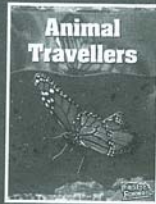


Animal Travellers



Before Reading

Motivation / Purpose

The purpose of this text is to provide information about how and why some animals migrate long distances to other parts of the earth at certain times of the year. This text links with the *Science* theme *Life Science*.

Text Type

Draw students' attention to the:

- photographs
- maps
- glossary
- index.

Ask "What type of book is this?" (Report). Will it be about animals or people? What information would you expect to find in this text?

Visual Literacy

Discuss the different environments shown on pages 4-5. How does this assist you to predict the text?

Talk about the circled pictures on page 8. What is the purpose of this? What are the three circled pictures on page 16 showing the reader?

Background Knowledge

Discuss animals that students know move from one place to another. Why do they do this? When do they usually move? Talk about how scientists can follow the movement of groups and individual animals as they move from place to place.

Phonological Awareness

Make sure students know the following phonological patterns:

- 'er' for /er/: butterflies (p.6), weather (p.7), northern (p.8), winter (p.9), dangers (p.10), watchers (p.12), generation (p.17), either (p.17)
- 'ir' for /er/: birds (p.10), birth (p.20)
- 'ur' for /er/: fur (p.18), return (p.21)
- 'our' for /er/: journeys (p.6)
- 're' for /er/: kilometres (p.13)

Write the letters representing these sounds on the board. Have one student say a word containing one of these sounds. Ask another to tell which letters make up that sound in that particular word.

Vocabulary

amazing, breed, butterflies, generations, hatch, journeys, migration, milkweed, million, nectar, predators, track

Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

High Frequency Words

again, animal, food, island, journey, leave, place, travel, water, year

Make a set of cards with one word on each card. Make groups with the cards. Ask the students to decide how you have chosen to group the words.

Each student then selects a word card and says something about the word. (e.g. 'island' has a silent 'l'; 'water' rhymes with 'daughter'; in 'again', 'ai' makes the long a sound.)

During Reading

Vocabulary in Context

Make sure students understand the difference between 'butterfly's' (possessive form of 'butterfly') and 'butterflies' (plural form of butterfly).

Discuss ways in which words in the text are changed to the plural form. For example:

- adding -s: travellers, animals, journeys
- change y to i and add -es: butterflies

Explain to students that a singular noun is matched with a singular verb, and a plural noun takes the plural verb. e.g. *The monarch butterfly is one of the most amazing...* (singular), *Some butterflies are also killed...and others are killed in storms.* (plural)

Checking for Meaning

Literal:

In what seasons of the year do monarch butterflies make their journeys? (Autumn and Spring)

For what two reasons do scientists believe the monarch butterfly migrates? (It migrates to find milkweed and to get away from the cold weather.)

Why do fur seals migrate in spring? (There are less predators around during the breeding season.)

Inferential:

In winter, why would it be warmer in Mexico than in Canada?

What animals might be predators of the fur seals?

How many times a year do fur seals give birth?

Make sure students understand the difference between literal and inferential information.

Response:

For what reasons do humans migrate?

What do we do in the winter months if we don't migrate?

Grammatical Patterns

Make sure students understand the following components of a report:

- Opening general statement defining the topic: *Animals are amazing travellers ... This is called migration.* (p.4)
- Passages of description relating to animals and their reasons for migrating: (pp.5-23)
- Use of general nouns: *monarch butterflies* (p.6), *storms* (p.10), *caterpillars* (p.16)
- Use of relating verbs to describe features: *There is lots of food for the seals ...* (p.18)
- Action verbs: *fly, swim, walk* (p.5), *eat* (p.9), *lay* (p.15), *breed* (p.19), *arrive* (p.20)
- Use of timeless present tense: *Scientists think Monarch butterflies migrate to find milkweed.* (p.7)
- Use of technical terms: *migration* (p.4), *breed* (p.5), *milkweed* (p.7), *nectar* (p.9), *generations* (p.17), *predators* (p.18)
- Use of paragraphs with topic sentences to organise information: *Some Monarch butterflies fly to California ...* (p.9), *Thousands of people help to track ...* (p.12)
- Repeated naming of the topic as the beginning focus of the clause: *Northern fur seals ...* (p.18), *When spring comes, the Northern fur seals set out ...* (p.19)

Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- An em dash is used to add information to the sentence: *There are many reasons why animals migrate – for food, warmth, or a safe place to breed.* (p.5)
- A comma is used to separate two or more items listed in a sentence: *Some fly, others swim, and some walk.* (p.5)
- A comma is used to separate clauses in a sentence: *On their journey south, Monarch butterflies eat nectar from flowers, which gives them strength for their long journey.* (p.9)
- An apostrophe is used in contractions: *can't* (p.11)

Critical Literacy

What is the author's purpose in writing this text?

Do you think a report is a suitable text type for presenting this information? Why or why not?

If you were to add another chapter to this text, what would you need to know?

Linking Visual and Written

Establish the link between the text and the individual pictures on pages 10-11.

Use the information in the text to suggest captions for the illustrations on pages 22-23.

Why do you think most double page spreads show a collection of photos, instead of just one? What does tell you about the text?

After Reading

Try to find the names of animals in your area that migrate. Where do they go, why, and when? Mark these journeys on a map.

Find out some of the methods scientists use to track the journeys of large groups of animals.

Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- complete paragraphs by sorting sentences to match topic sentences.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

