

Animal Skeletons

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Getting ready for reading

You may like to examine some clean dry bones such as chicken bones. These can easily be obtained by boiling a chicken, removing the flesh and cartilage, and baking in a slow oven until dried. Discuss: *Where did these bones come from? Would you see them when you looked at a chicken? Why not? What other animals have skeletons?*

Encourage children to feel their own bones through their flesh.

Talking through the book

You might say: *This book is about animal skeletons.* Turn through the book ensuring that children are familiar with terms such as *mammals, reptiles* and *insects*.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Which animals have skeletons on the inside of their bodies?

Which animals have skeletons on the outside of their bodies?

Where would a moth have its skeleton?

Where would a dolphin have its skeleton?

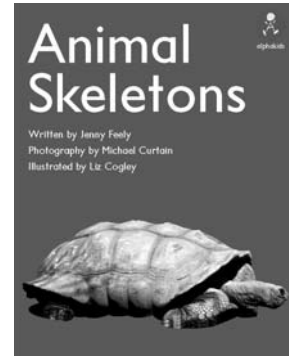
Do all animals have skeletons?

How are inside skeletons different from outside skeletons?

Being a code breaker

Vocabulary

- High-frequency words: *all, these, have, some, their, on, the, of, are, all, has, its*
- Word families: *all – ball, call, fall, hall, stall, tall, wall*
its – bits, fits, hits, quits, sits



TEXT FEATURES

- **This book is an information report about the skeletal structure of vertebrates and invertebrates.**
- **Uses simple, repetitive language with the sentence form: *These are all ____.*
*A ____ has its skeleton on the ____ of its body.***
- **Introduces labelled cut-away diagrams and captioned photographs.**
- **Text placed consistently on the page.**
- **One or two lines of text per page.**
- **Line breaks support phrasing.**
- **Introduces a classification chart.**

Sounds and letters

- Investigating words: compound words – *inside, outside, goldfish, angelfish, stingray, butterfly, stick insect, jumping spider, daddy longlegs, huntsman*
- Hearing sounds: Children listen for the /sk/ sound at the start of words – *skeleton*

Writing conventions

- Punctuation: capital letters, full stops
- Writing conventions: labels with pointers on diagrams, captions for photographs

Being a text user

Discuss:

What does this book help you to learn?

What information is in the photos?

What information is in the illustrations?

What information is in the chart on page 16?

Being a text critic

Discuss:

Which animals has the author left out?

Is the information correct? How can we check?

Literacy learning centres

Writing centre

Children search through magazines and advertising material to find pictures of animals. They can cut these out and make a chart like the one on page 16.

Book browsing centre

Children can read and view books, videos, and CD-ROMs to learn more about animal skeletons.

ABC *Alphabet centre*

Children can search magazines to locate other words that begin with the letter pattern 'sk'. These can be cut out or written and illustrated on a large cut-out of these letters.

Interactive literacy centre

In pairs, children can trace their hands or their whole body, then feel the bones and draw these onto their diagram. They can then label the bones, and display the finished diagrams.

