



Desert Life



Word Count: 233 **Text Type:** Information Report

High-Frequency Word Focus: night, tree

Content Words: animals, burrows, cold, colours, desert, dry, heat, hot, rain, sand

Language Features: (punctuation, vocabulary, sound and letter knowledge) adjectives; y as a vowel

LITERACY

Interacting with others: engage in conversations and discussions; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

Creating texts: create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

LANGUAGE

Language for interaction: understand there are different ways of asking for information

Text structure and organisation: understand concepts about print and screen – digital text, contents, index etc.; understand text purpose shapes text structure

Expressing and developing ideas: explore differences in words that represent qualities – adjectives; write high-frequency words

Sound and letter knowledge: manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students what they know about deserts. Discuss the desert environment and animal life. Compile a list of facts and things students would like to learn about life in the desert.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and discuss the photograph on the cover. Ask them to look at the photographs throughout the book, noting the animals, plants, and landscape in each. Use the photographs to help students predict what the book might be about. Read the headings on the contents page to confirm their predictions.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about life in the desert, they will be talking about adjectives and y as a vowel.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point out headings, captions, and photographs.

Guiding: Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate "wait time" and provide positive

feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students about the different ways animals are able to survive the heat of the desert. For example, on page 6, ask why the snake is sitting under a rock. On page 13, ask what features the jackrabbit has that suit the climate. Remind them of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Language

Language for interaction: Remind students how to formulate a question. Have them take turns asking each other questions about the text.

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Ask students why they think the author wrote this text and set it out the way she did. Discuss the contents and index pages, headings, and captions.

Expressing and developing ideas: Point out the word *dry* on page 2. Explain that this is an adjective, or describing word, because it describes the word *places*. Look for other examples of adjectives on this page (*hot, sandy, cold*). Ask students what word these adjectives are describing (*deserts*). Ask students to make a list of adjectives for the place where they live.

Sound and letter knowledge: Have students find the word *sandy* on page 2 and sound it out. Point out the sound of the *y*. Explain that when *y* is at the end of a word, it is often pronounced as a long *e*. Now, ask students to find another word like this on page 12 (*body*). Brainstorm a list of words ending in *y* with the long *e* sound (for example, *funny, happy, lady*), and write them on the board. Have students take turns to come up to the board, sound out a word, and circle the *y*.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Desert Life* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to draw a picture about the thing they would most enjoy about being in the desert.
- Ask students to write about how they think animals such as polar bears and snow leopards are able to survive in freezing conditions.
- Have students choose three topics from the contents page. Tell them to read those pages, then write and illustrate the main point of each topic. If facilities allow, have students complete their work on computers.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

11e - Desert Life

Write the words that are adjectives in the bubble.

sand

dark

soft

desert

tree

walk

warm

why

sandy

me

quick

quiet

rainy

rain

sleepy



Name _____

11e – Desert Life

Write True or False.

Deserts are dry places.

Some deserts are cold.

Trees grow in deserts.

Animals live in deserts.

Animals stay in the sun all day.

The air is cooler at night in a desert.

The air is hotter at night in a desert.

Meerkats keep cool in burrows.



Name _____

11e - Desert Life

Write some desert facts around the information box.
Decorate your page with desert colours.



Deserts are dry places.
