

What Animals Can Do

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”
Model how to use picture, print and contextual cues.

Vocabulary

Focus High-frequency Words: do, into, know, our, see, they, what, who

Focus Content Words: blind, dog, everyone, herd, llama, police, sheep, wool, worm, work

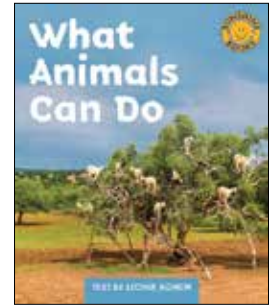
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: kn /n/

Words to Blend and Segment: knee, knew, knit, knot, know

Fluency

Model reading of text with expression noting the punctuation, rhyme, questions and repetitive parts.
Students repeat.



Animals have skills.
You can see some in
the pages of this book.

Before Reading

- Ask: What animals do you see on the front cover? What are they doing? (eating and watching for predators)
- Read the title together. Discuss the picture on the title page. Ask: What are these animals doing? (The dog is herding sheep.) Look at the back cover and talk about other things dogs do.
- Read the title and the table of contents to see what is in the text.
- Talk/walk through the pictures. Notice how animals can do many things. Discuss what animals do on each page. Bring words like *blind*, *dog*, *everyone*, *herd*, *llama*, *police*, *sheep*, *wool*, *worm*, *work* into the conversation.
- Before turning to page 12, ask students what they think a cat can do.
- Is this book fiction or non-fiction? How do you know? What is the difference?

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the cover and the title page together.
- On pages 2–3, what are the two animals in the pictures? (sheep and llama) Look in the text for the first sound of *sheep* /sh/. Find the word. Find the word *llama* on page 3.
- Look for the tricky words *know* and *knew*. Talk about the silent k. Then read the text together pointing to the words as they are read. Notice the questions and answers.
- On pages 4–5, discuss the pictures. Talk about the fact that some dogs work. Find the words *police*, *herd*, *blind* in the text. Check they look right and sound right. Read the text together to make sure it makes sense. Ask: Do you notice that some of the text is familiar? Which parts are repeated from the previous two pages? How do the repetitive parts help the text? (flow and predictability)
- Follow this pattern for each page discussing the pictures, what the different animals are and what they do before reading each page. Use the index to find more information about a llama.
- Students ask a partner questions about the index, e.g. what page is the guide dog on?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the animals and what they do.
- Discuss the ending and how useful cats can be. What do you think the author's purpose was for writing the book? What have you learnt?
- Discuss whether it is good for people to own or be close to animals. Why? What can animals teach people? What are the benefits or disadvantages? Prepare a class poster summarising and illustrating the points discussed.

Phonics

- Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /kn/-ee, *knee*. Brainstorm more words with /kn/ to add to the list. e.g. *knack, knob, knife*
- Discuss the relationship between *know* and *knew* (present and past tense).

Word Study

- Talk about the words *do, into, know, our, see, they, what, who* on the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- 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, e.g. page 4, *What can a dog do? A dog can work for the police, everyone knows.*
- Find the words that start with fl. (*flickering, flashlight, flicker, float/s, floating, flash*) Discuss the two letters they start with, /f/ /l/ fl. Students think of more words starting with fl. (*flame, flow, flip, fling*)
- Talk about repetition and why the author uses this technique to give the text better flow and predictability.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *eve/ry/one*. Together listen for one-syllable words in the book to clap, e.g. *herd, blind*. Have students clap two-syllable words, e.g. *rid/ing; hors/es*.

Fluency

- Model reading the text with expression noting the punctuation, rhyme, questions and repetitive parts. Students repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. *What can horses do? A horse is for show jumping, everyone knows. They share this with a partner.*
- Have students write about a pet animal they know. Include how to look after it, train it and what it can do. They illustrate and share with the group.