



Level 25

Book h



Level	25
Word Count	725
Text Type	Information Report (Explanation)
High-Frequency Word/s Introduced	during



MACMILLAN

The Jungle
Adventure Story

Surviving in
the Tundra

Accident on the
Bike Track

Rice - From Paddy
Field to Plate

Eat Your Vegies

So You Want to
Be a Teacher?

The Little Mermaid

Nocturnal Animals

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. Ask the students – *What does nocturnal mean? What do you already know about nocturnal animals? Do you know of any animals that are nocturnal?*

Record their responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. 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 section, ask –

Pages 2–3 *How does the author explain nocturnal?*

Pages 4–5 *What are two reasons that animals are active at night?*

Pages 6–9 *What is one special thing about an owl's eyes?*

Pages 10–13 *What is echolocation? Which animal uses echolocation to find food?*

Pages 14–17 *How does the kiwi use its sense of smell to find food? How do snakes smell their prey?*

Pages 18–21 *How do heat pits help rattlesnakes?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Have the students focus particularly on the diagrams in the book and read the captions and labels.

Remind the students to use the glossary to find the meanings of words in bold type.

Developing Specific Skills

Antonyms – two words that have opposite meanings – *dark / light, up / down, young / old*

What are the antonyms to these words from the book? – *active, night, safe, shallow, awake, hot*

Ask the students – *What is the opposite of nocturnal? (diurnal) How would you describe humans? What do humans use to help us be active at night?*

See the BLM.

MEANING MAKER



Make a list of all the nocturnal animals mentioned in the book. Add to the list any animals recorded on the board before reading the book.

Now complete the BLM to summarise the information that students have found out about nocturnal animals.

TEXT CRITIC



The author uses diagrams and photographs to explain some of the information contained in the text. Look carefully at each of the diagrams and select the one you think is the most useful. Now explain your reasons for selecting this diagram.

Ask the students – *What other ways could the author have used to explain this information?*

25h Nocturnal Animals

Name _____

List all the nocturnal animals found in the book and add any others that you know. Now complete the rest of the data grid to summarise what you have found about nocturnal animals. Use the Internet to find out additional information. Answer the questions at the end.

Nocturnal Animal	How It Finds Food	Interesting Facts
Owl	Special way of seeing	Can see exactly how far away things are
Bat		
Kiwi		Nostrils are at the tip of the beak
Fox		
Greater bilby		

What is one thing that all these animals have in common?

Which animals rely on seeing at night?

Which animals rely on hearing at night?

Which animals rely on smelling at night?

Which animals rely on feeling at night?

25h Nocturnal Animals

Name _____

This game can be played by two players. Copy the squares below. On the blank squares write more questions and answers from the book about nocturnal animals. Place the squares face down on the floor so you cannot see the words. The first person picks up one of the cards and reads the question to the other person. The second person tries to answer the question. If they are correct they score one point. If they are incorrect they do not score. The second person now asks a question.

When you have completed the game, swap your set of cards with another person in the class.

Q: Can owls move their eyes? A: No	Q: Where are a kiwi's nostrils? A: At the end of its beak
Q: Spell echolocation A: e c h o l o c a t i o n	Q: How does a snake pick up scents from the air? A: With its tongue
Q: A:	Q: A:
Q: A:	Q: A:
Q: A:	Q: A:

25h Nocturnal Animals

Name _____

Would you describe humans as nocturnal or diurnal?

What do humans use to help us be active at night? Make a list of all the things that help us see, hear, smell, and feel at night.

Our lives would be very different if we slept all day and were active only at night. Our bodies would have to adapt a great deal. What special features would we need to develop so that we could be safe at night? On a separate sheet of paper, draw a picture of a nocturnal human. Add special features to help your human see, hear, feel, and smell at night.