

Hop! Spring! Leap!

Animals That Jump

Written by Fiona Bayrock



Text Type: Non-fiction: Description — Report
Guided Reading Level: I

Summary: The author introduces several animals that jump and explains why they jump. Photographs of each animal jumping in its natural setting will assist students in understanding the information.

Word Count: 198

Text Features

- ▶ index
- ▶ headings

Visual Literacy

- ▶ inset photographs
- ▶ labels

Text Supports

- ▶ photographs showing the animal and what it looks like as it jumps
- ▶ index that can be used to introduce the names of animals

Possible Text Challenges

- ▶ subtitle on cover
- ▶ change in text layout at beginning and end of book
- ▶ index
- ▶ the words: *leap, stretch, stretches, balance, tired, hungry, splash, flying, paws, glides, travel, high, prey, body, danger*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ using photo cues to read unfamiliar words
- ▶ word solving and building: using beginning sounds and cross-checking to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using photographs and prior knowledge
- ▶ analyze text and photographs to find facts
- ▶ solve unfamiliar words using strategies such as photo cues, beginning sounds, and cross-checking



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Have students identify animals that jump. Model the task by naming an animal that jumps, demonstrate how it moves, and use a word other than “jumps” to describe the movement. For example, say, *A rabbit jumps. This is what it looks like when it hops.*

Text features

Overcoming Text Challenges

Show and read the title of the book. Ask, *How is this title different from most other titles?* (two titles on the cover) *How are these two titles different?* (One is bigger than the other.) Say, *Some authors use two titles on their books. The first is called the main title; the second one is the subtitle.* Ask, *Why do you think the author Fiona Bayrock used a main title and a subtitle in her book?* (The main title captures the reader’s interest. The subtitle tells the reader what the book is about.)

Text features

Hand out copies of the book. Explain to students that there is a helpful page in this book called an index. Direct them to page 16. Say, *Let’s read aloud the names of the animals listed in the index to find out which ones are in the book.*

Ask, *What do you think the numbers beside each animal name could mean?* Let students test out their ideas by using the index. Say, *Under the word antelope it says 14. Let’s turn to page 14 and see what’s on it.* Ask, *Why do you think information texts often have an index? How do they help the reader?*

ESL Note:

Some students may be unfamiliar with some or most of the animals in the story. Review the name of each animal along with their pictures in the book and briefly discuss some facts about these animals.

Text features/visual literacy

Browse through the book with students to acquaint them with the headings, labels and text layout. Point out an inset photo. Explain that this feature gives the reader a close-up view of each animal’s legs to help us better understand how it jumps.

Inferring

Direct students to pages 4–5. Say, *Look at these photographs of kangaroos and use the information in the photographs to guess why they jump.* Record students’ inferences on a chart titled, “Why Animals Jump.” Show the other animal photographs on pages 6–7, 8–9, 10–11, and 12–13, recording their inferences as above. Students will return to this chart after the reading to confirm their inferences or make changes.

Analyzing

Setting a Purpose

Tell students that as they read this book they are to use the information in the photographs and the text to find out why the animals jump.



DURING READING

Observe and listen to students read the text, assisting them with word-solving strategies, vocabulary and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you use beginning sounds and the photograph to help you solve that word? Does the word sound right in the sentence?*

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner the inferences that were supported by the text.



AFTER READING

Analyzing

When all students have finished reading the text, refer them back to the chart to confirm or change their inferences. Discuss aspects of the text (print, subjects in photographs, setting in photographs) that supported their inferences or caused them to change their thinking. Revisit specific pages of the text for evidence of how specific cues were helpful.

Word solving and building

Select some of the challenging words (e.g., *leap, stretch, balance, splash, paws, glides, prey, body, danger*) or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

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.

Animals That Jump

Analyzing

Provide students with a copy of the BLM. Have students use the sentence frames to write about how and why the animals shown on pages 14 and 15 of the text jump. Students can paste cut-out photos or draw pictures above each sentence frame to give visual information about how each animal jumps. Some research is necessary so that the visual and textual information is supported by fact. Support offered to students can include simple electronic files that have been saved on each animal for students to access and/or information text pages with facts that have been specifically marked.

Upon completion, have students cut out each of the three sentence frames and compile them into a booklet. They can read the completed booklets during independent reading or take them home to share with family members.

Building Words

Word solving and building

Have students use magnetic, plastic, or card letters to build some of the challenging words from the text, e.g., *leap, stretch, stretches, balance, tired, hungry, splash, flying, paws, glides, travel, high, prey, body, danger*.

Animals That Jump

Name: _____

This is a _____

It _____



This is a _____

It _____



This is a _____

It _____

