Springboard

Level 13
Book f

Alligators to Zebras

Written by Pierre Latour

Level	13
Word Count	273
Text Type	Information report
High Frequency Word/s Introduced	know

MACMILLAN

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

This symbol relates to comprehension
(meaning maker)
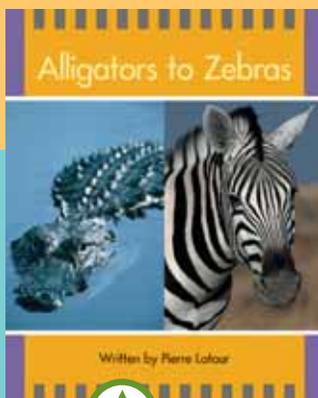
This symbol relates to decoding
(code breaker)

This symbol relates to critical analysis
(text critic or analyser)

This symbol relates to use
(text user)

BEFORE READING

Cover & Title Page

Have the children look at the cover and the contents pages. What do they think this book is going to be about? Do they think it will be factual or fictional?

Explain the contents page to the children. Which heading do they read first? Explain that they then may select any animal title to read. They may have a preference. The titles don't need to be read in order.

Alligators to Zebras

Written by Pierre Lafour

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Contents

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AFTER READING

Ask the children how the two key questions helped them find information about the animals. Have them take turns to tell the group facts about the animals.

BEFORE READING

Have the children discuss what they know about the animals on this page. Where could they see all these animals?

Ask if the introduction informs them about what information they will find in this book.
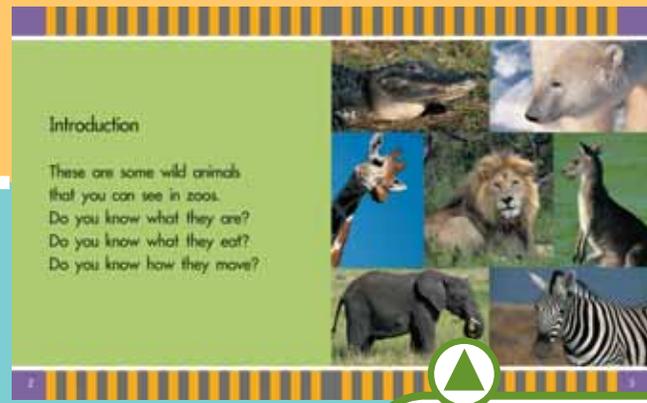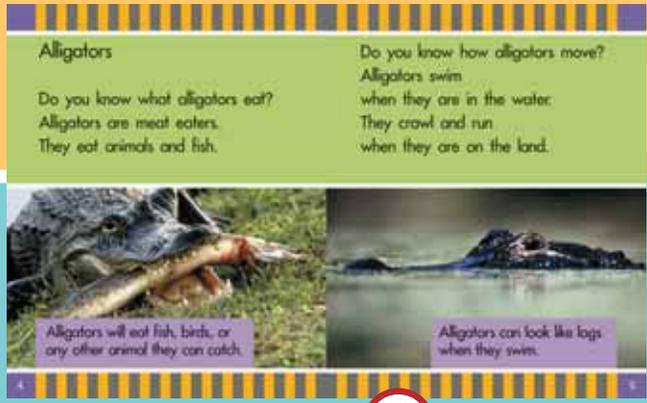
AFTER READING

Ask the children the following questions: What kind of animals are these? Where can you see them? What does this page ask you about the animals' eating and moving?

Ask the children to find the word *know* on this page. Write *know* on the board. Discuss with the children the silent *k*. Write more words with a silent *k*. Write *no*. Discuss the difference between *know* and *no*.

BEFORE READING

4/5

Encourage a discussion about what alligators eat. What is the alligator in this photo eating? Why do you think the alligator on the other page has only its eyes and nose above water?

Ask the children what the two key questions are. Are they indicated in the introduction?
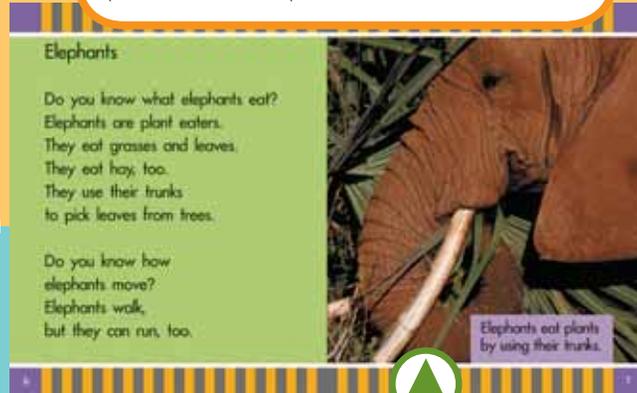

AFTER READING

Ask the children where alligators wait for prey. What do they eat? How do they move on land?

Have the children look at the captions. Invite them to discuss what extra information is in the captions that is not in the text.

Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Have the children look at this page. Ask them what this animal is. What can they see it eating? What is it eating with? Do they know what this part of the elephant is called?

Elephants

Do you know what elephants eat?
Elephants are plant eaters.
They eat grasses and leaves.
They eat hay, too.
They use their trunks
to pick leaves from trees.

Do you know how
elephants move?
Elephants walk,
but they can run, too.

Elephants eat plants by using their trunks.

Ask the students what elephants use their trunks for. What do they eat apart from leaves? What does it mean to say that elephants are plant eaters? What is their trunk? Look carefully at the picture. How do elephants use their trunks to eat? Can elephants run?

Write two headings on the board: *Singular* and *Plural*. Write *leaves* under *Plural*. Ask the children what the singular of *leaves* is. Continue adding all the plural words on page 6 and write the matching singular words under the appropriate heading.

Ask the children if they know what animal this is. Ask them how they can tell. Have them discuss what they know about this animal.

Ask the children the difference between a heading and a caption. Would they expect to find them in a story? How do they help the reader of a nonfiction book?

Giraffes

Do you know what giraffes eat?
Giraffes are plant eaters.
They eat grasses and leaves.
They have long necks
so that they can pick leaves
from trees.

Do you know how giraffes move?
Giraffes walk, and they can run, too.

Giraffes' long necks help them eat leaves from tree tops.

Ask the children what giraffes eat. Why do they have such long necks? What two words explain how giraffes move?

BEFORE READING

10/11

Ask the children what the animal on this page is called. Invite the children to discuss what they can tell about this animal from the picture.

Encourage a discussion about what the caption tells the children that the main text does not. Is it day or night in the picture? How does this relate to the information in the text?

Kangaroos

Do you know what kangaroos eat?
Kangaroos are plant eaters.
They eat grasses and leaves.
They eat at night.

Do you know how kangaroos move?
Kangaroos hop.
Kangaroos can hop very fast.
They use their back legs and tail to help them hop.

A kangaroo with a baby in its pouch eats grass.

AFTER READING

Ask the children when kangaroos eat. What do they eat? How do they move? What do they use their back legs and tail for?

Write the word *out* on the board. Underline the first two letters. Together with the children, isolate the sound. Ask them if there is a word in the caption with the same sound. Write *pouch* underneath *out*. Together write words with the *ou* sound - *pouch, couch, mouth, loud, round, scout...*

BEFORE READING

12/13

Ask the children to tell you what this picture says about lions. What do they eat? How do they move? How is this lion moving?

Look closely at the picture and read the caption. When do you think a lion runs and pounces?

Lions

Do you know what lions eat?
Lions are meat eaters.
They eat other animals like zebras and antelope.

Do you know how lions move?
Lions walk, jump, and run.
They can pounce, too.
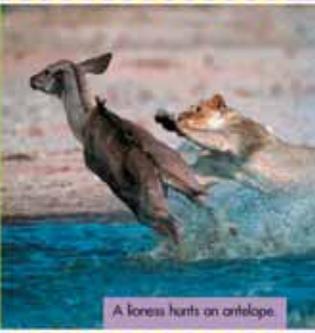
A lioness hunts an antelope.

AFTER READING

Lions are meat eaters. What types of meat do lions eat? How many different ways can a lion move? What are those ways?

Have the children find the *ou* word on page 12. Together, check if it is already on the board.

14/15

Have the children look at these pictures. Ask them which of these animals is a meat eater. Can they say how these animals move?

Together with the children, use a large map of the world or a globe. Find the Arctic and Africa to establish where the natural habits are for the animals on pages 14 and 15.

Polar Bears

Do you know what polar bears eat?
Polar bears are meat eaters.
They eat animals like seals and fish.

Do you know how polar bears move?
Polar bears walk and swim.

Polar bears live in the Arctic and eat seals and fish.

Zebras

Do you know what zebras eat?
Zebras are plant eaters.
They eat grasses.

Do you know how zebras move?
Zebras walk and they run.

Zebras live in the grasslands of Africa.

Ask the children what way of moving these animals have that is the same. What way of moving is different? What do each of these animals eat?

Discuss with the children if the two key questions helped them to focus on specific information about the animals. How?

16

Ask the children if they have seen a page like this before. What does it mean? What would they use a page like this for?

Have the children read the book independently. Ask them to find the answers from the two key questions for one animal. They can tell the group when they have finished reading.

Index

antelope....................12, 13

meat eaters.............4, 12, 14

plant eaters..........6, 8, 10, 15

seals...........................14

trunks.........................6, 7

zoos.............................2

Encourage the children to think of something from the text, then use this page to see if they can find it. Discuss why they would use this page. Encourage further discussion about what they would use this book for.
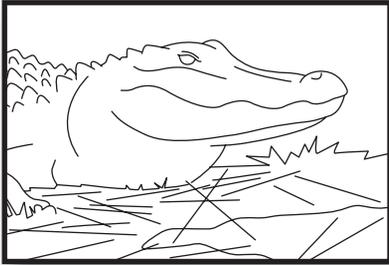
1. Name the animal.

2. Say what it eats.

3. Draw a circle around the

pictures of the animals that swim.

_____
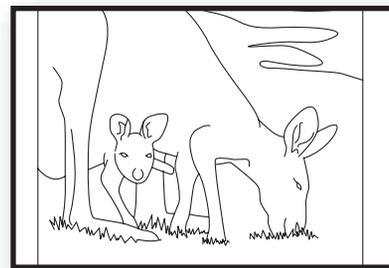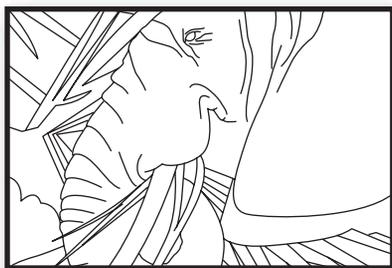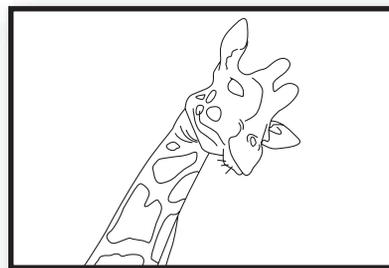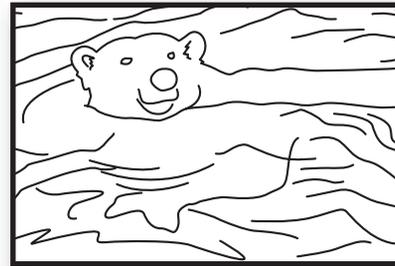
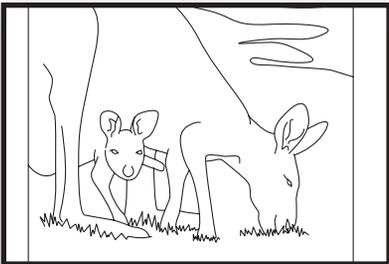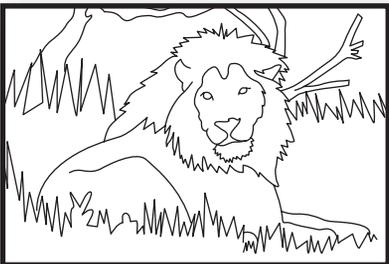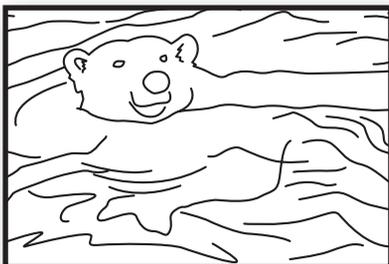1.Match the animal to the way it moves.

jumps, runs and pounces
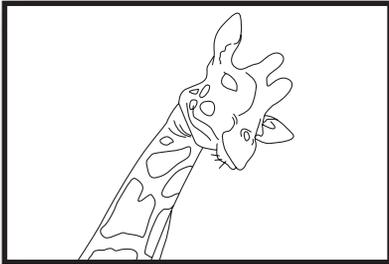
hops

walks and swims

swims, crawls and walks

walks and runs