

# Living Together

Written by Margaret Clyne and Rachel Griffiths

Level 23

## Getting ready for reading

You may like to talk about mutually beneficial relationships that students know about. For example, the family dog and the family – the dog has its needs for food and love met by the family and the family has its needs for love and protection met by the dog.

You might say: *Some living things have a relationship where they live close together and help each other. The relationship can be between two plants, or between a plant and an animal, or between two animals.* Talk about any such relationships students know about, for example, bees and flowers. Ask: *What do bees do for flowers? What do flowers provide for the bees?*

## Talking through the book

Give each student a copy of the book. Turn to the contents page. You may like to discuss how a contents page is used. Read through the chapter headings, ensuring that students can read words such as *anemones*, *impalas* and *baboons*. Ask the students to look at the pictures on pages 4 and 5. Ask: *What do you think is happening in each picture? Are these animals helping each other? How?*

## 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.

*Why do some animals help each other?*

*Do all animals help other animals?*

*How do some ants help caterpillars?*

*What might happen to the cleaner fish if it didn't help the coral trout?*



## TEXT FEATURES

- **This book is an information report about the symbiotic relationships found between some animals.**
- **It has a list of contents and an index.**
- **The book is organised into chapters with chapter headings and subheadings.**
- **Colour photographs support and enhance the text.**
- **The text features some captions, labels and pointers.**

### ***Being a code breaker***

Students may like to explore technical words used in the book and to discuss the meaning of these words: *predators, swarm, honeydew, poisonous, tentacles, mucus, parasites.*

Discuss:

*How can the meaning of a word be worked out from the context in which it is used? How else can you find out the meaning of an unknown word?*

### ***Being a text user***

Discuss:

You may like to encourage students to focus on ways to use the contents and index pages when reading. Discuss:

*Why do writers include a contents page?*

*How does an index help the reader?*

*How are they used?*

### ***Being a text critic***

You may like to ask the students to consider the contents page. Discuss:

*How has the author chosen to organise the book?*

*How does this help the reader?*

*Who do you think the authors thought the audience for this book was?*

*What features of the book tell you this?*

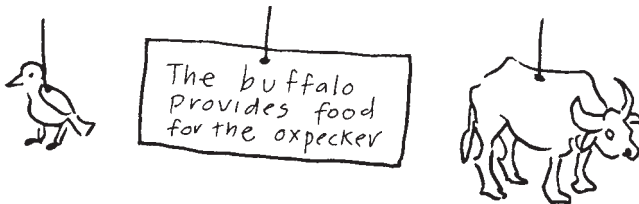
## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE**

Students could research and write their own books about animals. They could refer to earlier levels of Alphakids information books such as: *Animal Skeletons* (level 8), *Beaks and Feet* (level 11), *Snails* (level 13), *Insects* (level 14), *Animal Diggers* (level 16), *Predators* (level 16), *Staying Alive* (level 17), *Animal Builders* (level 17) and *Sea Stars* (level 17).

### **TEXT CENTRE**

Students could create mobiles of the animal pairs in the book. They could use linking strips to explain how each animal helps the other.



### **INTERACTIVE LITERACY CENTRE**

Students may like to work in cooperative groups to make cardboard masks of the animals in the book. These could be used to develop and perform a play that explains how these animals live together.

### **WORD CENTRE**

Students may like to make a glossary for the book that includes any words they think would help other students to read the book.

### **Keeping track**

Viewing students' models and displays and discussing the information chosen for inclusion in these reveals aspects of their understanding of the text.