

Animal Communication

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Level 19

Getting ready for reading

Ask students to pretend that they are an animal. Ask them: *What would you do to tell another animal to stay away?*

Discuss other messages that animals may want to give. List the animals, the messages and the ways in which the messages are communicated.

Animal	Message	How it is given
Dog	I'm pleased to see you	Wags tail

Talking through the book

You might say: *This book is called 'Animal Communication'. What type of book do you think it is? Fiction or factual? What is it on the cover that makes you think this? What information do you expect to find in this book?*

Turn to page 3. Ask students to read through the contents page. You may like to discuss how contents pages are read.

Ask the students to turn to pages 4 and 5. You might ask: *Where on the page could you learn about how a deer communicates?* Discuss the use of captions to explain photographs. Discuss how captions are read and how a reader identifies which photo a caption refers to.

Reading the book

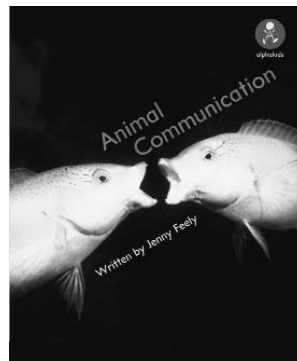
Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

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.



TEXT FEATURES

- **This book is an information report about the ways in which a range of animals communicate.**
- **It has a list of contents and an index.**
- **Colour photographs and captions add specific detail to the text.**
- **Chapter headings are used to organise the text.**

What messages do animals communicate?
 Which way of communicating travels the farthest?
 How do people communicate? Is it like how other animals communicate?
 Do all animals communicate?
 How do dolphins communicate?
 Which animals use colour to communicate?

Being a code breaker

Students could explore the different ways the /shun/ sound is represented in the text: *communication, ocean, attention, introduction.*

Being a text user

Turn to the index. Discuss the organisation of indexes – alphabetical listings, page numbers, etc. Ask:
 Which pages have information about animal movement?
 Why would you use an index?

Being a text critic

Discuss:
 What questions do you think the author was trying to answer by writing this book?
 What did the author need to know to write this book?
 How has the author chosen to organise the information in the book?

Literacy learning centres – follow-up activities

T TEXT CENTRE 1

Students could make stand-up cardboard models of some of the animals featured in the book. They could make stands for these animals with captions that explain how each animal communicates.

T TEXT CENTRE 2

Students could explore the structure of the book to complete a concept map that shows how the book has been organised.

W INTERACTIVE LITERACY CENTRE

Students could prepare a short talk about an animal they know and the way it communicates. They may make notes and draw the animal.

😊 WORD CENTRE

Students can search familiar texts and other print in the classroom to list words with the /shun/ sound on cards. These cards can then be sorted and classified by letter pattern.

'tion'	'cean'	'shion'	'ssion'
nation	ocean	fashion	passion



Keeping track

Students can be asked to keep a log of what they feel they need to work on next in their learning. Such reflection provides teachers with valuable information to inform future teaching practice.