

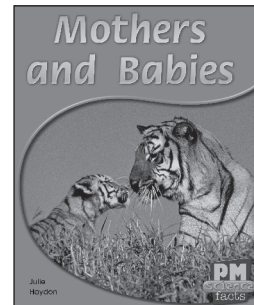
# Mothers and Babies

PM Level 8/9

Yellow

**Text Type** Report/Explanation

**Running Words** 163



## Preparing for Guided Reading

### Prior Knowledge

- Talk about the different ways that mothers care for their babies, including human mothers.
- Read the text and list the different places where the animals are found.

### Orientation to the Text

- In this book, the reader learns about the ways a range of animal mothers, including birds and reptiles, care for their babies.

### Key Language Structures

- Short, explanatory sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*by, clean, climb, has, her, inside, make, now*

#### Content Words

*mother, tiger, baby, bird, beak, hungry, monkey, dolphin, milk, crocodile, fox, den, sleepy*

### 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, n-e-st*.

### 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, *What type of animals are in the photograph?*
- **pp. 2–3** Ask, *Why do you think the mother tiger cleans her baby by licking it? Can you think of any other ways she could clean her baby?*

- **pp. 4–5** Ask, *Why does the mother bird have to go and find food for her babies? What is she feeding the babies in the photo on p. 5?*
- **pp. 6–7** Ask, *Can you see the baby monkey in the photo on p. 6? Do you think it enjoys riding on its mother's back on p. 7?*
- **pp. 8–9** Discuss what the baby dolphin is doing in the photo on p. 9. Talk about some of the reasons younger animals need milk from their mothers.
- **pp. 10–11** Talk about how the mother crocodile cares for her eggs. Discuss how she has big teeth, but that she carries her babies very carefully in her mouth.
- **pp. 12–13** Ask, *Why would the mother fox stay close to her babies? Where would the babies go when their mother has to leave them to find food?*
- **pp. 14–15** Ask students to think about some of the similar ways that human mothers and animal mothers care for their babies.
- Notice the same letter cluster and sound in: *makes, takes*.

### Comprehension

- The mother monkey carries her baby on her back. Do you think she should carry it a different way? Why/Why not? (*Inferential*)
- Why does the mother crocodile carry her babies in her mouth? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing rhyming words; matching animals to their homes/habitats; matching sentences with subsequent sentences in the book; choosing correct verbs to complete sentences, then drawing matching pictures.
- Ask students to choose their favourite mother and baby from the text, and write a short story about what might happen when the baby gets too big to stay with the mother.
- Have students think of another mother/baby combination and draw these animals in their natural 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