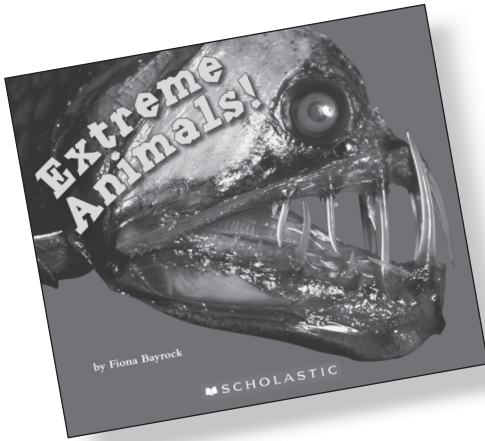


Extreme Animals!



Written by Fiona Bayrock

Text Type: Non-fiction: Description — Report

Guided Reading Level: L

Summary: This non-fiction book describes the lives of animals that live in extreme conditions in Canada.

Text Features

- ▶ table of contents
- ▶ headings, subheadings

Visual Literacy

- ▶ labelled diagram
- ▶ photographs with captions

Text Supports

- ▶ photos support text
- ▶ table of contents

Possible Text Challenges

- ▶ photographs with captions
- ▶ labelled diagrams
- ▶ some difficult vocabulary: *amazing, survive, freeze, heart, breathing, thaws, extra, chemicals, dangles*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ identifying names for extreme animals
- ▶ using chunking/syllabication to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: find facts
- ▶ evaluate: give personal opinions
- ▶ solve challenging words using chunking and syllabication
- ▶ identifying extreme animal names

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ responding to questions
- ▶ listening to others



BEFORE READING

**Word solving and building/
making connections:
text to self**

Activating and Building Prior Knowledge

Write the words *extreme*, *survive*, and *amazing* on the board or on chart paper. Say, *This book is called Extreme Animals! Before we read it, let's talk about the word extreme. Has anyone heard this word before? How was it used?* Explain that, in this case, *extreme* is used to describe the animals that live in severe or harsh conditions. Say, *In this book we're going to learn about animals that have lives that are extreme.* (point to the word on the board) *We're going to learn the amazing* (point to the word on the board) *ways in which they survive* (point to the word on the board).

ESL Note:

Ask students if they have ever seen a map of Canada before. Explain that Canada is a big country divided into thirteen sections—ten provinces and three territories. Ask them to find their province or territory. Explain that Canada has severe or extreme weather conditions and ask them if the climate in their country of origin is extremely hot or cold.

Evaluating/text features

Overcoming Text Challenges

Hand out copies of the book. Ask, *Do you think this book will be a story book or a book that gives information? Why do you think so?* Point out the various text features, e.g., Table of Contents, headings, sub-headings, captions, and diagrams.

Visual literacy

Have students turn to pages 4–5. Point to the pictures of the animals and say, *Here are the animals we'll learn about. How has the author shown us in what parts of Canada the wood frog lives?*

Word solving and building

Indicate the names of the animals on pages 4–5. Have students find a word they recognize and that gives them a clue. Continue chunking the names of the animals until they solve it.

Teaching Tip:

Teaching students how to break a word into small portions (chunking) adds to their word-processing abilities. When students use a chunking strategy, they read words in the context of the whole sentence to ensure that sense-making and ongoing comprehension are intact.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to learn facts about extreme animals. Remind them to use photo cues, the Table of Contents, headings, captions, map, legend, and text. Divide the class into five groups. Assign each group an extreme animal. Provide students with two sticky notes and have them record two facts about their assigned animal that they find interesting.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What fact did you find interesting? Why do you think so?* Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner two interesting facts.

ESL Note: As you circulate, give out sticky notes to students and ask them to tell you one new fact they discovered and have them write it down on the paper. When you ask the class for further information, the students can read their note and attach it to the chart.



AFTER READING

Analyzing

When all students have finished reading the text, create a chart for each animal. Write the animals' names and have students place their sticky notes accordingly. Revisit the specific pages of the text to locate facts.

Evaluating

Refer students to the chart and discuss the facts about each animal. Ask, *Which is your favourite extreme animal? Why do you think the author called it extreme?* Encourage students to justify their responses, using information from the text. Ask, *Did the photos and illustrations help you understand this information?*

Word solving and building

Select a few of the challenging words, such as *survive, freeze, heart, breathing, thaws, extra, chemical, dangles*, or other words that were challenging for students. Ask them to describe the strategies used to work out these words.

Point out positive reading strategies you observed.

Rereadings

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

Focused Follow-up

The following activities are optional. Chose those that best meet the needs of your students.

Evaluating

Have students turn to the map on page 5. Ask, *Which animal is the most common extreme animal in Canada? How do you know? Do you think the giant tubeworm could live in the waters of Nunavut? Why or why not?*

Survival Guide for Extreme Living

Synthesizing/analyzing

Provide students with a copy of the "Survival Guide for Extreme Living" BLM. Invite students to record information about each extreme animal, using information from the text.

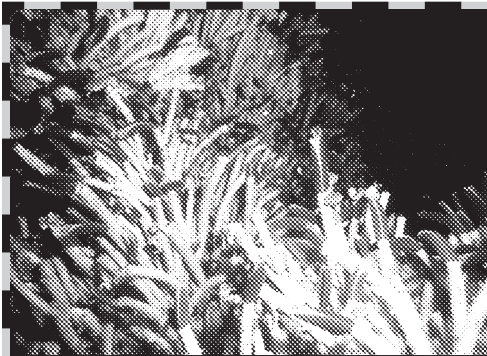
Finding "w" Words

Word solving and building

Have students find 10 words in the report that begin with "w" and then sort them according to syllables. These words can be built using magnetic, plastic, or card letters.

Survival Guide for Extreme Living

Name: _____



The _____ can survive in extreme _____
because _____



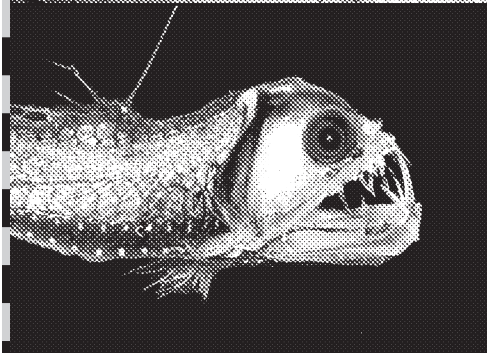
The _____ can survive in extreme _____
because _____



The _____ can survive in extreme _____
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The _____ can survive in extreme _____
because _____



The _____ can survive in extreme _____
because _____
