

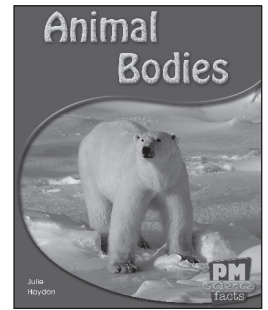
# Animal Bodies

PM Level 8/9

Yellow

Text Type Report

Running Words 166



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the title and read the chapter headings on the contents page.
- Share knowledge of each animal prior to reading the text.

### Orientation to the Text

- This is a book about the unique feature of different animals' bodies, and how these features help the animals survive in the wild.

### Key Language Structures

- Short, informative sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*all, bigger, get, eat, find, from, has, its, of, out, way, with*

#### Content Words

*bird, wings, bear, fur, snake, egg, elephant, trunk, anteater, ants, moth, crab, shell*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words, e.g. *tr-ee*.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

### Focusing on the Book – Guided Reading

- **Cover** Ask students to name the animal in the photo and discuss some of the features of its body.
- **pp. 2–3** Talk about the bird in the photograph, discussing its strong wings and large beak. Discuss why these features would help it fly long distances and catch fish to eat.
- **pp. 4–5** Talk about the bear's thick fur, and how it would keep the bear warm in the snow.

- **pp. 6–7** Ask students if they think the egg is too big for the snake to eat. Discuss the fact that the snake can swallow big items like eggs without having to chew them.
- **pp. 8–9** Discuss what the elephant does in each photograph. Ask students if they think the elephant feels better after it sprays itself with water.
- **pp. 10–11** Direct students to look at the ants' nest, focusing on the hole in the middle. Discuss how the anteater's nose is the right shape to dig down into a deep nest.
- **pp. 12–13** Ask students to compare the moth in both pictures. Discuss why it's so helpful for the moth to have colours that look like tree bark.
- **pp. 14–15** Discuss how the crab came to be too big for its shell. Ask, *Why do you think the crab needs a shell big enough to fit its whole body?*
- Discuss the root word in: *eats, finds, gets, hides, looks*.

### Comprehension

- How do you think the snake got the egg into its mouth? (*Inferential*)
- How do you think the anteater got the ants out of the nest with its nose? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing correct verb forms to complete sentences; choosing correct nouns to complete sentences; drawing a tick or cross to indicate whether statements are true or false; choosing correct words to complete sentences, and drawing pictures to match.
- Have students think of their own pet, or a pet animal that they have met. Ask, *What is something this pet can do with its body that people can't do?* Have them draw the animal performing this action.
- Direct students to choose one of the animals from the book and write a character profile about it, including its species name, its special abilities, and what it likes to eat.

## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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