

### Strand: Geography

### Theme: Locations

**Purpose for Reading:** To locate different continents on the world map and to recognize wild animals that live in those continents.

**Comprehension Strategies:** Recognizing text structures, interpreting maps.

#### Vocabulary

*Dictionary Words:* alpaca, Cape buffalo, emus, kangaroo, rattlesnake, zebras

*Vocabulary Words:* feathers, fur, hair, hide, scales, wool

*High-Frequency Words:* at, have, in, look, the, they, too

#### Before Reading

- Read the title and tell the students that the book they are going to read is a factual text that tells them which countries in the world certain animals live in.
- Have the students look at the cover photo and identify the animal. Ask the students if any of them know where kangaroos live in the wild. Explain that they will find the answer when they read the book.
- Read the title page together and ask the students if they know the name of this animal and where it lives. Tell them that they will find this out also when they read the book.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at all the photos and identify any animals they know. Read all the labels together.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages. Explain that there are three places where they will get information – the text, the photo, and the map. Invite the students to look at the photo first and describe what they can see. Talk with them about the physical appearance of zebras. Read the label together. Ask the students to look at the map. Tell them that the highlighted country is where zebras are found. Read the name of the country to the students.
- Pages 6–7: Invite the students to look at these pages for information. Have them describe the Cape buffalo. Read the label and explain what *hide* means. Introduce the word *horns* if the students do not already know it. Ask the students to look at the map to add to the information about Cape buffalo.
- Pages 8–9: Invite the students to describe the photo of the kangaroo. Discuss animals that carry their babies in pouches. Introduce the word *joey* if the students do not already know it. Have the students say what kangaroos' coats are. Read the label together. Look at the map to see where Australia is. Read the word *Australia*.
- Pages 10–11: Have the students describe the emu and say what it is covered with. Read the label together. Ask the students to look at the map and say what information it gives them.
- Pages 12–13: Invite the students to look at the rattlesnake and say what it is covered with. Look at the map and read both labels together.
- Pages 14–15: Ask the students to describe the

alpaca and say what it is covered with. Read the label. Look at the map and read the name of the country where alpacas are found.

## Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say. Explain that the pattern is not the same on each page.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Have the students recall the information in the book. Prompt with questions, such as *Which animals are found in Australia? Which country would you go to to see zebras? Which animal has scales? Where would you find that animal?*

Record the students' answers on a comparison chart.

animal	country

- Have the students look at each photo to see if it gives some information about what the animal eats.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word

*they* in the text as many times as possible, reading the word each time. Have the students practise writing *they* until they can write it fluently. Add *they* to a high-frequency word chart or word wall.

- Talk about the compound word *rattlesnake*. Ask the students to identify the two small words in *rattlesnake*. Write the word on a card and cut it in two to show the two separate words. Discuss with the students how the word *rattle* adds to their knowledge of this snake.

### Oral Language

- Have the students take turns with a partner to ask a question about an animal in the book.

### Writing

- Have the students draw a picture of a Cape buffalo.
- Have them copy and complete the following sentence, using the book to write unknown words. Look at t\_\_\_ Cape buffalo. T\_\_\_ have horns.

### Creative Extension Activities

- Use three large rings, and word cards for the animals and continents. Have the students sort the cards into the three continents.
- On an outline of the world map, colour and label the three continents in the book. Make small pictures of the animals to glue on the appropriate continent.

### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw a line from the animal names to the matching continent.

zebras

rattle snake

Cape buffalo

kangaroo

alpaca

emu

Australia

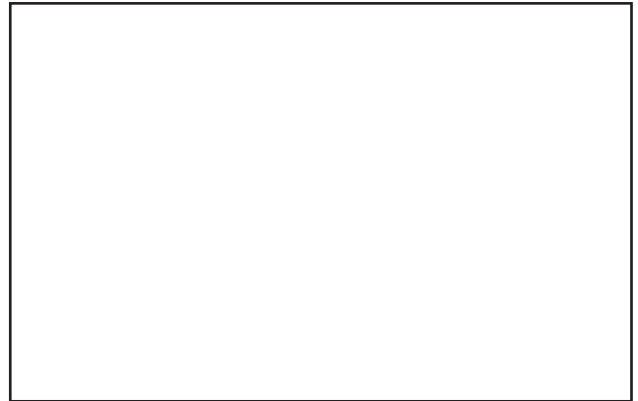
North America

Africa

Name: \_\_\_\_\_

Read and draw.

An animal with  
stripes and hair



An animal with  
a baby and fur



An animal with  
scales

