

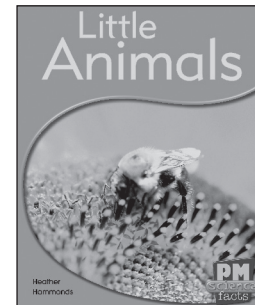
Little Animals

PM Level 8/9

Yellow

Text Type Report

Running Words 153



Preparing for Guided Reading

Prior Knowledge

- Explain that insects and spiders are animals.
- Discuss the different ways that small animals find food.

Orientation to the Text

- In this book, the reader learns about small animals, including insects, and how they survive or find food.

Key Language Structures

- Use of questions to spark curiosity.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

from, fun, get, has, help, hide, its, lots, your

Content Words

little, animals, garden, bee, flower, pollen, spider, web, fly, branch, stick, insect, grasshopper, leaf, ants, nest, dragonfly, wings

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

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.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Ask, *Where is the bee? What do you think it is doing?*
- **pp. 2–3** Ask, *What little animal do you think the boy is looking at?*
- **pp. 4–5** Discuss what the bee is doing on the flower, and why bees collect pollen. Discuss the fact that the bee will fly back to the hive with the pollen.

- **pp. 6–7** Talk about the spider's web, and how it might be difficult for flying insects such as flies to see. Talk about why this is very good for the spider.
- **pp. 8–9** Have students look in the photograph for the stick insect. Ask them if they think animals like birds would notice the insect?
- **pp. 10–11** Discuss what students think the grasshopper is doing on the leaf. Discuss the parts of the grasshopper that help it to hop.
- **pp. 12–13** Talk about what the ants are doing on p. 12. Discuss why ants gather food and bring it back to the nest, particularly when preparing for winter.
- **pp. 14–15** Ask students to look at the dragonfly's big wings. Discuss the fact that the dragonfly flaps its wings so quickly that they look blurry in the photo.
- Direct students to say these words, emphasising the *-er* ending: *flower, grasshopper, spider*.

Comprehension

- How do you think the bee carries pollen back to its hive? (*Inferential*)
- How does a fly get caught in a spider's web? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing page numbers to show where little animals are found in the book, then drawing the animals; writing correct nouns to complete sentences, then drawing illustrations; writing sentences from the book that use the provided words, then drawing illustrations to match.
- Have students make a list of all the little animals they see each day. Have them choose their favourite little animal and their least favourite. Ask them to write three reasons to justify why one animal is their favourite and one is their least favourite.
- Discuss ways that people can take care of little animals, e.g. leaving spider webs where they are and being careful when walking near ant nests. Ask students to draw a picture of their favourite little animal in its native habitat.

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