

Baby Animals



Word Count: 77 **Text Type:** Factual Description

High-Frequency Word Focus: one, with

Content Words: baby, chick, cub, kid, kit, kitten, lamb, pup

Language Features: (punctuation, vocabulary, sound and letter knowledge) capital letters; full stops; short *i*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case and upper case letters; attempt to create short text to report ideas

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds and rhymes in spoken words; letters of the alphabet

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 if they have ever had a pet and, if so, whether they had it when it was a baby. Ask them if they know that many baby animals have a different name to the adult animal.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students, and have them discuss the baby animals on the cover. Turn to and read the title page. Ask students to look at the photographs as you move through the book, noting the adult and the baby animal on each spread. Have them use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about animals and their babies, they will be talking about capital letters, full stops, and words with the short *i* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students, including the picture glossary. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the difference in appearance between the hen and chick on page 13.

Guiding: Invite students to use their books to read, keeping 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 and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (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 what a baby bear is called and which animal has a baby lamb. What is the same about the cat and the kitten? How is the hen different from the chick? Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Language

Language for interaction: Ask students which pair of animals in the book they liked the most, and why.

Text structure and organisation: If you are using the digital version of the text, explain to students how it works. Remind students that all sentences must start with a capital letter and end with a full stop. Ask them to read page 2, then tell you the first word of the second sentence (*The*). Ask them for the last word of the first sentence (*baby*), and have them point to the full stop. Repeat this exercise throughout the book, with students taking turns to answer.

Sound and letter knowledge: Have students read page 6, and ask them to sound out *is*, *with*, and *kitten*. Point out the short *i* sound in these words. Write the words on the board. Have students circle the short *i* in each. Ask students to read page 16 and find the words that have a short *i*. Add these to the list on the board. Invite students to list other words they know that have the short *i* sound. Together, make lists of rhyming word pairs (for example, *big*, *wig*; *mitten*, *kitten*).

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. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Baby Animals* 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.
- Have students choose a different animal and draw a picture of a mother and baby similar to the book. Make a class book called *Our Favourite Baby Animals*.
- Have students fold a sheet of paper in two. In the first section, ask them to draw a baby animal that is not in the book. In the second section, have them draw that animal as an adult.
- Have students draw their favourite animal from the book, then use the book to help write the animal name underneath.

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 _____

3e – Baby Animals

1. Circle the *i* in these words.



kid



chick



kitten



rabbit

is

with

2. Add the capital letters and full stops to these sentences.

___he baby is a kitten

___he goat is with one baby

___he baby is a kit





___he hen is with one baby

___he baby is a lamb

Name _____

3e – Baby Animals

Draw a line to match the animal with its baby.

	fox	cub	
	bear	pup	
	cat	kid	
	goat	kitten	
	hen	kit	
	rabbit	chick	

Name _____

3e – Baby Animals

Draw two pictures of yourself.

Write about each picture.



When I was a baby, I _____

Now, I am _____