Looking After Their Young

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Level 18

Getting ready for reading

Talk about human babies. *What can a human baby do when it is first born? How does it get food? How does it move from place to place? What else do parents need to do for it? How long does it take until human young can look after themselves? Are other baby animals as helpless as human babies? How do animals look after their young?*

Talking through the book

You may like to focus on how indexes can be used to research a particular topic or subject. You might ask each student to think of a question they have about how animals look after their young. For example: *How do fish look after their young?* Ask students to share their questions with the group.

Select a question that will be addressed by the book. Ask the students to identify the key words in their questions. *Are they listed in the index?* Ask them to choose one, for example 'fish'. *Where in the index would this word be found?* Turn to the indicated page/s. Read the text. *Has the text provided an answer to the question?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students 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.
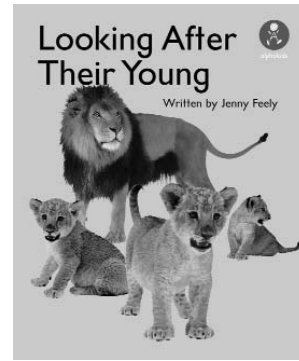
Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.
How do some crocodiles look after their young?
Which young creature is the most helpless at birth?
Why do mammal babies need to stay with their mothers?

Being a code breaker

Students could discuss the use of the terms 'female' and 'male' to determine gender. They could also consider non-gender specific words used in the text, such as 'parents' and 'predators'.

Being a text user

Discuss:
How should this book be read – from front to back, or in some other way?
Does this book help you to learn about how to look after human babies?

Being a text critic

Discuss:
What did the author need to know to write this book?
What other information could have been included?

Literacy learning centres – follow-up activities

✍ WRITING CENTRE

Students could make their own book about looking after a particular animal, for example a pet.

𝕋 TEXT CENTRE

Students could rank animals from most cared for to least. They should be encouraged to support their choices with evidence from the book.

∿ INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to develop a mock television special explaining how animals look after their young.

☺ WORD CENTRE

Students could use this book and other familiar texts to find and record a range of words that are used to denote an animal's young.

> human – baby
> dog – puppy
> lion – cub

📖 BOOK BROWSING CENTRE

Students can further research this topic by reading familiar texts and hypertexts.

Some useful books include Alphakids *Tadpoles and Frogs* (level 5), *Snails* (level 13), *Butterfly* (level 13), *Looking After Chickens* (level 15), *Animal Builders* (level 17) and *Animal Diggers* (level 16).

Students could also view interactive media such as the CD-ROM Dangerous Creatures (Microsoft).

Keeping track

Listening to students' reasons for their responses to texts provides an opportunity to gain insight into their ability to understand the logic of what they read.