

Predators

Written by Sarah O'Neil

Level 16

Getting ready for reading

Ask the children to list any animals they know of that eat other animals for food. Create a chart.

Animal	Special skill they have
Tiger	Sharp teeth

Talking through the book

Turn through the book ensuring that all children can name the animals featured. Focus on the headings. You might say, for example: *Wolves and lions hunt in groups. This helps them to surround an animal.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

What is a predator?

How do scorpions catch their food?

Which animals use surprise to catch their food?

Are predators always successful when they hunt?

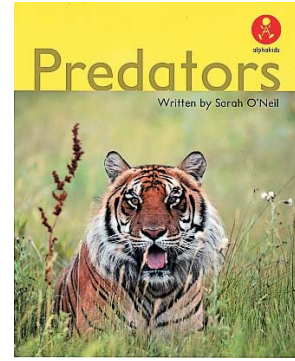
Being a code breaker

Children can find words with more than one syllable:

animal, alligator, predator, surprise, skillfull,

surround, other, poisons, tiger, poisonous

Discuss which words are base words, such as *skill* and *poison*.



TEXT FEATURES

- This text provides information about the specialised skills predators have to assist them to catch food.
- It features headings and full-colour photographs.
- It is an example of an information report.

Being a text user

Refer to the chart children developed before reading the book. Discuss with children:

What information can now be added to the chart?

What information needs to be changed?

What information has been neither confirmed nor challenged by the book?

Being a text critic

Discuss:

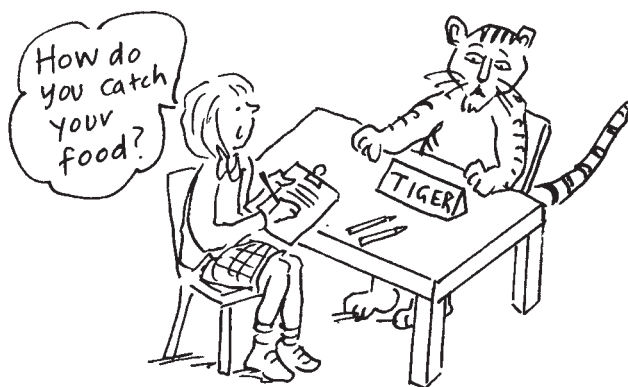
Which animals has the author left out of the book?

The author has organised the book under heading related to the skills the animals use. What other ways might the book have been organised?

Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE

Children could work in cooperative groups to role-play interviews with the animals featured in the book. The reporter asks each animal what skills it needs to catch food.



WRITING CENTRE

Using the information in the book, children can create a board or card game to teach this information to others, for example: a concentration game with the name of animal matching the skill used to catch its food.

BOOK BROWSING CENTRE

Children could read and view books, videos and interactive computer software about predators, for example: *Dangerous Creatures* and *Oceans* (Microsoft).

Keeping track

Observing children reading texts independently provides opportunity to utilise the records of reading behaviours analysis to determine the cueing system/s the child is using to read the book