds right and makes sense.

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Guided Reading Notes

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