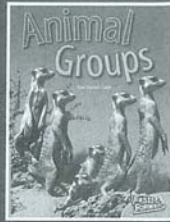


Animal Groups



Before Reading

Text Type

Point out and discuss the:

- title
- illustrations
- fact boxes.

Ask, "What type of book is this?" (Information Report)

Visual Literacy

Read and discuss the captions of the photographs and discuss the various landscapes presented in the illustrations.

Make sure students read the fact boxes that provide information about the characteristics of various animals.

Background Knowledge

Ask students to name some animals which live in groups.

Have the students suggest why some animals live in groups and some animals do not.

Discuss how living in a group can help each individual.

Phonological Awareness

Make sure students know these phonological patterns:

- **-ong** (p.5): along, belong, dugong, gong, long, song, strong, thong
- **-ock** (p.8): block, clock, dock, flock, knock, lock, o'clock, rock, shock, sock, stock
- **-ee-** (p.10): bee, beef, fee, knee, queen, see, sleep, tree, wheel

Say three words in one pattern to the students (e.g. gong, long, song). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.

Model the process of stretching out the sounds in a word (e.g. s - o - n - g). Have the students choose the letter tiles that make up the word and then say each sound in the word. Repeat for other words.

Give the students the letter tiles for a phonemic pattern (e.g. -ock) and two initial consonants (e.g. 's' and 'd'). Ask them to use each consonant and the pattern to make words ('sock' and 'dock'). Repeat for other words.

Vocabulary:

animals, dugongs, flock, groups, herd, hive, insects, kangaroos, meerkats, mob, school, swarm, wildebeest

High Frequency Words

all, called, like, live, lot, people, some, too

Make a set of cards with one word on each card. (Use the words above and other known words.) Place the cards face up. Ask the students to select the card that says 'groups'. Repeat for other words you say.

Play Concentration. Use two sets of the cards described above and spread them out face down. Ask the students to play in pairs. One student should turn over two cards. If the cards are the same, the player keeps them and has another turn. The player with the most pairs wins.

Motivation / Purpose

The purpose of this text is to explain that some animals benefit by living in groups rather than alone. This text links with the *Science* theme *Life Science*.

The *Fast Forward* books in the *Life Science* theme are: *Animal Groups* (Level 6); *Animal Disguises* (Level 8); *Skeletons* (Level 9); *Insect Sounds* (Level 11); *Water World* (Level 12); *The Heart* (Level 14); *Natural Partners* (Level 15); *African Grasslands* (Level 17); *Animal Travellers* (Level 18); *My Bushfire Diary* (Level 20); *Life in the Amazon Jungle* (Level 21).

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- **flock** (p.8): Use phonological knowledge
- **insects** (p.10): Recognise 'in' as a syllable; use phonological knowledge for 'sect'
- **school** (p.9): Use visual clues such as word shape.

Checking for Meaning

Literal:

Name two animals that live in a herd. (pp.4-5)

Which animals live in a mob? (pp.6-7)

What do we call a group of birds? (p.8)

Does a bear live alone or in a group? (p.13)

Inferential:

In what ways are animals safer in a group than when they are alone?

What would adult animals do to help look after the baby animals in a group?

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

Response:

What things do you like doing when you are in a group?

What things can you do when you are by yourself?

Grammatical Patterns

Make sure students understand the following components of an information report:

- Table of contents
- Opening general statement defines the topic: *A lot of animals live in family groups.* (p.4)
- Passages of description relate to various animals (pp.4-13)
- Use of general nouns: *animals* (p.4), *mothers* (p.6), *hive* (p.10)
- Use of action verbs to describe behaviours: *live* (p.4), *look* (p.7), *fly* (p.8), *work* (p.11)
- Use of timeless present tense: *Red kangaroos look for food at night.* (p.7)
- Use of technical terms: *herd* (p.4), *mob* (p.6), *flock* (p.8), *school* (p.9), *hive* (p.10)
- Repeated naming of the topic as the beginning focus of the clause: *Some birds fly in groups. A group of birds is called a flock.* (p.8)
- Glossary and index

Fluency / Punctuation Patterns

Some sentences are simple, i.e. they contain only one idea: *Meerkats live in groups.* (p.6) *Red kangaroos look for food at night.* (p.7) *A group of fish is called a school.* (p.9)

Some sentences are compound, i.e. they contain more than one idea: *All the bees have to work to look after the hive.* (p.11) Demonstrate how to read these sentences, using / to indicate phrasing: e.g. All the bees have to work / to look after the hive.

Some sentences are complex, i.e. they contain a simple sentence and a dependent clause: *All the meerkats in a mob look after the baby meerkats when the mothers are eating.* (p.6)

These punctuation patterns occur in the text:

- Capital letters to begin sentences and full stops to end sentences: *A group of meerkats is called a mob.* (p.6) *Some fish live in groups.* (p.9)

Critical Literacy

What is this text about? Why are we reading this text? What does the author want us to know?

Linking Visual and Written

Point out how the captions support the information provided by each photograph.

Make sure students read the fact boxes to learn extra information about particular animals. The fact box should be read after the main text.

Discuss where in the world each of these animals might live. Use the photographs to help.

After Reading

What have we learnt from reading this text?

What other animals like to live alone?

What other animals like to live in groups?

Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about animals that live in groups.

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

