

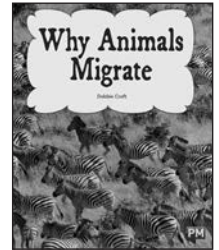
Why Animals Migrate

PM Level 21

Gold

Text Type Explanation (Informative)

Running Words 634



Preparing for Guided Reading

Prior knowledge

- Talk about the idea of migration, as experienced by both humans and animals.
- Ask students to name all the migratory animal species they can think of.

Orientation to the text

- In this book, the reader learns about a range of animals that migrate, including where they migrate to and from.

Building the Balanced Reader

Vocabulary

Key vocabulary

groups, birds, fish, reptiles, insects, weather, branches, journey, currents, herds, healthy

Content words

migrate, mammals, reptiles, predators, Monarch, currents, sag, salmon, upstream, spawn, swishes, gravel, redd, Caribou, mosses, lichens

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by analysing context and drawing meaning from photos. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Discuss why it might be advantageous for animals to migrate in large groups. Ask students how they think this would keep the animals safer as they travel.
- Ask students why they think warmer places would provide more food for these animals. Why would warmer places also be better for animals giving birth to their young?
- Have students look at the map on p. 7. Ask how long they think it might take for the Monarch Butterflies to fly all that way.

- Direct students to look at the map on p. 11 and suggest why these fish might be named Atlantic Salmon. Discuss why the salmon might migrate back to the river where they hatched to lay their own eggs.
- Ask students if they have come across the word *redd* before. Ask them why they think salmon die soon after they spawn.
- Ask students why they think the female and male caribou migrate in separate groups. Discuss the fact that the females move to high, rocky ground to give birth. Why might this be?
- Have students surmise why the caribou's sense of smell would be very important in snowy areas.
- Discuss some of the unusual spellings and pronunciations in the text, e.g. *redd*, *Monarch*, *Salmon*, *caribou*.

Comprehension

- Why do some animals migrate? (*Literal*)
- Why do salmon lay their eggs in a redd? (*Inferential*)
- How do Monarch Butterflies keep warm while they are on the trees? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the animals on pp. 22–23 and research this animal in books or online. Have them find out where it lives, and draw a map of its migration path, similar to the maps in the book.
- Discuss the fact some groups of people, such as Bedouin or Kazakh people, migrate large distances each year, usually to find food and water for their animals when winter is on its way. Ask students to imagine what it would be like to have to do this. Have them make a list of the things they would need to take if their own family had to migrate for winter.
- Ask students to imagine they are one of the creatures featured in the book. Ask them to write a story that describes something going wrong in their migration, such as waterholes being empty or attacks from unexpected predators.

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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 and vocabulary in the text.
- _____

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 and vocabulary.
- _____

Guided Reading Notes

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