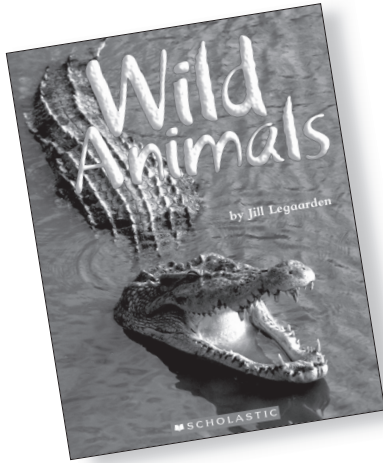


# Wild Animals



Written by Jill Legaarden

**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** A

**Summary:** This book tells about the various wild animals someone sees.

**Word Count:** 29  
**High-frequency Words:** a, I

## Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text on the page
- ▶ one line of text on all but the last page
- ▶ repeated language pattern

## Possible Text Challenges

- ▶ two lines of text on last page
- ▶ animal words
- ▶ exclamation mark

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

### Working with Words

- ▶ using picture cues to support word recognition
- ▶ using high-frequency words to help track print

## Assessment Opportunities

Note each student's ability to:

- ▶ track print from left to right
- ▶ return to the left side to track the second line of print
- ▶ locate the first word on each page
- ▶ use high-frequency words to help track print
- ▶ use picture cues to solve unfamiliar words
- ▶ make text-to-self connections
- ▶ analyze photographs



## BEFORE READING

**Making connections:**  
 text to self

### Activating and Building Prior Knowledge

Hold up a copy of the book and look at the front cover. Read the name of the author and the title. Ask, *What can we see in the picture? Where might we see this animal?* Have students name some wild animals they are familiar with that they might see at the zoo or a circus. Say, *This is a book about wild animals that someone sees.*

**ESL Note:** ESL students may need to experience telling “what they see” in different settings. Ask students to tell one thing they see (in the classroom). Ask students to pretend they are standing in the playground (or actually visit the playground) and to tell what they “see.”

**Text features**

**Overcoming Text Challenges**

Reread the title. Turn to the title page and say, *This is the title page. This page tells us the title again.* Encourage them to read it with you.

**Word solving and building**

Turn to the first page. Cover the text and say, *The picture helps us work out a tricky word. Look at the picture. What is this wild animal? Yes, it is a lion and the person says, “I see a lion.”* Repeat this process with a few more pages, reinforcing the language pattern “I see a....”

**Letter knowledge**

Turn to the last page, covering the text. Have students look at the picture and predict what they would say if they saw a big crocodile beside them. Tell them, *This person said, “Eeeeeek!”* Ask them to predict what *Eeeeeek!* begins with. Uncover the text to see if they were right. Praise their good predicting.

**Tracking print**

Give a copy of the book to each student. Ask students to read the title with you, matching with their finger as you do. Turn to the title page together and read the title, again matching one to one.

**High-frequency words**

Ask students to turn to the first page. Have them locate the word *I* by putting their finger under it. Next, have them locate the word *a*.

**Letter knowledge**

Ask, *What letter does lion start with? Let’s find the word lion on the page. Put your finger under it and get your mouth ready to say the word. Say the word together. We can hear the letter l and see it at the beginning of the word. We know this is the word lion.* Ask them to read this page with you. As you read, model checking the pictures and tracking print.

**ESL Note:** Make word cards for each animal mentioned in the story, highlighting the first letter. Students can match pictures of the animals to the words, focusing on sounding the initial sound/letter.

**Analyzing**

**Setting a Purpose**

Tell students you want them to read the rest of the book to find out what other wild animals this person sees.



**DURING READING**

Ask students to turn to page 2 and point to the first word. Tell them to read the rest of the book to themselves. Remind them to check the picture before they begin to read each page. Listen and watch as students read the book independently. Observe as they track print, locate the first word on each page, and check the picture cues.

If any students finish reading before the others, ask them to reread the book independently or discuss with a partner what animals were in the book.



## AFTER READING

### Analyzing/evaluating

Discuss with students the wild animals they saw in the book. Ask, *Which animal was your favourite? Why?*

### Tracking print

Point out successful reading strategies you observed, e.g., *I saw Danielle pointing to the words with her finger. That's what a good reader does.*

Turn to the last page. Say, *I noticed some of you found this page tricky. Let's read this page together using our finger to match the words.* Read the first line, modelling how to track print. Say, *When we get to the end of the first line, what do we do? That's right. We go back to the left side of the page and look at the first word.*

### Word solving and building

Continue with your discussion of the last page. Point to the second line. Have students put their finger under the word *Eeeeeek!* Say, *What do you notice about this word? That's right. It starts with "e" and has many "e"s in it. If you saw that crocodile and its big, open mouth, what might you say that begins with "e"? Good for you. That's the way good readers think.*

### Print concepts

While still pointing to the word *Eeeeeek!* say, *This word has an exclamation mark after it. Briefly discuss why an exclamation mark is used. Why do you think the author used an exclamation mark with this word? Let's read this page again the way the author wanted us to read it.*



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### **Drawing and Writing**

### Evaluating

Have students draw a picture of the wild animal they liked best in the book. They can then write underneath it the "I see a..." line for their animal, referring to the book if necessary.

### **Beginning Letters**

### Letter knowledge

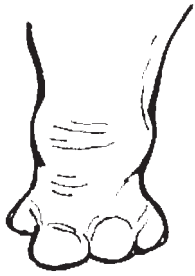
Have students find and write other words that begin with the same letters as the animal names ("g," "m," "z," "h," "t," and "c"). Provide cards with words that begin with these letters. Include high-frequency words, e.g., *like, me, Mom, to, can.*

### **Animal Traits**

### Analyzing

Have each student choose one of the animals in the book and use the BLM to identify and circle traits that help them recognize that animal. They can orally share their thoughts with the group as they display the photo in the book. For example, *I know this is a giraffe because it has spots, a tail, and it is tall.*

## What My Wild Animal Looks Like



**big foot**



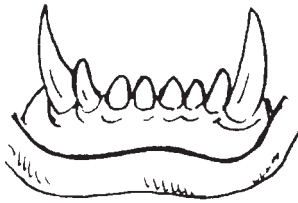
**long tail**



**spots**



**stripes**



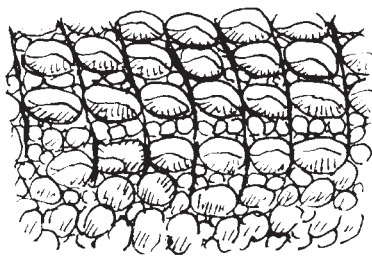
**sharp teeth**



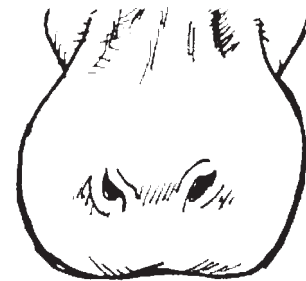
**tail**



**fur**



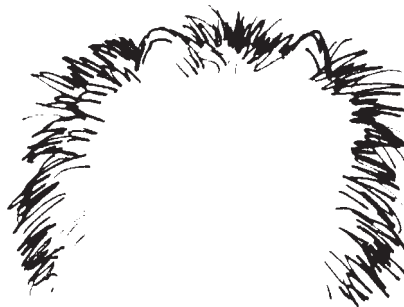
**scales**



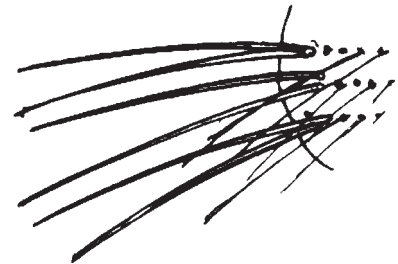
**big nose**



**small ears**

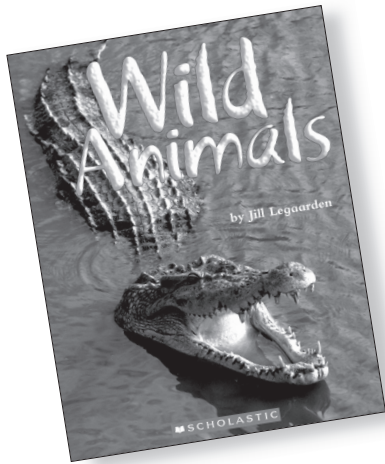


**mane**



**whiskers**

# Wild Animals



*Written by Jill Legaarden*

**Text Type:** Non-fiction: Description — Account

**Summary:** This book tells about the various wild animals someone sees.

For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

## Text Features

### Print Concepts

- ▶ repetition of one line of text all but the last page
- ▶ exclamation mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections: text to self

#### Working with Words

- ▶ solving words using picture cues
- ▶ tracking print using known high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ solve words using picture cues
- ▶ make predictions
- ▶ make text-to-self connections about how they would feel about seeing a crocodile



## BEFORE READING

**Making connections:  
text to self/predicting**

### *Activating and Building Prior Knowledge*

Display the book. Read the title and author's name, pointing to them as you do. Read the back cover blurb. Have students look at the front cover and name the animal. Encourage them to share what they know about crocodiles. Then have them name other wild animals they are familiar with. Ask, *What wild animals have you seen at the zoo and at the circus that might be in this book?* List the names of the animals they suggest on chart paper or the chalkboard.

**ESL Note:** ESL students may need to experience telling “what they see” in different settings. Ask students to tell one thing they see (in the classroom). Ask students to pretend they are standing in the playground (or actually visit the playground) and to tell what they “see.”

**Predicting**

**Setting a Purpose**

*Let’s read and find out which wild animals are in this book. As we read, think about which animal you like best.*



**DURING READING**

**Tracking print**

Read the title on the cover again. Then say, *Let’s read the title page together. I am now turning to the first page. What wild animal is in this photo? That’s right, it’s a lion. My finger is on the first word. I am ready to read this page.* Read the book, tracking the print as you do.

**Word solving and building**

Pause on each new page to look at the picture first; this reinforces the use of picture cues. Have students name the animal when possible. As a prompt, say, *What wild animal do we see in this photo?*

**Building confidence**

Invite students to join in with the words “I see a…” once they have been repeated a couple of times.



**AFTER READING**

**Predicting**

*What animals were in the book? Let’s look at our list. Let’s circle the ones that are the same.* Explain that the other animals on the list might be at the zoo or the circus, but were not in this book. Ask: *Which animal in the book did you like best?* Allow time for each student to answer.

**Making connections:  
text to self**

Show the last page of the book again. Ask, *On this last page, we see the crocodile with an open mouth. How would you feel if it was near you and you saw that big, open mouth?* Have students share their responses with the group.

**Second and Further Readings**

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book for each rereading and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.



## Print Concepts, Book Handling, and Text Features

### Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ match one-to-one on a page
- ▶ track print from left to right
- ▶ turn pages correctly
- ▶ locate particular words on a page (first word, last word, high-frequency word)
- ▶ predict the first letter of a word

Prompt students as required before, during, or after the reading.

### Print concepts

Point out the exclamation mark on the last page. Demonstrate how the word would be read with and without the exclamation mark. Discuss its function and why the author used it here.

## Focusing on Comprehension

### Making connections: comparing

Look at the photos and ask students what is the same and what is different about the animals, e.g., *What is the same about a lion and a tiger? What is different about a monkey and a hippopotamus?* Show the photos of the animals as you ask the questions.

### Making connections: text to self

Ask students what other animals in the book might make them say, *Eeeeeek!* Have them explain why.

### Making connections: text to world

Ask students to name some animals that are not wild. Have them give reasons for their responses.

## Working with Words

### High-frequency words

Ask students to look for and frame high-frequency words, i.e., *I, a*.

### Letter knowledge

- ▶ Ask students to look for and frame a three-letter word (*see*), a four-letter word (*lion*), etc.
- ▶ Have students predict the initial letter of a word and then locate the word. *What letter is at the beginning of lion? Find the word lion.*

### Phonological and phonemic awareness

- ▶ Orally stretch words from the text, e.g., *Let's say the word giraffe slowly. Stretch it out: g-i-r-a-ffe.*
- ▶ Clap the syllables of words from the text, e.g. *croc-o-dile, hip-po-pot-a-mus.*

**Teaching Tip:** After isolated word activities, go back to the book and reread the word(s) in context.



### Home Links

Have students take home a reproducible version of this text to read chorally with family members.

See [www.lpey.ca](http://www.lpey.ca)

### Evaluating

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### *Writing and Drawing*

Have students draw a picture of their favourite wild animal and underneath it write a matching line of text, e.g. *I see a...* Provide the book for reference. These individual pages can be made into a class book called "Our Favourite Wild Animals."

### *Arts Centre*

Students can make a paper-plate face of their favourite animal in the book. Provide an example as a model for students.

### *Animal Survey*

Perform a class survey. Create a chart and across the top write the names of the animals from the book. Have students write their name beneath the animal that they like best. Discuss with students the results of the survey.