



# Level 13

## Book d



Level	13
Word Count	287
Text Type	Factual description
High Frequency	
Word/s Introduced	



Maggie Magpie's Pie

Wendy Wornis  
Adventure

Peter's  
Treasure Hunt

Fur

The Clowns with  
Frowns Parade

Alligators to Zebras

Grizzly Bear Finds  
a Friend

Australian State  
Plants

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. This is not an arbitrary division. 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)*

## BEFORE READING Cover & Title Page



Ask the children to look at the cover and the contents page. Do they help explain each other? What does the cover explain about the contents page? What does the contents page add to the cover?



Ask the children what the contents page tells them is in the book. Ask them how they use a contents page.



Have the children look at the contents page. Ask them where they would go to find out about dogs. Have them think of the title. What information will the book have about these animals? What is the key word?

BEFORE READING 2/3

Have the children look at these animals. Ask the children what one thing all these animals have in common. Remind them to think about the key word. Why do animals have fur?

Explore with the children the concept of the introduction in this context.



AFTER READING

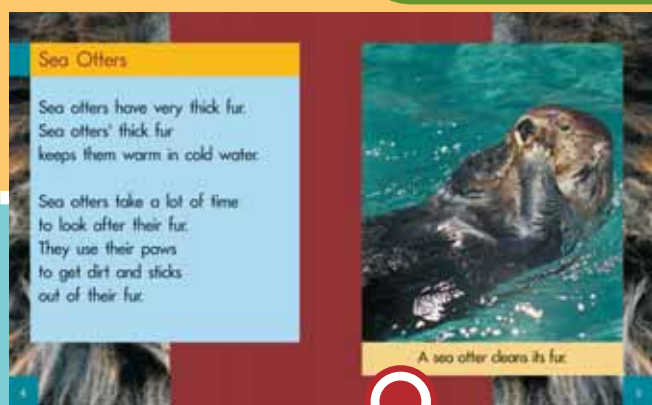
Ask the children the following: What does fur do when the weather is cold? How does fur help keep animals safe? Who does it keep them safe from?

Invite the children to skim the introduction for the three main reasons animals have fur.

BEFORE READING 4/5

Ask the children what this animal is. Where is it swimming? What is it doing? What is this animal's fur for?

Have the children scan the text looking for words ending in *ick*. How many words can they find? Write them on the board and add more words to this word family.



AFTER READING

Discuss this animal with the children. What is it called? What do they use their paws for? What does their thick fur protect them from?

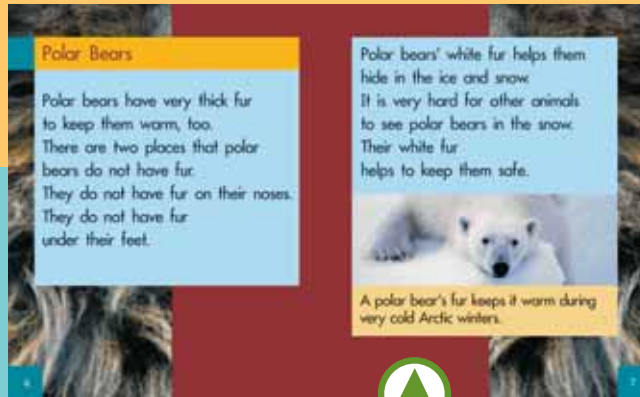
Discuss with the children whether the photo captions clarify information for them. On page 5, would the children understand what the sea otter was doing without the caption?



Ask the children if they know what white bears are called. Do they know where they live?



Explain what the word *Arctic* means and relate it to *polar*. Ask the children to find *Arctic* and *polar* on these pages. Ask them if they can find the connection between *pole* and *polar*.



Ask the children why it is hard to see polar bears in the snow. Have the children name two places that polar bears do not have fur.



Children who have good letter/sound recognition could try to find the three long *i* sounds on page 7. Give an example with the sound *i* in *white*.



Have the children look at this photo. What animal is this? What colour is its fur?



Ask the children why sloths' fur has a green colour. How does this keep them safe from other animals?

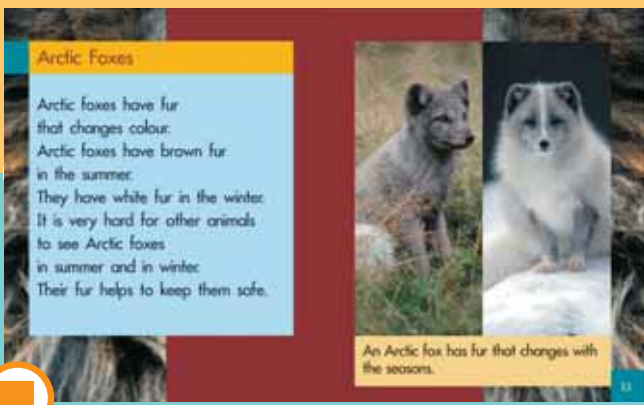


Have the children discuss why sloths let little green plants grow in their fur. Encourage the children to think about why having green fur might be a good thing for the sloths in the trees.

BEFORE READING 10/11

Invite the children to discuss the animal in these photos. Is it the same animal? Why does it look different in each photo? What time of year does it seem to be in each photo?

Ask the children to think back to what they read about polar bears. What does *Arctic* mean? Have them find *Arctic* and *winter* in the text.

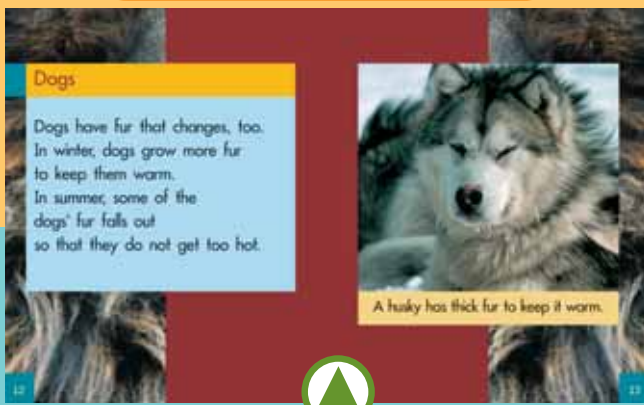


Ask the children what is special about the Arctic fox's fur. What colour is it in winter? And in summer? How does their fur keep them safe? Encourage a discussion about why the Arctic fox's fur changes colour with the seasons. What difference does it make in summer and winter?

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this animal. What animal is it? Have them look closely at its fur. What happens to its fur in winter?

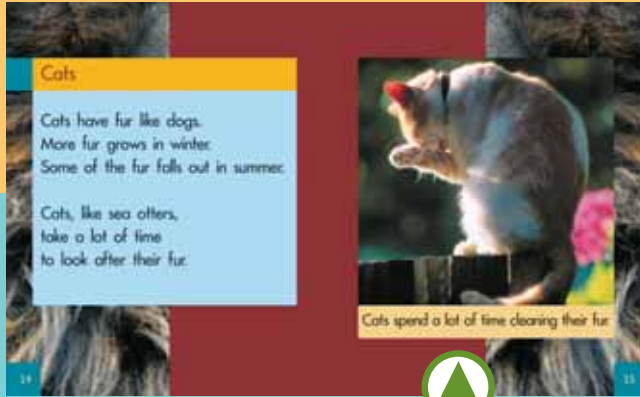


Ask the children what happens to dogs' fur in summer. Why does this happen? What happens in winter? Why does this happen?

Ask the children to find the word *changes* on page 12. Write the words *change* and *changes* on the board. Discuss singular/plural. Together add more words following the same pattern e.g. *dance dances*.

AFTER READING

Encourage a discussion about cats. What do the children know about cats and their fur? Have them look at the photo for clues about cats' fur.



Ask the children how cat fur is like dog fur. What do cats take a lot of time doing with their fur? Have the children read the second paragraph again then look at the photo closely. Ask them how cats look after their fur. How are cats and otters alike?

Write the suffix *er* on the board. Ask the children to find the three words on page 14 with the suffix *er*. Add more words to the list e.g. teacher. Write *fur* and discuss the difference between *er* and *ur*.

Ask the children what this page is. What will they be able to find out about on this page?

Have the children read the book independently. Ask them to tell two facts from the books to the group, when they have finished reading.



Ask the children how they would use this page. Have them demonstrate what they say by asking them to find information on noses.

# 13 d Fur

Name \_\_\_\_\_

1. Circle the animals whose fur helps them hide and keeps them safe.



2. Which one of these animals has fur that changes colour from winter to summer?

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