Places Where Animals Live

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Level 10
Word Count 184
Text Type Information report
High Frequency Word/s Introduced
We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children’s current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

- This symbol relates to comprehension (meaning maker)
- This symbol relates to decoding (code breaker)
- This symbol relates to critical analysis (text critic or analyser)
- This symbol relates to use (text user)

**Cover & Title Page**

**Before Reading**

Discuss with the children the places where they live. Have the children describe the animals on the front page. What are they? Where do they live?

Tell the children this page is called a contents page. Explain that it shows the smaller parts of a main topic. It tells where the smaller parts are in the book. What smaller parts are in this book?

**After Reading**

Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.
Ask the children to describe the places in the photos. Can they name the animals? Would the children like to live in any of these places? Do giraffes live in the mountains?

Ask the children to identify the new feature on this page. Tell them that headings break a book into smaller parts. They tell what each part is about.

Ask the children to point to the word live. Have them place it in sentences to clarify meaning and use. Have the children find the word with the ou sound. What other words have the same ou sound? Make a list on the board.

Ask the children to describe the animals and the places where they live. Can they name the animals? Have the children read the heading. Tell them that when we add the ing ending we remove the letter e. What is this part of the book about?

Identify the words beach and sea. Have the children place the words in sentences. What part is the same in both words? Can they think of other words with the ea sound?
Have the children explain what they see. Have them focus on the animals and the places where they live. Read the heading. What is this part of the book about?

Ask the children where the cat lives. Have them refer to the text to gather the information. What might it be like to live on a houseboat?

Have the children identify the word with the ou sound. Ask them to find the word that is made from two smaller words. What other words like this can the children think of? What is another word with the ou sound?

Talk about where the koala lives. Does the falcon live where it is flat? Who lives up the highest?

What two words describe where the animals live? Have the children find the two words with the ea sound. If they identify trees, write the word on the board and show how the spelling is different. List other ea words on the board.
Have the children describe the animal and the place where it lives. When have the children seen kangaroos? What were they like? Read the heading.

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.

Have the children identify the word where. What word is made from two smaller words? Brainstorm words that describe the outback and the kangaroo. List them on the board.

Ask the children to tell you what the heading says. What have they learned about the kangaroo? Does the kangaroo live by the water?

Have the children identify the word where. What word is made from two smaller words? Brainstorm words that describe the outback and the kangaroo. List them on the board.

Ask the children to tell you what the animal is and where it lives. Does the snake live in the mountains?

Have the children predict the text. Encourage them to use vocabulary and style similar to that of the author.

What does the text say about the snake? Where does it live?

Have the children find the word flat. What word describes the land? What word describes the desert? Write snake on the board. How does adding s at the end change the meaning? Write falcon/falcons on the board. What word means two or more? Repeat the exercise.
14/15

Ask the children to describe the animal in this photo. Where might the dog live?

Have the children point to the words that tell the dog lives and does not live. Do any of the children have dogs? Where do the children live? How would they describe the place?

What words describe the land? Have the children point to the words high up. What word means the opposite of high?

Have the children reread the book. Have them find three interesting facts from the book to tell to a friend. Encourage the children to check their reading sounds right and makes sense.

Have the children reread the book. Encourage them to find three interesting facts from the book to tell to a friend. Have them find the relevant pages and reread the sentences that contain the word.

What information is on page 10? When pages have information about mountains? Have the children read the index entries. Have them find the relevant pages and reread the sentence/s that contain the word.

Have the children point to the words high up. What word means the opposite of high? Have the children point to the words that tell where the dog does and does not live. Do any of the children have dogs? Where do the children live? How would they describe the place?

What words describe the land? Have the children point to the words high up. What word means the opposite of high?

Have the children reread the book. Have them find three interesting facts from the book to tell to a friend. Encourage them to check their reading sounds right and makes sense.

Tell the children this page is called the index page. Explain how to use the index. Tell how it is different from the contents page.

Look at this dog. It does not live high up. It does not live by the water. It lives on land that is flat. It lives with people.

Tell the children to use the index. Ask them to find the pages that tell where the dog does and does not live. Do any of the children have dogs? Where do the children live? How would they describe the place?

What words describe the land? Have the children point to the words high up. What word means the opposite of high?

Have the children reread the book. Have them find three interesting facts from the book to tell to a friend. Encourage them to check their reading sounds right and makes sense.

Tell the children this page is called the index page. Explain how to use the index. Tell how it is different from the contents page.

What information is on page 10? What pages have information about mountains? Have the children read the index entries. Have them find the relevant pages and reread the sentence/s that contain the word.

Have the children point to the words high up. What word means the opposite of high? Have the children point to the words that tell where the dog does and does not live. Do any of the children have dogs? Where do the children live? How would they describe the place?

Ask the children to describe the animal in this photo. Where might the dog live?
10 g Places Where Animals Live   Name ____________

Use the words to complete the sentences.

   in     on     by     with

The turtle lives ___ the water.
The crocodile lives ___ the water.
The kangaroo lives ___ the outback.
The snake lives ___ the desert.
The cat lives ___ a houseboat.
The koala lives ___ in trees.
The dog lives _____ people.
The falcon lives ___ the mountains.

Draw your favourite animal from the book
on another sheet of paper.
## 10 g Places Where Animals Live

Name ____________

Complete the table.

<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td></td>
<td>classroom</td>
</tr>
<tr>
<td>out</td>
<td>back</td>
<td></td>
</tr>
<tr>
<td></td>
<td>board</td>
<td>whiteboard</td>
</tr>
<tr>
<td>house</td>
<td>boat</td>
<td></td>
</tr>
<tr>
<td>after</td>
<td>noon</td>
<td>scarecrow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>football</td>
</tr>
</tbody>
</table>

Write two sentences using two of the new words.

________________________________________________________________________

________________________________________________________________________

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