

What's Your Fur For?

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?
Make predictions about the text from the cover and title page photographs.

Vocabulary

High-frequency Words: black, for, live, other, some, what, with, your

Content Words: cool, different, fur, hide, keep, reasons, scare, use, useful, warm

Phonemic Awareness

Recognise and produce words that have the same vowel sound: /i/

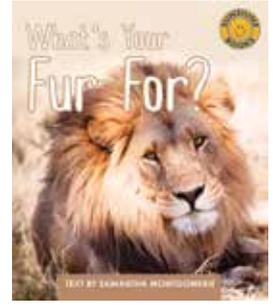
Phonics

Letters and Sounds: short /i/

Words to Blend and Segment: in, is, live, thick, with

Fluency

Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.



Animals use their fur for different reasons.

Before Reading

- Ask students what they know about fur. Ask: What animals have fur?
- Read the title to them and then read it together. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Discuss what animals are on each page and what their fur might be for. Bring words like *cool, different, fur, hide, keep, reasons, scare, use, useful, warm* into the conversation.
- Notice how there is a pattern in the text of a question followed by the answer.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of fur? Look for tricky words like *animals, fluffy, short, straight, stripes*. Break the words into chunks (*sh/ort*), or syllables (*fluf/fy*). Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *polar bear* in the text. Talk about what their fur might be for. Find the word *warm*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different fur is for before reading each page.
- Predict the ending before turning to page 16.
- Students look at the Index and find the page with information about a polar bear. They ask a partner questions about the index, e.g. What page is the dingo on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each animal's fur is used for.
- Discuss the ending. What did you notice about the last word? What do you think the author's purpose was for writing the book? What have you learnt from this book? Which use for fur do you think is the most important?
- Look at the back cover to discuss the uses of fur for more animals.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /i/ Students listen carefully to words you read to identify the short i sound, e.g. *in, is, live, thick, with*. They repeat after you, emphasising the /i/ sound. They think of more words with /i/. (*it, pin, sit*)

Phonics

- Recognise words that have the same vowel sound: short i Write words *in, is, live, thick, with* on the board to practise blending and segmenting the sounds together as a group. Students brainstorm more words with a short /i/ to add to the list. (*tin, pit, hid*)

Word Study

- Talk about the words *black, for, live, other, some, what, with, your*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Discuss the words that are opposites in the text. Record these on a chart, e.g. *short/long; warm/cool*. They can add other opposites to the chart.
- On page 3, have students locate the words *straight* and *stripes*. Discuss the three letters they start with. Think of more words starting with str-. (*string, stream, strong, street*)
- Have students make a fur web with examples of different animals branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ti/ger*. Together find one-syllable words in the book to clap and say, e.g. *cat, fur*. Repeat with two syllable words, e.g. *ot/ter, din/go*.

Fluency

- Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.

Writing

- Have students write a new text using the pattern of the text, e.g. Some fur is black and silky. They illustrate the animal and share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.