

Staying Alive

Written by Jenny Feely

Level 17

Getting ready for reading

Ask the children to list the ways they know that animals try to avoid being eaten by other animals and to suggest some animals that use this skill. List these in a table.

Speed	Sharp spikes	Poisonous	Smells
Deer	Hedgehog	Puffer fish	Skunk
		Caterpillar	

Talking through the book

Introduce the book. Remind children to think about the information as they read, so any new information can be added to the chart later on. Walk through the book looking at the pictures. Ensure that all children can identify the animals featured in the book.

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.

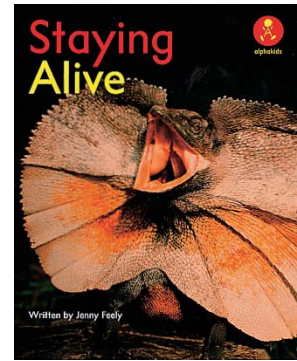
What techniques do animals use to avoid being eaten?

What does 'using bluff' mean?

Does being fast mean that another animal will not eat you?

Being a code breaker

Children may like to investigate the range of sounds represented by the letter 'a' throughout the book.



TEXT FEATURES

- **This is an information report providing information about the strategies that a range of animals use to avoid becoming food for predators. It is written to accompany *Predators*.**
- **It features:**
 - an introduction
 - chapter headings
 - a conclusion
- **Full colour photographs support the text.**
- **Sentences are of varying complexity and length.**
- **There are opportunities for readers to revisit newly introduced words.**

a	kangaroos	tails	are	fast	air	safest
gazelles	can		kangaroos			place

Being a text user

Ask the children to compare the list they made before reading the book with the information contained in the book. Discuss:

What information is the same?

What can be added?

What needs to be changed?

Being a text critic

Discuss:

What did the author need to know to write this book?


How else might it have been organised?

Is staying in a group the only defence a zebra has?

What information has the author not put in the book?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could use the information they have collected in their group chart to write their own book about staying alive. 

INTERACTIVE LITERACY CENTRE 1

Children could work in cooperative groups to design and make a simple game that enable others to learn about how the animals featured in the book stay alive. Suggestions for game types include Concentration, Snap and Fish.

INTERACTIVE LITERACY CENTRE 2

Children could work in cooperative groups to create a multimedia display of the information contained in the book. Alternatively, they could make a lift-the-flap book showing how a range of animals tries to avoid being eaten.

BOOK BROWSING CENTRE

Students could view videos and read books about predator-prey relationships: *The Trials of Life* (BBC – David Attenborough); *Predators* (AlphaKids level 16); *Animal Hunters* by Jenny Wood; *The Hunt* by Narelle Oliver; *Animal Disguises* by Aileen Fisher; *Animal Camouflage* by Penny Malcolm.

Keeping track

Viewing children's multimedia displays and discussing the information chosen for inclusion in these displays reveals aspects of their understanding of the text.