



Animal Self-Defence

Book Band White B

RR Level 24

Text Type Non-chronological report

Length 32pp (1486 words)

Letters and Sounds Phase 6

Year 2, term 3

Phonics Bug Up to Unit 30

Interest words herd, squirt, flick, vulnerable, prey, musk

Summary

This book explains different ways that animals can defend themselves against predators. It includes nocturnal animals, animals that use camouflage, those that live in flocks and those that leave part of themselves behind!

Text Features

- captions
- glossary
- main headings
- contents
- index

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–14a (CfE) RR5 (W) R6 (NI)	Reading [Read] non-fiction books that are structured in different ways.	Y2 t3, Text Structure Able to read a range of non-fiction texts structured in different ways.
Y2, RC, p.18 ENG 1–03a (CfE) OS12 (W) T&L 7 (NI)	Spoken Language Explain and discuss their understanding of books, poems and other material, [...].	Y2 t3, Literal Comprehension [Link events or information ...] drawing on what they already know or on background information and vocabulary [...].
Y2, WC, p.21 LIT 1–25a (CfE) WS9 (W) W3 (NI)	Writing [Write] down ideas and/or key words, including new vocabulary.	Y2, Planning Write some useful words, phrases and/or pictures in a planning frame.

Key
CfE = The Curriculum for Excellence (2009)
NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)
RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)
WC = Writing – composition, National Curriculum in England (2013)



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Session 1: Reading

Before Reading

Phonics for Reading

Write the words *self* and *defence* on the board and ask children to identify the letters representing the /s/ phoneme. Write column headings 's' and 'ce' at the top of the board. Can children think of other words where /s/ is represented by 's' and 'ce'? Children write them in the correct column. Which spelling is the most common?

Walkthrough



Explore the front and back covers of the book. Read the title and blurb and encourage predictions:

- Do the children think this is a fiction or non-fiction book? Can they give reasons using features of the book to support their views? Identify common features of non-fiction.
- What do the children think this book will be about? Can they explain what *self-defence* means?
- Why do the children think animals might need to defend themselves? Do they know of any ways that animals defend themselves?

During Reading

Children use the contents page to choose and read different sections as they think about the main question.

Main question: **What different ways are there of finding information in the book? (Y2 t3, Text Structure)**

Additional prompts to help you sample children's reading:

Contents: Do the sections need to be read in order? What books must be read in the correct order?
Which section sounds the most interesting?
Choose a section. What do you think it will be about? Why?

Allow children to answer the next questions using any three sections in the book (e.g. *A flash of colour*).

First section: How do we know what this section will be about? Why is there text in different sizes?

Second section: How do the pictures and text work together to give us information?

Third section: What language has the author used to describe the animals?

Index: Which animal uses stripes to confuse predators?

After Reading

Discuss the main question with children, using correct vocabulary to explore the ways to find information in a non-chronological report. Ask children to find a word in bold on any of the pages. Tell them to read the page aloud and try to work out what that word means. Now ask the children to find the word in bold in the glossary and re-read the sentence. Has their understanding of the sentence changed? Recap the purpose of the contents, introduction, page numbers, glossary and index and check that children can identify main headings, captions and text boxes.

Quick Finishers

How can running and jumping protect animals?
Why is a hog-nosed snake unlikely to be poisonous?



Session 2: Spoken Language & Writing

Phonics for Writing

Look at all of the different ways of representing the phoneme /c/ (e.g. on page 23 *skunks, particularly, attack*). Look for other examples in the book. Children write three words from the book, each with different spellings of the /c/ sound.

Spoken Language

Use drama to help children imagine what it would be like to be an animal that needs to defend itself. Each child decides which animal to be, then moves around the room until they receive a signal that a predator has been spotted. They freeze-frame the action. Choose children to describe their thoughts and feelings in role as the animal. Can they describe how they will escape? Continue the action as each child escapes from their predator.

(Y2 t3, Literal Comprehension)

Writing

Introduce the PCM and ask children to use their ideas from their freeze-frames to plan a story about an animal escaping from a predator. **(Y2, Planning)**

Making Links

Children use their story plans from the writing activity and write a story about an animal escaping from a predator.