

Zodiac Animals

GOALS

Comprehension

Making text to self connections: Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.

Vocabulary

Focus High-frequency Words: after, are, ask, call, every, has, new, would

Focus Content Words: dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year

Phonics

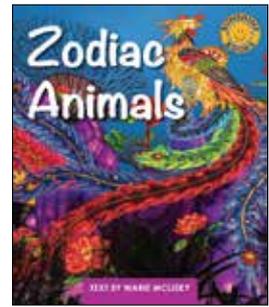
Letters and Sounds: Recognise and produce words that end with the same sound:

long e

Words to Blend and Segment: cheeky, funny, happy, lucky, nosy

Fluency

Practise re-reading the story with a partner (orally).



The Chinese New Year is named one of the 12 zodiac animals. Which one are you?

Before Reading

- Ask: What do you know about zodiac animals? Talk about Chinese New Year and the lantern festival. Share experiences the students have had. Ask students if they know what year they were born. Refer to page 16 to see the zodiac signs.
- Read the title to students and then read it together. Ask: What could *zodiac animals* mean? Discuss the images on the cover and title page. Read the name of the author to them.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the colours and the designs of animal lanterns. Discuss what animals make the zodiac animals on each page. Bring words like *dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What animals can you see in the picture? Look for tricky words like *Chinese, zodiac, lantern, festival* and *lanterns*. Break the words into chunks or syllables, e.g. *lan-tern*. Then read the text together, pointing to the words as they are read.
- Students refer to page 16 to find their animal. They will need to know the year of their birth.
- On pages 4–5, discuss the pictures. Ask: What is the first animal? Find the words *year, dragon, strong, lucky*. Talk about the meaning of *strong* and *lucky*. Read the text together.
- On page 5, ask: What is the next animal? Find the words *snake, smart, wise* in the text. Read the text together. This means if you are born in any of the years of the snake, you may have these qualities.
- Follow this pattern for each page, discussing the pictures, what the different animals and their qualities are before reading each page.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students find their animal on page 16, then match up to their qualities in the text, e.g. if they are born in the year of the rabbit, do they feel shy and/or happy? How does knowing your zodiac animal make you feel?
- Students re-tell the text using the pictures on each page as a guide. Discuss the animals of the zodiac signs and their qualities.
- Discuss what a zodiac animal means. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Chinese New Year is when the lantern festival is held. It is also when special food is eaten. Look at the back cover to learn a fact about a sweet food. (These are dumplings made from rice flour with a sweet filling.) Have students research other food people like to eat at Chinese New Year. They make a booklet showing these.

Phonics

- Write the words *cheeky, funny, happy, lucky, nosy* on the board to practise blending the words together, e.g. *cheek-y, cheeky*. Brainstorm more words ending with -y to add to the list, e.g. family, monkey, loudly, friendly, memory.

Word Study

- Talk about the words *after, are, ask, call, every, has, new, would*. Read them together. Ask students to find these words and discuss their meaning in context, e.g. on page 2, *after* is used in the context of "named after" an animal which means uses the name of an animal.
- 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.
- Have students find the words that start with fr-. (*friends, friendly*) Discuss the two letters they start with, /f/ /r/ fr. Students think of more words starting with fr, e.g. from, frame, fresh, frost. They label a fr- web and illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *zo/di/ac*. Together identify one-syllable words in the book to clap, e.g. *goat, born*. Have students clap two-syllable words, e.g. *lan/tern, car/ry*.
- Students make a two-column chart and list the adjectives beside the 12 animals to describe them. They draw the animal beside its name.

Fluency

- Practise re-reading the story with a partner (orally). Notice how you change your voice when you ask the questions.

Writing

- Students write about their zodiac animal and its qualities. They illustrate the animal and share this with a partner.
- Have a quiz about the years of the zodiac animals. Use page 16 and in pairs find animals that match the years, e.g. What animal is 2013? Answer: snake.
- Design an animal lantern for the current Chinese New Year. Use some ideas from the art styles in the text. Students explain why the design and colours were chosen.