

Animal Tails

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each tail is used.

Vocabulary

High-frequency Words: a, are, away, fly, for, get, here, is, this, what

Content Words: animal, clever, fighting, flat, fluffy, hanging, keep, long, spikey, standing, strong, swimming, tail, these, warm

Phonemic Awareness

Recognise and produce words that begin with the same sound: /fl/

Phonics

Letters and Sounds: fl

Words to Blend and Segment: fly, fluff, flip, flop, flap

Fluency

Practise rereading the story with a partner (orally) – sharing information



Many animals have tails and they use them for different purposes.

Before Reading

- Look at the cover and ask students what they see. Read the title together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Students talk about different animals they know with tails.
- Read the title page together. Talk about what is in the picture. Ask: What animal is this? How is the tail used?
- Talk/walk through the pictures. Discuss what students see on each page. Ask: What is the animal and what could the tail be used for?
- 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 page 2 discuss the picture. Ask: What animal is this? Which word would say *tail*? How would *tail* start? Find the word that starts with t. How would you describe this tail? (long) Find the word that starts with /l/ for *long*. What could the monkey use a long tail for? (Look at the picture on page 3.) Find the word that starts with /h/ (*hanging*), then read pages 2–3 together, pointing to the words as they are read.
- Follow this pattern for each page discussing the different animals, their tails and their uses, then looking for the initial letter of the key words before reading each page.
- Have students notice the repetition on each page. Ask: How does this help you as a reader? (Only one or two new words on each page and a similar sentence structure makes it easier to read the text.)
- Read pages 14–15. Ask: Why is the tail clever?
- Have students notice the question mark and answer the question on page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students retell the text using the pictures on each page as a guide. Discuss how each tail is used.
- Invite students to discuss the information. Did they realise how useful tails can be? What other animals do they know that have tails?
- Look at the question on page 16. Notice how it starts with a capital letter and ends with a question mark. Model how to read a question. Ask: Can you answer the question? Students illustrate and label their answers.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fl/ Students listen for the /fl/ sound as you say the words, then they repeat them slowly, stretching the sounds, fly, fluffy, flip, flap, flop. They think of more words starting with the blend /fl/, e.g. flat, flow, floss.

Phonics

- Recognise words that begin with the blend /fl/. Write the words fly, fluff, flip, flap, flop on the board to practise blending and segmenting the sounds together as a group, e.g. /fl/ /a/ /p/, flap. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the meaning and use of the words *what, this, fly, away, get, are, here, for*. Read them together. Ask students to locate and read these words in the book.
- Print multiple copies of the flash cards from the inside front cover to share. Give students magnetic letters to make the words, ensuring they work from left to right with the letters within the words.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. spikey, fluffy, flat. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.

Fluency

- Students practise rereading the story with a partner. They share information about new words they have read.

Writing

- Have students write a new text using the pattern of the text, e.g. Here is a short tail. This tail is for wagging. They write the text and illustrate it.
- Students make a two-column chart to show the different tails and their uses with headings: Tails, Uses, e.g. Long tail; hanging. The chart can be illustrated and shared with the class.

Home/School Link

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