



Level 13 Book f

Animals from Eggs



Written by Sarah Edwards

Level	13
Word Count	289
Text Type	Information report
High Frequency	know, run
Word/s Introduced	



MACMILLAN

Dragons
Big Breakfast

Wombats
Stormy Sea Story

Scarlett's Surprise

Wool

Big Ted Goes Down
the Catwalk

Animals
From Eggs

Freddy Fox's
Fur

Amazing Plants
of Australia

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. 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



Ask the children to describe the front cover and contents page. Is this a fiction or a nonfiction book? What tells us this?



Talk about the purpose of the contents page. Tell the children it shows the smaller parts of the main topic. It tells where to find the smaller parts.

Animals from Eggs	
Contents	
Introduction	2
Turtles	4
Platypuses	6
Snakes	8
Fish	10
Frogs	12
Lizards	14
Spiders	15
Index	16

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Ask the children to tell you what information they will find in this book. What animal is on the cover? What kinds of eggs have the children seen before?



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

BEFORE READING 2/3

Ask the children to describe what animals they see in the photos. Do all these animals lay eggs? Have the children ever seen their eggs? Tell them we use commas to separate items in a list.



AFTER READING

Tell the children headings tell what different parts of the book are about. This part introduces the main topic.

Ask the children to find the word *know*. Identify the silent *k*. Can the children spell the word without looking at the text? What word here has the *ay* ending?

BEFORE READING 4/5

Ask the children to describe what is happening in the photos. How many eggs can the children see in the hole?

Identify the captions. Tell the children that the captions give extra information about the photos.

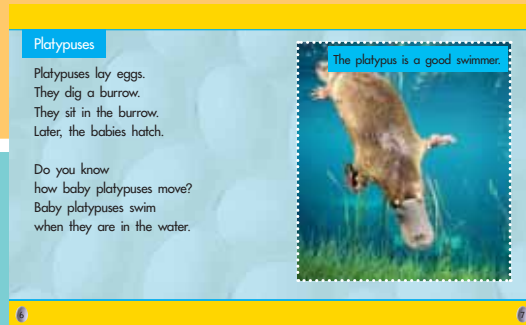


AFTER READING

What is this part of the book about? What information do the captions give? How do the babies get out of the hole? What happens next?

Ask the children to find the word *run*. Have them place it in sentences. Identify the *ou* sound in the word *out*. List other words with the same sound on the board.

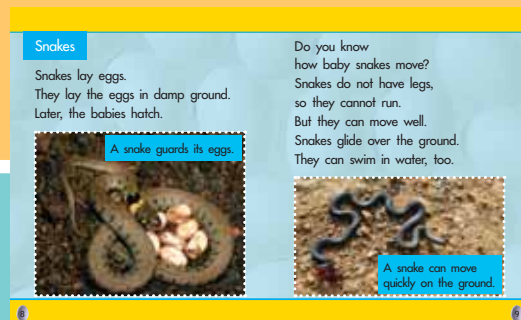
See if the children can identify this animal. Talk about the environment a platypus lives in. What kinds of things might disturb the platypus's environment?



Have the children identify the heading and caption. Ask the children how the platypus lays its eggs. How does the platypus move?

Ask the children to find the word *burrow*. What is another word with the same *ow* sound? Clap the syllables in *platypus* and *platypuses*.

What animal is this? Talk about the characteristics of snakes. Discuss safety issues. Have any of the children seen snakes? Were they in the wild or at the zoo?



Ask the children what the heading and captions say. Where do snakes lay their eggs? Have the children locate the information that tells how snakes move.

Have the children find the word *how*. Can they think of another word with the same *ow* sound? Build a list of *ow* words next to the list of *ou* words.

BEFORE READING 10/11

Ask the children to identify this animal. Talk about the environment it needs to lay its eggs. Can the children think of any dangers to the eggs once they have been laid?

Fish

Fish lay eggs. They lay a lot of tiny eggs. They lay the eggs in water. Later, the babies hatch.

Do you know how baby fish move? Fish have fins. Their fins help the fish swim in the water.

Baby fish hatching from their eggs

Fish use their fins and tail to swim.

AFTER READING

Ask the children to tell you what is special about fish eggs. Then have them tell how fish move.

Ask the children to find the word *tail*. What other words have the *ai* sound? Make a list on the board. If the children give *ay* words, make another list and ask the children to identify the different spelling.

BEFORE READING 12/13

Ask the children to tell you what this animal is and whether or not they have seen one before. Talk about the frog's life cycle.

Frogs

Frogs lay eggs. They lay eggs in water. Later, the babies hatch. Tadpoles are baby frogs. Later, the tadpoles' tails shrink. Then the tadpoles get legs.

Do you know how tadpoles move? Tadpoles swim in the water. When they change to frogs, they jump.

A tadpole uses its tail to swim.

A frog uses its long legs to jump.

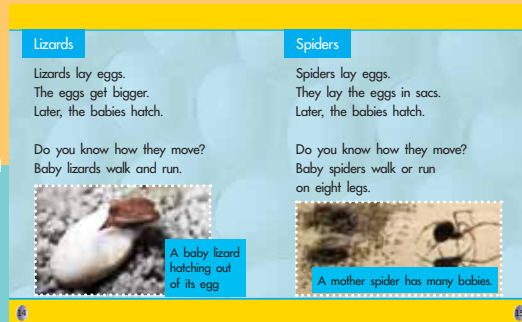
AFTER READING

Ask the children what happens to the tadpole's tail. What else happens? What information do the captions give? How is this helpful?

Ask the children to find the word *babies*. Discuss how we change the *y* ending to *ies* to show two or more. Write *puppy* on the board. How do we change the ending to show two or more?

Ask the children to identify the animals. What are they born from? Have the children tell you what they do and do not like about lizards and spiders.

Ask the children to tell you what they think of this book and why. Has the author come up with a good idea for a book?



Ask the children to tell you what the headings and captions say. What might *sacs* be? How do lizards and spiders move?

Clap the syllables in *lizard* and *spider*. How many syllables are in each word? How many legs do spiders have?

Tell the children that this page is called the index page. Demonstrate how it is used. How is an index page different from a contents page?

Index	
animals	2
baby/babies	4-6, 8-12, 14, 15
burrow	6
ground	8, 9
nest	4, 5
water	5, 6, 9-13

Have the children read the index entries again. Have them go back to the relevant pages and reread the sentence in which the word occurs.

Ask the children what they liked most about this book. Would they recommend this book to their friends?

13 f Animals from Eggs

Name _____

Place the words in the correct sentences.

there

their

they're

Baby fish hatch from _____ eggs.

_____ are lots of baby spiders.

_____ going to have be quick
running down the beach to the sea.

I can see a lot of baby lizards over _____.

Snakes look after _____ young.

I think _____ very clever
to look after so many babies.

Write your own sentences using the words.

13 f Animals from Eggs

Name _____

Circle the words where the letter r changes the sound of the vowel.

sun turtle eggs
hard bark birds
rain star far
lion sir surf

How many syllables are in the words?
Clap the syllables. Write the numbers.

turtles	<u>tur-tle</u>	<u>2</u>
spiders	_____	_____
burrow	_____	_____
animal	_____	_____
embryos	_____	_____
platypuses	_____	_____