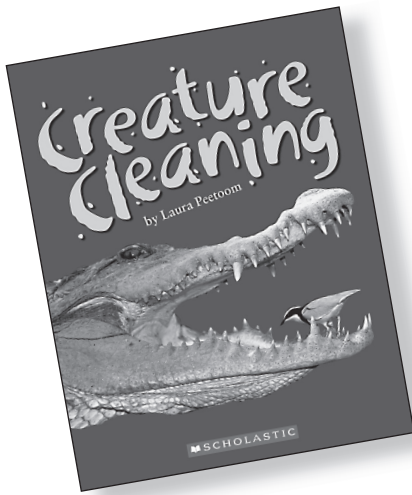


Creature Cleaning



Written by Laura Peetoom

Text Type: Non-fiction: Description/Explanation — Report

Guided Reading Level: M

Summary: *Creature Cleaning* provides examples of animals who are kept clean with the help of other animals.

Text Features

- ▶ headings
- ▶ glossary

Visual Literacy

- ▶ captions
- ▶ boldfaced words
- ▶ italicized words
- ▶ microscopic view
- ▶ words in quotations

Text Supports

- ▶ photographs support the text

Possible Text Challenges

- ▶ subject specific vocabulary: *Egyptian, plover, mucus, primates, parasites, louse, fish names, larvae, Entamoeba gingivalis, amoebas*
- ▶ some difficult words: *healthy, preventing, usually, rarely, infected, itchy, diseased, satisfies, customer, prevent, relationship, transportation, relief, predator, scientists, research*
- ▶ ellipses
- ▶ hyphens
- ▶ dash

First Session (pages 2-7)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using familiar words to solve unfamiliar words
- ▶ using a glossary to find the meaning of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze photographs and text to find new information
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve unfamiliar words using picture and context cues, familiar words, and a glossary

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ orally presenting



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Initiate a discussion with students about the kinds of pets they have and how they are kept clean. Encourage students to explain whether or not the animal cleans itself or whether it needs to be kept clean by humans, for example, a veterinarian. Encourage students to explain how animal parents clean their babies, for example, kittens being cleaned by their mothers. Then ask, *How do animals in the wild keep clean?* Tell students they will be reading a report about animals that are kept clean with the help of other animals. Allow students to discuss the various cleaning habits of animals they're familiar with.

Text features/predicting

Overcoming Text Challenges

Hand out copies of the book. Read the title, then the author's name, and the back cover text. Have students look at the cover illustration and make predictions about what they think this report might be about.

Text features

Have students turn to pages 4–5 and look at the photograph. Point out the heading “Crocodile Dentist” and ask, *Why do you think the author chose this heading?* Talk about the photograph and the accompanying captions. Lead students to realize that the bird is acting like a dentist removing leftover food from the crocodile's teeth.

Visual literacy/language predictability

Point out the boldfaced words on page 4 (*tooth decay*). Ask, *What strategies will you use to read these words? What do they mean?* Point out to students that they can turn to page 16 to use the glossary to find the meaning of words in boldface. Ask, *How does a glossary help you as you read?* Remind students that using the glossary is one way to solve unfamiliar words.

Have students locate *Egyptian plover* on page 5 and explain that there will be some words that are not in the glossary. Encourage students to share the strategies they would use to solve these words, including picture and context cues, and familiar words. Remind students that the author has provided clues for the reader to understand unfamiliar words. With students' assistance, determine that an Egyptian plover is a little bird.

Print concepts

Ask students to turn to page 6, noting the hyphen in “Swim-in.” Say, *This is another way of writing a compound word. You will notice other compound words in the story.*

Direct students' attention to the dash on page 6 and remind them to pause when they reach the dash. Indicate the ellipses on page 7 and have students explain its purpose. Ask, *What do the three dots mean? Why do we use them? What are they called?*

Analyzing

Setting a Purpose

Tell students that, as they read the book, they are to find surprising ways creatures keep clean and why they need to keep clean.

Teaching Tip: Write the comprehension focus question on chart paper or on the board so students can refer to it as they independently read the text. Students need to know the purpose for their reading so they can remain focused.



DURING READING

Ask students to read the text to page 7 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 questions. Offer prompts, such as, *Was it surprising to you that little birds help keep crocodiles clean? Why do crocodiles' teeth need to be kept clean?*

Note students' success in using reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to share with a partner a fact they found surprising.



AFTER READING

Analyzing/synthesizing

When students finish reading, have them share what they found surprising and explain their reasons. Revisit the question, *Why do animals need to keep clean?* Have students name the animal in the text and the reasons for it to keep clean. If desired, create a two-column chart listing the animal's name in one column and the reasons in the other column. The chart can be expanded in the next session.

ESL Note: To promote the use of full sentences, write the following cloze sentences on the blackboard. *The _____ need(s) to be kept clean. If not, _____.* The students orally complete the sentences using the information from the chart (e.g., *crocodile's teeth / the teeth will decay and then fall out*). This activity can also be used in the second part of the book.

Visual literacy

Have students turn to page 3 and ask, *Why do "buddies" and "clean creatures" have quotation marks around them?* Explain that sometimes words are placed in quotation marks when they are used in an unusual way or are technical or unfamiliar terms. Tell students that, when they read the rest of the book in the next session, they will come across other words that have been highlighted with quotation marks around them.

Word solving and building

Revisit any challenging words students encountered while reading and discuss the strategies they used to figure them out. Point out positive reading strategies you observed during the lesson. For example, say, *Roger had trouble reading the word louse, but then he looked at the letters and noticed it had the same ending as mouse. That's how he figured out the new word.*

Second Session (pages 8-16)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using familiar words to solve compound words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze photographs and text to find new information
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve unfamiliar words using familiar word parts

Oral Language Opportunities

- ▶ discussing with a group
- ▶ retelling



BEFORE READING

Analyzing/synthesizing/
predicting

Activating and Building Prior Knowledge

Have students explain what they learned from reading the text. Encourage them to refer to the text to aid in their retelling. Then ask, *What creatures do you think you will be reading about in the rest of the book?* Initiate a think-pair-share activity with students. Make a list of students' predictions.

Talk about the different reasons creatures need to be kept clean. Remind students that they can refer to the chart created in the previous session.

Visual literacy/
word solving and building

Overcoming Text Challenges

Direct students' attention to the heading on page 10. Point out the word *bothersome* and elicit from students that this is an example of a compound word. With students' assistance, identify each familiar part of the word and blend them together to read *bothersome*. Explain that they will encounter other compound words in the text. Encourage them to look for familiar word parts to solve unfamiliar words.

Word solving and building

Revisit some difficult words from the first session, such as *healthy*, *preventing*, *usually*, *rarely*, and *infected*, and have students demonstrate how to solve these words.

ESL Note: Write the list of difficult words from the first session on a whiteboard or blackboard. (*healthy, preventing, usually, rarely, infected*) Ask students to take turns underlining the word(s) within the words and say it (them) aloud. Ask volunteers to read the entire list, starting with English speakers as models for good pronunciation.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to find surprising ways creatures keep clean and why they need to keep clean. Remind students to refer to the comprehension focus question recorded earlier in the previous session. This will help them stay focused as they read the rest of the text.



DURING READING

Tell students to read the rest of 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, *Did it surprise you that apes groom each other? Why do apes need to keep clean?*

Note students' success in using reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the entire text independently or with a partner.

Teaching Tip: Good readers stop to think as they read to be sure the text makes sense.



AFTER READING

Analyzing

When students have finished their reading, have them share what they found surprising. Ask, *Did it surprise you that humans were included as a cleaning creature? Why did you think so?* Have students explain the reasons for their surprise. Return to the questions on the back cover text, read them aloud, and have students explain their answers using evidence from the text.

Synthesizing

Discuss with students the various reasons creatures need to keep clean (preventing infections, getting rid of pests, socializing, itchiness, parasites, larvae, and safety).

Inferring

Discuss with students the various examples in a non-fiction text where the author has used humorous words. Refer students to page 3 and discuss the reference that sometimes the cleaning creature is eaten by the other animal.

Visual literacy/making connections: text to self

Encourage students to look for other humorous descriptions, including on page 5 where the term *buddy* infers that the crocodile is pleased to have the little bird in his mouth. On page 7, the author uses phrases and words such as *cleaning station* and *customers* to describe how fish are kept clean. Other examples include on page 10: *a bad house guest*; on page 11: *someone has to do the work*; and on page 12: *a personal bodyguard*.

Working with words

Direct students' attention to the photograph on page 14. Ask, *Who has used a microscope before? What happens to the image you are looking at under a microscope?* Read the caption with students and talk about the enlargement of the amoebas. Ask, *How does this enlargement help the reader? What did you learn about washing yourself, and brushing and flossing your teeth?*

Have students share word-solving strategies they used during their reading. Revisit any challenging words students encountered and discuss the strategies they used to figure out the words. Point out the positive reading strategies you observed during the session. For example, say, *Carla had trouble reading the words Entamoeba gingivalis, but she noticed they were in italics and remembered to keep tricky words in mind and to get help from the group to solve them. So she kept reading and didn't let the word stop her.*

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 the needs of your students.

Analyzing

Researching Other Cleaning Creatures

Have students work individually, in pairs, or in small groups to research animals who are kept clean by other animals. Students can record their findings using notes, a graphic organizer, or a written report. Students can share the information with others in written form or as an oral presentation.

Synthesizing

A Creature's Story

Point out the relationship between the crocodile and its buddy, the Egyptian plover. Discuss with students the conversation between the crocodile and its friend as it is being cleaned. Explain to students that they are to write a story on a copy of the BLM, from the perspective of both animals. Students may choose an animal from the text or an animal from their research. (See the preceding activity.)

Word solving and building

Word Endings

Write the words *satisfies* from page 7 and *buddies* from page 11 on chart paper. Identify the root word in each of the words, then write *satisfy* and *buddy* beneath the two words. Have students identify the common “-ies” ending.

Discuss how each word was changed to make the new word by dropping the “-y” and adding “-ies.” Work with students to identify and list words from the classroom Word Wall that may also apply to this change, for example, *try*, *cry*, *dry*, and *butterfly*. Finally, ask students to generate other examples of words they think would require the same change.

Teaching Tip: When students offer a word that does not require the change, such as *my*, write the word on the board to show the change. Discuss why adding the ending “-ies” to *my* does not apply. The list of words with “-ies” endings may be posted in the classroom and students should be encouraged to add more words they encounter in future readings.

A Creature's Story

Name: _____

A large rectangular area with a dashed border, containing 18 horizontal lines for writing a story.