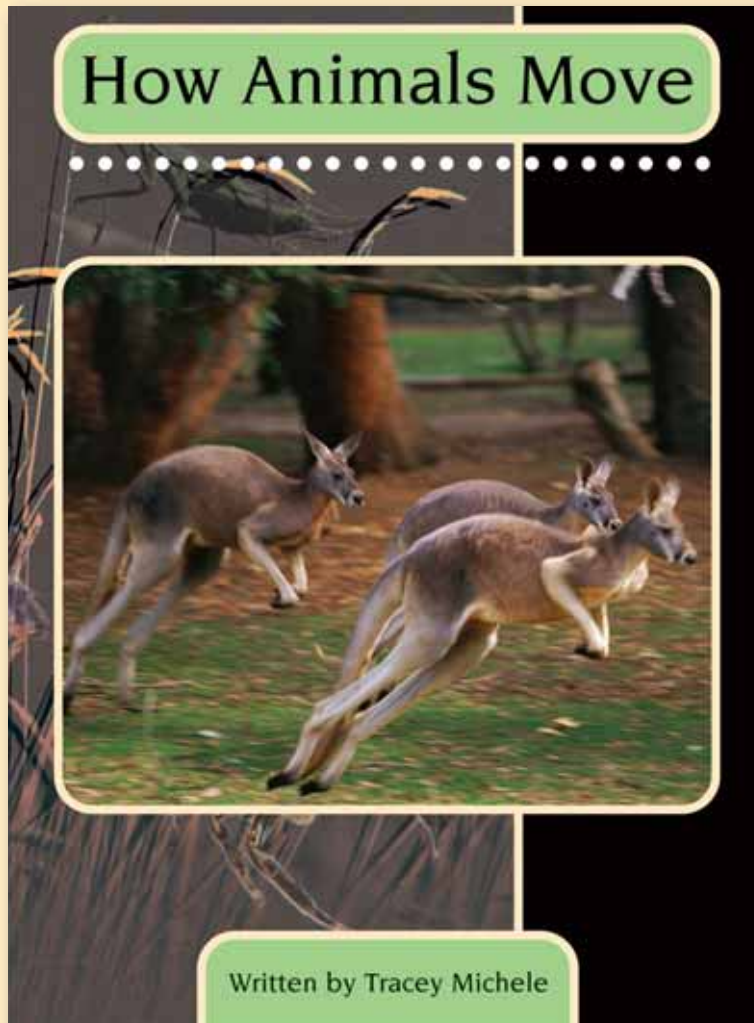




# Level 24

## Book h



Level	24
Word Count	700
Text Type	Information Report
High-Frequency	move
Word/s Introduced	



Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First  
Ski Lesson

Blue Morpho  
Butterflies

A Clever Trick

How Animals Move

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author on the front cover. Before turning to the contents page, brainstorm with the students all the ways they know animals move and record them on the board. Now compare their ideas with the contents page. Which animal movements did the students not know?

## DURING READING

Set the students a purpose for reading, with a focus question for each chapter. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each chapter, ask –

**Pages 2–3** *What are some reasons why movement is important to animals?*

**Pages 4–7** *How many legs do insects have? How do they move?*

**Pages 8–11** *What does a monkey use to help it move?*

**Pages 12–15** *What is the difference between the way a kangaroo hops and the way a rabbit hops?*

**Pages 16–19** *What is the most important thing that helps soft-bodied animals move?*

**Pages 20–21** *Why do ducks and swans spread their feet to help them paddle?*

**Page 22** *Look at the table. Which is faster, the rabbit or the kangaroo?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Ask the students to focus particularly on reading the captions that accompany the photographs as extra sources of information.

## CODE BREAKER



### Developing Specific Skills

Word building – *ing* words. Read the contents page with the students noting all the words ending in *ing*. Explain the rule of doubling a single consonant before adding *ing*.

Ask the students to complete the first BLM.

## TEXT USER



Human movement is described as placing one foot in front of the other (page 4). Ask the students – *What other ways can you move?*

## MEANING MAKER



The Introduction tells us that the environment in which an animal lives plays a large part in how it moves. Discuss with the students which animal they think has adapted best to its environment.

Ask the students – *Which animals in the book move in more than one way? Why is this so?*

## TEXT CRITIC



Ask the students – *What is the purpose of the photographs and captions in this book? Do they help you understand the movements of animals? How? What would be another great way to learn and understand how animals move?*

# 24h How Animals Move      Name \_\_\_\_\_

## Using *ing* Words

Fill in the spaces below –

run	running
jump	
	hopping
walk	
	climbing
	swinging
stretch	

Write sentences using these words –

walking \_\_\_\_\_

\_\_\_\_\_

jumping \_\_\_\_\_

\_\_\_\_\_

stretching \_\_\_\_\_

\_\_\_\_\_

## 24h How Animals Move

Name \_\_\_\_\_

Read the book again. Write down next to each animal, the way it moves. The first one is done for you.

Duck                      paddling

Kangaroo                      \_\_\_\_\_

Spider                      \_\_\_\_\_

Camel                      \_\_\_\_\_

Rabbit                      \_\_\_\_\_

Slug                      \_\_\_\_\_

Frog                      \_\_\_\_\_

Earthworm                      \_\_\_\_\_


Monkey                      \_\_\_\_\_

Dog                      \_\_\_\_\_

**The Animal Game**

This game can be played by 2–6 players. Cut out the squares below. Place the squares face down on the floor so you cannot see the words.

Sit in a circle around the words. The first person picks up one square and does not show it to the other players. That person begins to move in the way that the animal on their square moves. The first person to correctly guess the animal scores one point. The next person in the circle then has their turn.



koala	duck	spider
rabbit	kangaroo	dog
camel	frog	monkey
snail	earthworm	swan