



# The Meerkats’ New Home

**Word Count:** 97    **Text Type:** Narrative

**High-Frequency Word Focus:** back, from, into, went

**Content Words:** baby, dad, desert, go, hills, home, jungle, mum, new, sister, valley

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); open vowel *o*

## 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 and upper case letters; create short text to explore ideas

## LITERATURE

**Literature and context:** understand authors can tell stories similar to their own experience

**Responding and examining:** recognise characteristic features of texts – beginning and end of story

**Creating literature:** retell text through illustration

## LANGUAGE

**Text structure and organisation:** understand directionality

**Expressing and developing ideas:** know 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 syllables 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:** Point out the native habitat of meerkats, the Kalahari Desert, on a map and ask students if they know what a desert environment is like. Ask students if they know anything about meerkats. Explain that they live in deserts and dry grasslands in family groups that protect and care for each other.

**Encouraging prediction:** Read the book’s title to students and have them discuss the meerkats and the setting shown on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book and take note of the different background settings. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as reading about the meerkats, they will be talking about how it is important to read sentences in order, and learning about the sound made by *o* in the word *open*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the distant hills on pages 8 and 9.



**Guiding:** Invite students 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. Draw a cycle diagram of the meerkats’ journey on the board. Put the original desert home of the meerkats at the top. Ask students to name the different habitats the meerkats visited before ending up back at their desert home. Add these to the diagram in the correct order, and label them together. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Literature and context:** Ask students if the author has written about an experience similar to one they have had.

**Responding and examining:** Have students tell what happens at the start and end of the story. Ask if they think the author chose a good way to end the story.

## ■ Language

**Text structure and organisation:** Use the text on page 10 to explain how it is important to read sentences from the top to the bottom of the page. Point out how Dad says “It was better back at home” only after the meerkats have gone into the hills.

**Sound and letter knowledge:** Ask students to read page 6 and point to the word *go*. Explain that the *o* in this word is an open *o*. This can be found in other single-syllable words (for example, *no*, *so*), or as a separate syllable with an independent sound (for example, *hello*, *piano*). Demonstrate the difference in sound between the short *o* and long *o* sounds, and explain that the open *o* always makes the long *o* sound.

## 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 *The Meerkats’ New Home* worksheets. Encourage them to work independently, but assist as required.
- 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.
- Discuss moving house with students, and ask them to draw pictures of the inside and outside of their homes. In groups, have them share their pictures and point out where they sleep, eat, and play. Extend students’ vocabulary by having them write labels that tell what they do in each room.
- Remind students that meerkats dig burrows. Ask them to draw a picture of another creature that digs a burrow. Assist them to write under their illustration *A \_\_\_\_\_ digs burrows.*
- Give students a large sheet of paper and strips of card to make a frame similar to that encasing the text in the book. Have them head the page *This is home*, then draw a picture of the meerkats’ burrow.

**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 \_\_\_\_\_

**5c – The Meerkats' New Home**1. Circle the **o** in each word.

go

also

so

no

ago

hello

2. Write **o** in these words.

\_\_\_pen

ag\_\_\_

\_\_\_ver

als\_\_\_

\_\_\_cean

her\_\_\_

\_\_\_bey

pian\_\_\_





Name \_\_\_\_\_

## 5c - The Meerkats' New Home

Draw each place the meerkats tried to find a new home.



Jungle

Valley

Hills

Desert



Name \_\_\_\_\_

## 5c – The Meerkats' New Home

Use these words to write about where the meerkats went.

Draw a picture to match what you write.

back      from      into      went

---

---

---

