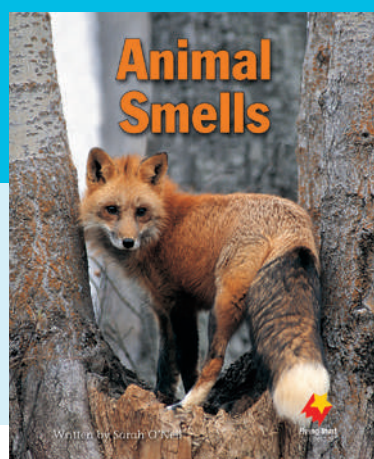


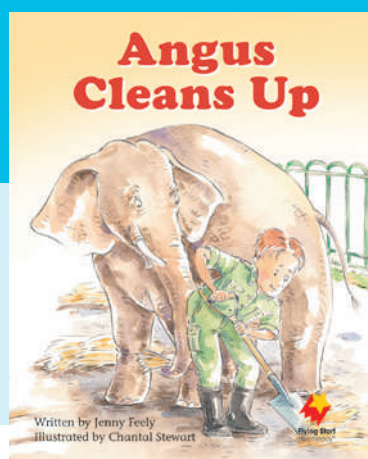
Lesson Plans



Animal Smells explains why some animals use smells: to protect themselves, to mark their territory or to find a mate.

Running words: 504

Text type: Explanation



Angus Cleans Up is a narrative about a zookeeper who cleans up all the animals' smells – even the animals that *don't* want their smells cleaned up!

Running words: 454

Text type: Narrative

Content vocabulary

alive attract enemy's female foxes goats hunting hunting ground hyenas liquid male mate musk oxen polecat protect skunks smells spraying stink bug Tasmanian devils territory turkey vultures vomits

Phonics

- Identifying the schwa sound in the unstressed syllables in *devils*, *eaten*, *hyenas* and *protection*
- Identifying the r-controlled vowel as in *work*

Text features

Animal Smells

- Introduction and conclusion
- Chapter headings

Angus Cleans Up

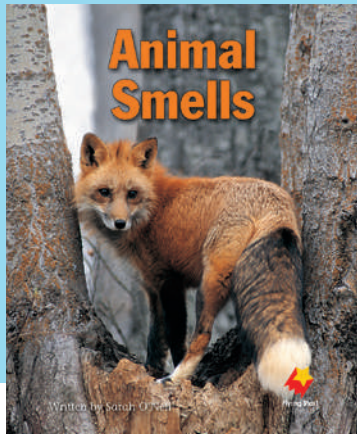
- Dialogue
- Illustrations provide extra information

Reading strategies

- Using chapter headings and photographs to predict
- Self-correcting errors

ELL support	Key concepts	Curriculum link
• Photographs and headings support the introduction of each animal in the book. • Information is organised into chapters in the factual text.	• Animal behaviours are related to their survival. • Animals use smells to mark territory, to find a mate or to protect themselves.	• Biological sciences: Living things – animal behaviour

Lesson 1 Animal Smells



Resources

- Materials for mobiles – cards, felt-tip pens, hole punch, coat hangers, string
- Blackline master

Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do you know of animals that can make strong smells?*

Students could talk with a partner about this question.

Make a list of these animals. *Why do you think these animals make these smells?*

★ Say: *Animals have different ways of keeping themselves safe. Some animals do this using smells. Do you know the names of some animals that can use smells to keep themselves safe?*

Vocabulary building

★ Make a list of the animals in the book (*skunks, Tasmanian devils, stink bugs, turkey vultures, polecats, hyenas, foxes, goats, musk oxen*). Say: *All these animals are in the book called Animal Smells. Show students pictures of these animals if students are not familiar with them.*

Introducing the book

Give each student a copy of *Animal Smells* and have them read the title. Say: *This book is called Animal Smells. It is about how animals use smells to protect themselves, to mark their territory or to find a mate. Refer students to page 3. This is the contents page. It tells us the names of the chapter headings and the animals that are discussed in each chapter. Refer students to pages 4 and 5. This is the introduction. It outlines the information that will be in the book. Talk through the book, discussing the photographs and headings on each page. For example, on page 6 you could say: This chapter is called Using smell for protection. How might animals use smell to protect themselves?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students using the chapter headings and/or photographs to predict the information they will be reading? Say: *Remember to use the headings and the photographs to help yourself get ready for what you will be reading.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What does the skunk use smell for? How do turkey vultures create a smell? Why do hyenas leave their smell on trees? (Literal)* *How does smell help animals to survive? (Inferential)* *What do all the animals in this book have in common? In what ways do they differ? (Synthesising)* *What would the author have needed to know to write this book? Could any other animals have been included in this book? Why do you think the author chose the animals she did? (Critical)*

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did to help yourself?* If appropriate, comment on how well the students used the chapter headings and the photographs to predict. Say: *You did what good readers do; you used the information in the headings and photographs to get yourself ready for the information you were going to read.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work with a partner to practise reading the book. Pairs of students could read the book to another class. Encourage students to read fluently. Say: *Try to make your reading sound like you are talking.*

Word work

Phonics

Write the words *hyenas*, *vultures*, *oxen* and *devils* on the board. Say: *All these words have the “schwa” vowel sound in them.*

Read each word, emphasising the “schwa” vowel. Invite students to underline the letter/s in each word that makes the “schwa” vowel sound. Students could work with a partner to list other words from the book with the “schwa” vowel and group these according to the letter/s that make the “schwa” vowel sound.

Exploring words

Give students five minutes to brainstorm words to do with animals that make smells. Students could share their lists to create a group list. Students could then use the book to find other words to add to the list, as well as using them in sentences.

Writing

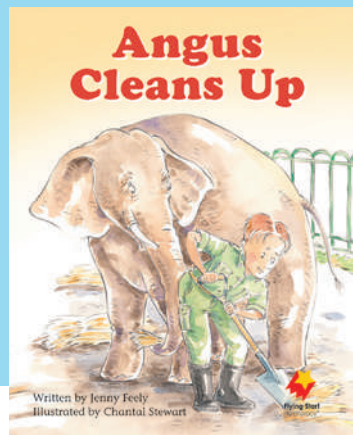
★ Support students by modelling how to write a fact card before students write independently.

Students choose an animal from the book and make a fact card about it. Encourage students to include at least three facts about their animal and to draw it and label their illustration.

Sharing and presenting

Students could share their fact cards.

Lesson 2 Angus Cleans Up



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to talk with a partner about all the jobs that a zookeeper would need to do. Share and discuss students' ideas. Ask: *Are there any jobs that a zookeeper needs to do that you would not like to do? Why?*

★ Talk with your students about zoos. Invite them to share their personal experiences about going to a zoo. Explain that some of the people who work in zoos are called zookeepers. Say: *Zookeepers look after the animals. They feed them and make sure their pens are clean.*

Vocabulary building

★ Say: *The book we are going to read is about a zookeeper called Angus. He has some smelly animals in his zoo and he wants to clean the zoo. Brainstorm words that might be in a book about cleaning a zoo (e.g. smell, stink, clean, scrub).*

Introducing the book

Give each student a copy of *Angus Cleans Up* and have them read the title. Say: *This book is about a zookeeper who cleans the animals and their pens and makes everything smell good. The animals that need to be smelly do not like this at all. Angus learns the hard way that some animals just need to be smelly.* Talk through the book by discussing the illustrations and asking students to make predictions about the story. For example, you could turn to page 4 and ask: *What is Angus doing here?* You could then respond using the vocabulary used in the text. Yes, *Angus thought the zoo was smelly so he decided to clean all the pens. On this page he is cleaning the elephant's pen.*

Resources

- Craft sticks, paper, felt-tip pens and tape to make stick puppets
- Activity card

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, say: *Did that make sense? Read it again. This time check that what you are reading makes sense in this story.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Which animal pens did Angus clean? What did the fox do to Angus? Why did the skunk spray Angus? (Literal)

Why were the fox, the hyenas, the musk ox and the skunk angry with Angus? (Inferential)

What did this book teach you about smelly animals? What did it teach you about being a zookeeper? (Synthesising)

Would a real zookeeper make the mistakes that Angus made in this story? Why? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in groups to make stick puppets of Angus and the animals in the story. Students could then read the book to an audience and use the stick puppets to act out the story. Encourage the students to think about fluency and expression as they read. Say: *Think about how Angus might say that. Try and make your voice sound the way Angus' voice would sound in the story.*

Word work

Phonics

Write the word *work* on the board. Say: *What sounds do you hear in the word work? What letters represent these sounds? Did you expect the middle sound to be represented by "or"? Do you know of any other words like this?* List them (*work, worm, word, world, worth*).

Exploring words

Students could draw and label a map of Angus's zoo and include includes all of the animals that were in the book.

Writing

★ Refer students to the signs in the illustrations on pages 9, 11 and 15. Read and discuss what the signs say. Ask: *Why did the skunk spray Angus?*

Have students write a sign that can be displayed in the skunk's pen. The sign would need to explain why the skunk needs its smell.

Sharing and presenting

Students could read their zoo sign to a friend.

Talk about the pair

Ask: *What animals can make their own smells? What have you learnt about these animals and their smells?*

In small groups students could fill in a T-chart:

Smelly animal	Why their smell is important . . .

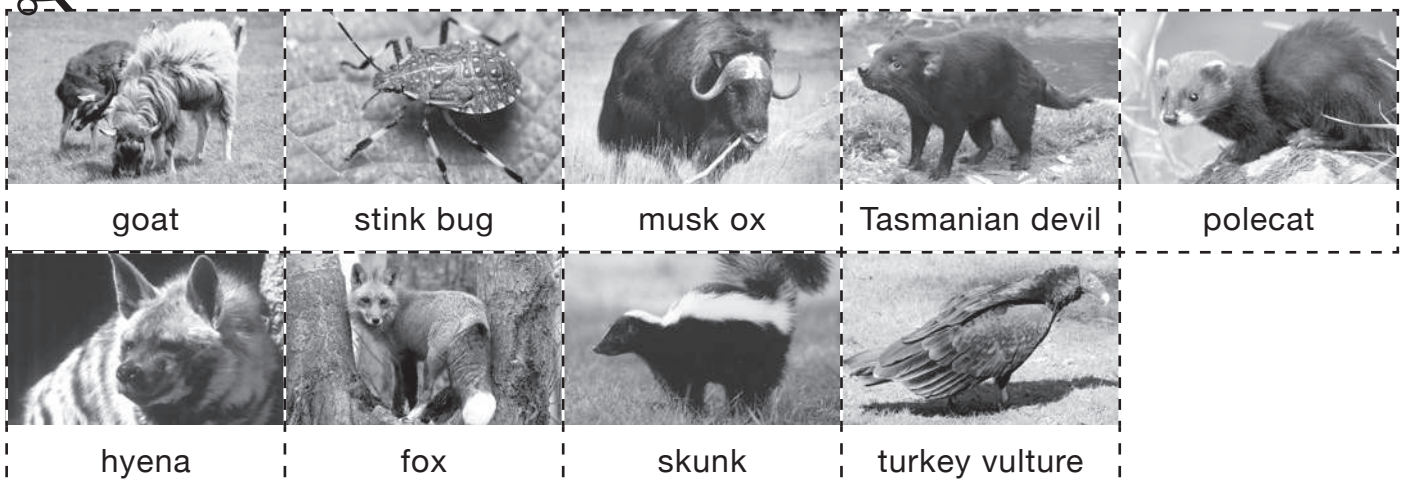
Students could work further with these books by completing the Activity card.

Blackline master

What's that smell?

Use the book *Animal Smells* as a reference. Cut out the pictures below and sort them into the correct column on the chart. Do some research and see if you can add any other animals to your chart.

Animals that use smell for protection	Animals that use smell to mark territory	Animals that use smell to find a mate



Assessment

Can the student locate information in the text?

Can the student sort and classify animals according to set criteria?

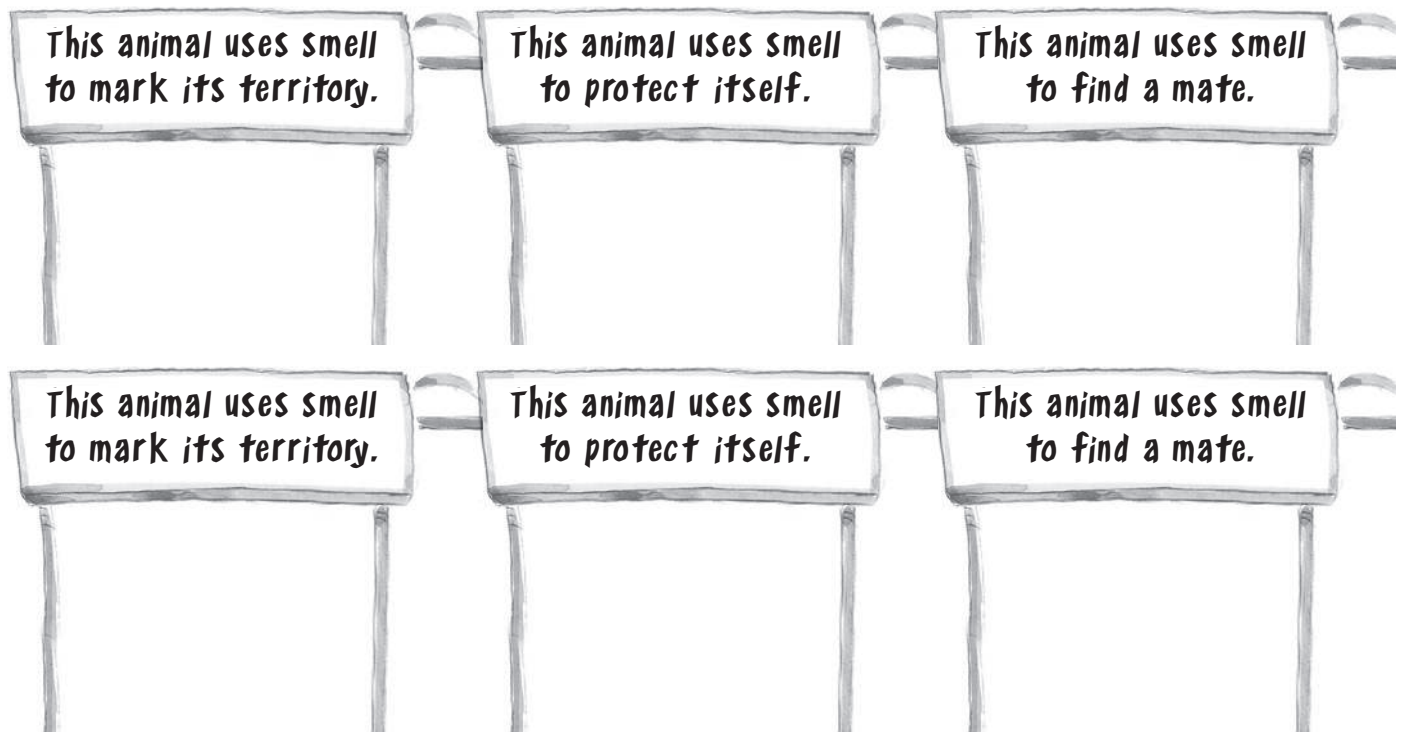
Activity card

Create a very smelly zoo



You will need: a die and cut-out pictures of smelly animals.

What to do: Cut out the animal cards below. Then find a partner and take turns to roll the die. Pick up the animal picture that has the same number on it that you rolled (e.g. roll a 3 and pick up a fox). Then put the animal in the right pen. The winner is the first person to fill up their zoo.



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