

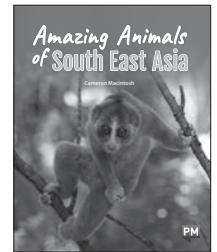
# Amazing Animals of South East Asia

PM Level 25

Emerald

**Text Types** Information Report, Imaginative Recount

**Running Words** 2156



## Preparing for Guided Reading

### Prior Knowledge

- Look at a map of the world with students and locate South East Asia. Discuss its proximity to Australia, as well as how its position influences its climate and environment.

### Orientation to the Text

- The tropical climate in South East Asia supports a rich array of animals that are not found elsewhere. Learn about the many reptiles, amphibians, birds and mammals found there and then journey with Liam as he searches for the elusive silver-backed chevrotain.

## Building the Balanced Reader

### Grammatical Conventions

- Look at the use of brackets in the book and discuss how they provide important information without interrupting the flow of the text, e.g. 'chevrotain (pronounced *shev-ruh-tain*)' and 'deforestation (noun)'.

### Vocabulary

#### Key Vocabulary

amphibians, armour, camouflage, captivity, chevrotain, climate, cud, deforestation, environments, extensive, extinct, habitats, humid, mainland, omnivore, poaching, predators, primates, protect, regurgitates, saliva, South East Asia, species, tropical, venom, zoologist

### Spelling

- Discuss the two different sounds that the letter 'g' makes in *regurgitates*. Invite students to suggest other words they know with a 'g' in them and categorise them according to the sound. Use this as a basis to build some spelling generalisations with students.

### Visual Literacy

- Compare the use of photos in the information report section with the drawings in the recount. Ask, *Why do you think different types of images are used? Do you think it is successful?*

## Focusing on the Book – Guided Reading

- Look at the front cover and then move to the contents page. Ask, *What does the word 'content' mean? How does this help you understand what this page is for?*
- Point out the word **tropical** on page 3. Ask, *Why is this word in bold?* Support students to look up the meaning in the glossary.
- Continue to page 6 and explain the skill of scanning to students. Ask, *What might you scan for if you want to know where the Abah flying frog lives?*
- Read to page 12. Discuss the use of titles on the page and compare this with how they are represented in the contents.
- Ask students to read pages 22–23. Say, *Scan the text to find out what helps the Sunda pangolin to balance.* Discuss how this information is in the form of a caption for a photo to demonstrate the importance of all the elements on the page.
- Continue to page 26. Analyse and discuss each of the text features on the page. Ask, *What does the black dot on the map represent?*
- Instruct students to scan pages 28–30 to find what time the chevrotain was photographed. Ask, *What did you look for to find this information? Was it easier than reading every word?*
- Read to the end of the text. Ask, *What tools in the text can help you scan for and find information quickly?* Revise the role of the contents and index with students.

## Comprehension

- What countries is the sun bear found in? (*Literal*)
- Why do you think the Siamese crocodile is usually coloured olive green? (*Inferential*)
- What themes or ideas are common to both sections of this text? (*Applied Knowledge*)

## Follow-up Activities

- Review the contents and the index pages with students. Talk about the similarities and differences between them and when you might use each. Give students the opportunity to practise using them by asking questions such as *On which pages is there information about Singapore?*

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## Learning Intentions

- We are learning to scan for information.
- We are learning to understand how non-fiction texts are organised.

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## Success Criteria

- I can scan for words and phrases to quickly find answers to questions about the book.
- I can use the contents page to help me find information.
- I can find the glossary, image captions and the index and explain what they are for.

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## Guided Reading Notes

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