



Tigers



Word Count: 128 **Text Type:** Factual Description

High-Frequency Word Focus: about, there, these

Content Words: Asia, big, cats, cubs, hunt, play, protect, safe, sleep, stripes, swim, tigers, wild

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (key units for expressing ideas); describing words; y as a vowel

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: create short text to report ideas

LANGUAGE

Text structure and organisation: understand how digital texts work; texts can take different forms and informative texts have a special purpose – placement of contents and index pages

Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write some high-frequency and known words; recognise texts are made up of groups of words that make meaning; understand the use of vocabulary

Sound and letter knowledge: recognise sounds 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: Discuss the places tigers live, in the wild as well as in nature reserves or zoos. List any information students might already know about tigers, for example, their size, what they eat, or their habits.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the animals on the cover. Ask students to look at the photographs as you move through the book, identifying the different things the tigers are doing. Have students use the photographs to predict what the book might be about. Confirm their predictions by discussing the headings on the contents page.

Outlining focuses: Explain to students that as well as reading about tigers, they will be talking about how sentences express ideas, words that describe things, and how y can produce a vowel sound.

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 out details in the illustrations, such as the stripes on the tiger on page 5.

Guiding: Invite students to read from their books, 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 students to compare the tiger cubs on page 7 to those on page 9, and explain why they look different. Have students read the text on page 8. Ask why the cubs need to learn about hunting and staying safe before they leave home. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Discuss the purpose and placement of the contents and index pages.

Expressing and developing ideas: Remind students that words and groups of words in a sentence give meaning. Explain that some words add meaning by telling us more about another word. Have students focus on the word *big* on page 2. Tell them the word *big* adds meaning to the word *cats* because it describes the cats. Ask what other words they could use to describe cats.

Sound and letter knowledge: Have students read the text on page 14 and locate the word *only*. Model the pronunciation of this word, and explain that when *y* is at the end of a word, it is often pronounced as a long *e*. Together, list other words ending in *y* with the long *e* sound (for example, *happy*, *city*, *mummy*, *baby*).

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 *Tigers* 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 to the end, 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 use the Internet to research tigers and organisations trying to help them. Ask students to think of ways they could help tigers. Have them use their research to create and illustrate *Save the Tigers* posters.
- Provide students with information about other big cats. Have them draw pictures and write the names of other members of the cat family.

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 _____

7c – Tigers1. Circle the words where *y* makes a long *e* sound.

you	very	yam	many
yolk	ready	happy	yarn
pretty	yawn	story	yes
funny	yell	easy	yet

2. Choose describing words from below to finish the sentences.



wet big wild tired small sharp

- The tiger has very _____ teeth.
- The tiger in the water is _____.
- Tigers are _____ cats.
- Those tiger cubs are very _____.
- _____ tigers do not live in zoos.

Name _____

7c – Tigers



Circle each correct answer. Then, draw the pictures.

<p>Tigers like to dance / swim.</p>	<p>Baby tigers are cubs / bubs.</p>
<p>Tigers have stripes / spots.</p>	<p>Tigers are big lions / cats.</p>

