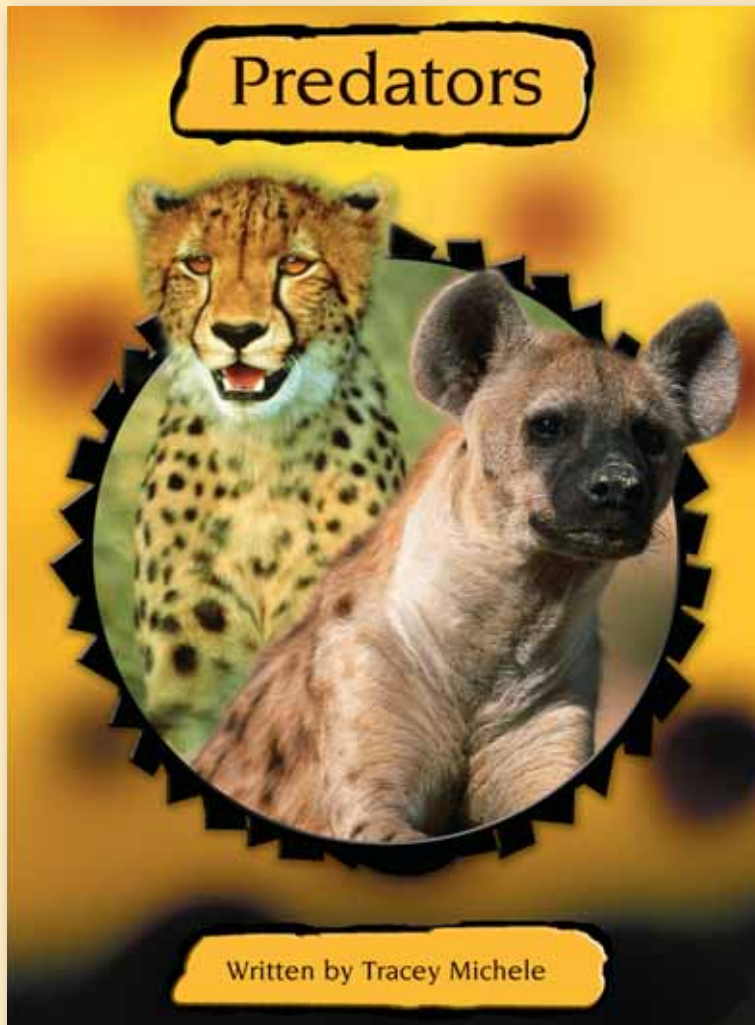




# Level 27

## Book h



Level	27
Word Count	805
Text Type	Factual Description
High-Frequency	hunt
Word/s Introduced	



MACMILLAN

A Hairy Story

Unusual  
Creepy-Crawlies

Carla Visits  
Tin Can Bay

Making  
Gingerbread Men

Accident in  
the Forest

Chinese New Year

The Magic Horse

Predators

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 – *Do you know what predators are? Can you think of any animals that are predators?*

Write the students' ideas on the board.

Say and ask – *Look at the contents page. Can you see the names of two predators? What are they?*

## 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.

Before the students read each section, ask –

**Pages 2–7** *What is a predator? How does the answer in the book compare with the ideas on the board? What do you call the animals that are hunted by predators? How are predators important in keeping a balance among species in the environment?*

**Pages 8–15** *Why are cheetahs able to run so fast? What is the name given to the grasslands where cheetahs live? What is the main prey of cheetahs? Why do cheetahs choose slow moving animals to chase? Why are cheetahs endangered?*

**Pages 16–22** *What are scavengers? What makes hyenas good hunters? What is the main prey of hyenas? What do hyenas do with their strong teeth?*

## AFTER READING

Ask the students to work with a partner, each reading aloud one section – either the cheetah or the hyena.

Ask the students to focus on using the glossary to help them find out the meanings of difficult words.

Have the students test each other on their understanding of the words when they have finished reading.

## CODE BREAKER



### Developing Specific Skills

Adverbs – discuss adverbs with the students. Explain that they are used to describe or modify verbs. Give examples of adverbs from page 12 – *usually, openly, quietly*.

Word building – explain the concept of word building to the students, using *ey* – *prey, grey, they* as an example.

## TEXT USER



In this book the author mostly describes predators and prey that live in Africa. Discuss other predators and their prey with the students. Together, make a list of some predators and prey that exist in this country.

## MEANING MAKER

Have the students locate the maps on pages 13 and 19 of the book and look at them closely. Ask – *What information can you obtain from these maps? If you compare the maps, what information do they tell you about where cheetahs and hyenas live?*

## TEXT CRITIC

Predators are often portrayed as *bad* creatures, particularly in stories, for example, *the big, bad wolf*.

Ask – *Do you think the author of this book believes that predators are bad for killing and eating other animals?* Encourage the students to use the text to support their opinions (particularly the introduction).

## 27h Predators

Name \_\_\_\_\_

Read the chapters on the cheetahs and hyenas again. Find the information and complete the table below using dot points only (not full sentences). Then answer the questions.

	<b>Cheetahs</b>	<b>Hyenas</b>
<b>Speed</b>		
<b>Habitat</b>		
<b>Description</b>		
<b>Prey</b>		
<b>Hunting method</b>		
<b>Country</b>		

Which animal is the fastest?

\_\_\_\_\_

Is there any animal that is prey for both the cheetah and the hyena?

\_\_\_\_\_

Which animal is the most effective predator and why?

\_\_\_\_\_

# 27h Predators

Name \_\_\_\_\_

In the book *Predators*, find two or three words that begin with each letter of the alphabet and fill in the squares below.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y Z</b>

## 27h Predators

Name \_\_\_\_\_

Find the index in the book. Use the index to find all the pages on which the word *prey* is mentioned. In the space below, list all the animals that are described as prey.

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Do any of these animals prey on other animals?

Read the introduction to the book again. In the space below, list all the animals mentioned that are predators.

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Add to the list any other animals you know of that are predators. Check your list with your partner. Discuss any differences you might have.