

Animal Diggers

Written by Margaret Clyne and Rachel Griffiths

Level 16

Getting ready for reading

Discuss: *Have you ever come across a hole or burrow made by an animal when you have been walking in the country or in a park? What do you think made the hole? Why do you think it made the hole? How do you think it made the hole?*

Talking through the book

You may like to introduce the book to the children by saying: *This book is about some animals that dig holes. It tells about why they dig the holes and what they use them for.* Turn through the book ensuring that children can identify all the animals featured. Highlight specific words such as *burrow, warren, tunnels, den.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

What is a burrow?

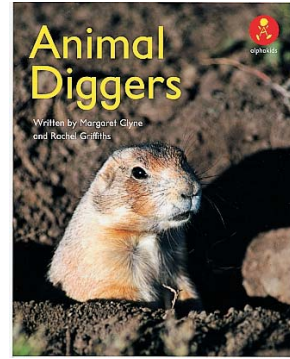
Why do platypuses dig burrows?

Which animals share burrows?

Being a code breaker

Children could explore the following aspects:

- analogy with the rime found in *dig – big, fig, gig, jig, pig, rig, wig*
- the conventions of labels in diagrams: *How do you know what the label is referring to?*



TEXT FEATURES

- **This is an information report about animals that dig burrows.**
- **It features colour photographs and labelled diagrams.**
- **Chapter headings are used.**
- **An index is included.**
- **There are sentences of varying length and complexity.**

Being a text user

Discuss:

What information did this book provide?

What information is contained in the diagrams?

Being a text critic

Discuss:

How many of the animals in the book are you likely to find living near you?

Are there any digging animals in your neighbourhood that could have been included in this book?

Why has the author chosen to include animals from different parts of the world?

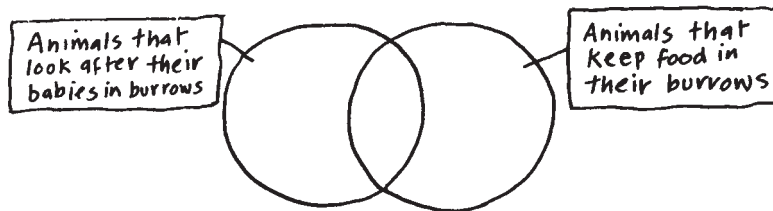
Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE

Children could work in cooperative groups to build cut-away models of the burrows of the animals featured in the book.

WRITING CENTRE

Children could use the information to create Venn diagrams. Suggest that they choose two categories.



BOOK BROWSING CENTRE

Children could read and view material related to animal behaviour. This could include watching videos, using interactive computer software, reading charts and posters, and reading books.

Keeping track

Discussing children's perceptions about author intent or knowledge provides insight into their understanding of the links between reading and writing.