



Level 3 Book e

Animal Babies



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Level	3
Word Count	75
Text Type	Information report
High Frequency	are, these, look
Word/s Introduced	

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)



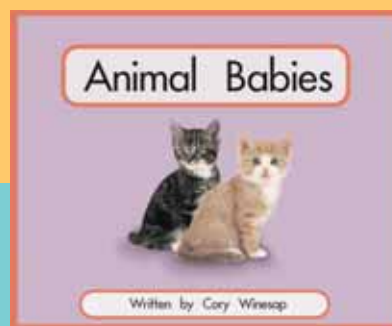
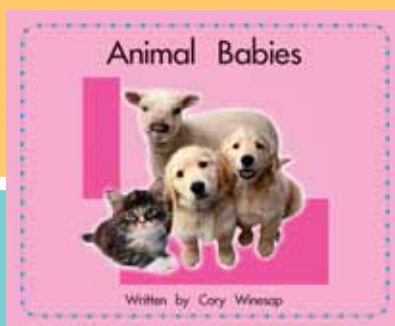
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and the title page and suggest what the book is about. Discuss the names of the animal babies that they know.



Ask the children to respond to the book. Which baby animals did they already know the names of? Which baby animals' names do they now know?



Discuss the children's reading with them. What did they do when the pattern in the book changed? Praise any children that you saw rereading to try and make what they were saying match the text. Reinforce the appropriateness of this behaviour with the group.

AFTER READING

Ask the children to look at these photos. Most of the children will already know that baby cats are called kittens.



Invite the children to talk about these pages in more depth. Do they know the colours of these cats? What other names do we use for cat colours?

Ask the children to locate *these* and *are* on this page. If you have children with good letter/sound knowledge, you may like to draw their attention to the similar sound made by *c* and *k* at the beginning of *cat* and *kittens*.

Ask the children to look at these pictures. Ask if they know what baby cows are called.

Ask the children what the word *calves* begins with. Ask them to locate *calves* on this page. Ask them how they knew the difference between *cow* and *calves*. You may need to prompt them by having them look at page 4 again.



Discuss cows and calves with the children. Where would they go to see cows? Do they know the sound a cow makes? Do they know what we get from cows?

Ask the children to locate *these* and *are* on this page. If you have children with good letter/sound knowledge, you may like to draw their attention to the beginning letter and sound of *cat* and *cow*.

Discuss these photos with the children. Have them identify the animal and say what the babies are called.



Invite the children to talk more about the duck and ducklings. Where would they go to see ducks? What noise do ducks make?

Ask the children to locate *are* on this page.

Ask the children to comment on this page. What is the animal? What are the babies called?



Discuss these photos in more depth. Ask the children how many puppies there are. See if they know the word *litter*.

Ask the children to locate *are* on this page.

BEFORE READING 10/11

Invite the children to name this animal and its babies.

Ask the children what *lambs* begins with. Have them find *lambs* on the page.



AFTER READING

Invite the children to talk about sheep and lambs. Where would they go to see sheep? Do they know about shearing? Do they know about docking the lambs' tails?

Ask the children to locate *are* on this page.

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

BEFORE READING 12/13

Talk with the children about these pages. Do they know the name of this animal? What are its babies called?



AFTER READING

Discuss lions with the children. Do they know that this lion is a male? How can they tell? What other animals do they know that have cubs? Do they know what a group of lions is called?

Ask the children to locate *these* and *are* on this page.

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

This page may prove harder for the children as some may call a frog a toad. Others will not know that baby frogs are called tadpoles.



Ask the children to look closely at the photos. What is the same and what is different about tadpoles and frogs?

Ask the children to read the glossary to reinforce the names of the animal babies.

Ask the children to return to the beginning of the book. Remind them that they need to look at the words and the photos as they read because the pattern in the book changes.



Invite the children to look back at the photos of animal babies. Which animal babies look like their parents? Which animal babies are different?

Talk to the children about how they can use the information in this book. Will they know the right terms to use next time they are talking about baby sheep? Baby frogs?

3 e Animal Babies

Name _____

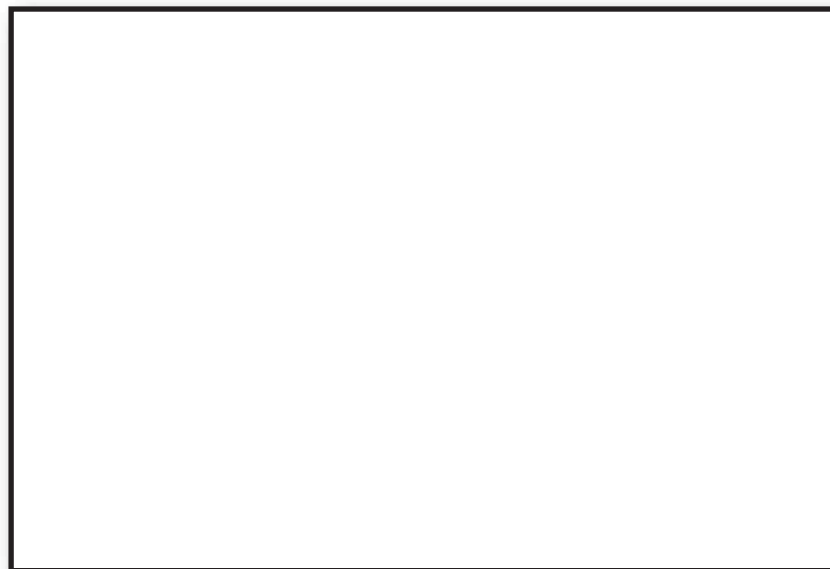
Read and draw.

Baby cats are called kittens.



These are baby dogs.

They are called puppies.



3 e Animal Babies

Name _____

Write the names of the animal babies.

Colour in the pictures.

