

Animal Builders

Written by Margaret Clyne and Rachel Griffiths

Level 17

Getting ready for reading

If possible, bring in a vacant nest or cocoon to show the children. You might say: *What do you think built this? Why did they build it? How did they build it?* Ask: *Which other animals build things?*

With the children, construct a data chart posing questions that they have about animals that build structures.

Type of animal	What do they build?	How do they build it?	Why do they build it?

Talking through the book

Turn through the book ensuring that children can identify all the animals featured. Highlight technical terms that may be unfamiliar, for example: *traps, structures, nectar, pollen, silk, worker ants, soldier ants, dams, lodge.*

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.

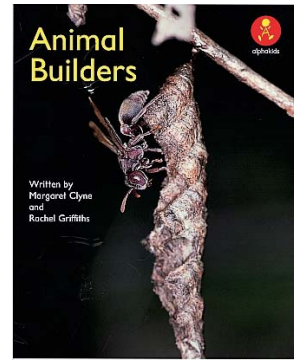
Being a meaning maker.

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

Which animals build structures?

Why do bees build nests?

Why do animals build things?



TEXT FEATURES

- **This book is an information report providing information about a range of animals that build structures.**
- **It features full-colour close-up photographs.**
- **Scientific terms are used.**
- **It includes an index.**
- **Sentences are of varying length and complexity.**

Being a code breaker

Children could investigate words with 'er' endings: *builder, worker, paper, together, spider, beaver, feather, winter.*

Being a text user

Children might like to return to their data charts to fill in any answers to the questions posed. Discuss:

Which questions were well covered in the book?

Which questions were not covered at all?

Children may also like to explore using the index.

Being a text critic

Discuss:

Why do you think the author chose these animals?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could work in cooperative groups to make a poster showing the different structures that animal builders make. They can write labels and explanations about how the structures are built.

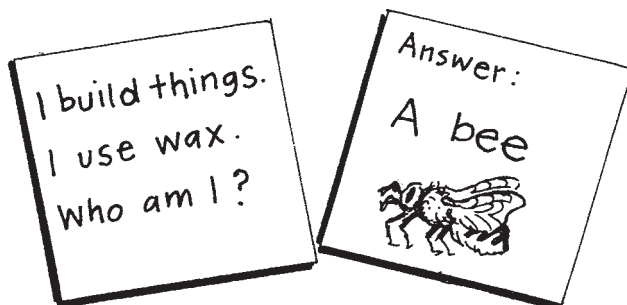
WORD CENTRE

Encourage children to explore familiar texts to find and list words with 'er' endings. They could make a separate list for words composed of a base word such as 'build', plus 'er'.

These could be displayed in the classroom for reference.

INTERACTIVE LITERACY CENTRE

Have children work in cooperative groups and make a game of Who Am I? cards using clues from the book. They could write the clues on one side, and the answer on the back.



BOOK BROWSING CENTRE

10 Little Known Facts About Hippopotamuses by Douglas Little is an excellent book (and very funny) about all sorts of animals. It could be used for book browsing with any of the animal books.

Keeping track

Teacher understanding of what children already know about a topic can enable them to better guide the children into reading the book independently.