

# What Do Animals Feel Like?

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever touched an animal? How did it feel? Discuss the animal on the cover and how it would feel.

### Vocabulary

**High-frequency Words:** a, an, what, do, like

**Content Words:** animal, feel, furry, kitten, slimy, eel, bumpy, crocodile, prickly, porcupine, wobbly, jellyfish, wrinkly, chick, fluffy

### Phonemic Awareness

Recognise and produce words that have the same medial sound: /e/

### Phonics

**Letters and Sounds:** e

**Words to Blend and Segment:** pet, get, wet, jet, vet

### Fluency

Students practise reading the book on their own and then orally to the teacher.



Animals all have different coverings. Here are some words to describe what they might feel like.

## Before Reading

- Ask students if they have ever touched an animal. How did it feel? Discuss the animal on the cover and how it might feel.
- Have students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together. Discuss the question mark and what it means.
- Using the cover photo and title students predict what the text might be about. Ask: Do they like touching animals? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Students talk about what they see and what it might feel like.
- Talk/walk through the pictures. Discuss what is happening on each page. Discuss the question and answer sequence. Before turning to page 16 ask students what they think might be the answer to the question on page 15.

## Reading the Text

- Read the cover and the title page together.
- On page 2 students discuss what they see, then read the words together (pointing to the words as they are read).
- Follow this pattern for each page, discussing the question or answer before reading each page.
- Notice the words that end in y, e.g. *bumpy*, *fluffy*, and how y sounds like a long e on the end of the word. Students find more examples in the text. (*slimy*, *wrinkly*, *prickly*)

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Ask: How does it make you feel? Would you like to touch a chick? Have you touched one? How did it feel and how did it make you feel? Should you touch a porcupine? Why not?

## **Phonemic Awareness**

- Recognise and produce words that have the same medial sound: /e/ (Check that students understand the meaning of “medial”.) As you emphasise the medial /e/, say the following words slowly for students, stretching out the sounds: *pet, get, wet, jet, vet*. Have students repeat in the same way. They think of other words to say with an /e/ sound in the middle.
- Students indicate if they hear a medial /e/ in a list of mixed words, e.g. make, take, net, let, cake, set, pen, pan, pot, ten, hen.

## **Phonics**

- Write the *cvc* words *pet, get, wet, jet, vet* on the board to practise blending and segmenting the sounds together as a group. Say the words slowly, stretching the sounds. Have students segment each individual sound /p/ /e/ /t/, then blend together the sounds, *pet*.
- They use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.
- Students take turns to make a word chain using three letters with /e/ in the middle. One letter changes each time, e.g. let, met, men, pen.

## **Word Study**

- Talk about the words *a, an, what, do, like*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Make up games to play with the word cards, matching them or memorising them.
- Students draw a picture of an animal from the text. They write the matching sentence from the text. e.g. A \_\_\_\_\_ *feels* \_\_\_\_\_.

## **Fluency**

- Model reading a question and answer sequence. Students practise reading the book on their own and then orally to you.

## **Writing**

- Students write a new text about a different animal. e.g. A \_\_\_\_\_ *feels* \_\_\_\_\_  
They write the text and illustrate it.
- Have students make a two-column chart with the animal on one side and a description of how it feels on the other. They use this to retell the text.

## **Home/School Link**

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