



Black-Tailed Prairie Dogs

Book Band White B

RR Level 24

Text Type Non-chronological report

Length 32pp (1430 words)

Letters and Sounds Phase 6

Year 2, term 3

Phonics Bug Up to Unit 30

Interest words prairie, coterie, rodent, herbivore, chamber, burrow, entrance

Summary

Find out all about black-tailed prairie dogs and how they live in this fascinating book. Discover what type of animal they are, where they live and how they behave.

Text Features

- captions
- cross-section diagrams
- main headings
- photographs
- sub-headings
- text boxes

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–16a (CfE) RS8 (W) R8 (NI)	Reading [Understand books by] answering and asking questions.	Y2 t3, Literal Comprehension [Link events or information ...] drawing on what they already know or on background information and vocabulary [...].
Y2, RC, p.18 ENG 1–03a (CfE) OR5 (W) T&L 9 (NI)	Spoken Language [Discuss and clarify] the meanings of words, linking new meanings to known vocabulary.	Y2 t3, Literary Language Recognise interesting vocabulary in a text they have listened to or read.
Y2, WC, p.21 LIT 2–26a (CfE) WS10 (W) W2 (NI)	Writing [Encapsulate] what they want to say, sentence by sentence.	Y3, Text Structure and Purpose Use appropriate description in non-fiction writing.

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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PCM

Session 1: Reading

Before Reading

Phonics for Reading

Write *herbivore*, *relationship* and *recognise* on the board and ask children to identify the syllables in the words. Assist them to read these words accurately by helping them hear which syllables are stressed. Look through the book to find other multisyllabic words. Ask the children to break them into syllables and practise reading them.

Walkthrough



Talk about the front and back covers. Encourage predictions:

- Do the children think this will be a fiction or non-fiction book? How do they know?
- Turn to the picture of a black-tailed prairie dog on page 3 and read the labels.
- Elicit the children's ideas about what sort of animal it is. Can they suggest how it appears similar to other animals?

During Reading

While children read, ask them to think about the main question.

Main question: **What are black-tailed prairie dogs and how do they live? (Y2 t3, Literal Comprehension)**

Additional prompts to help you sample children's reading:

Page 2: What type of animal is a prairie dog and which animal is it related to?

- Page 4: Why are the homes of the prairie dogs called 'towns'?
- Pages 8–13: What sort of pictures has the author used on these pages and how do they help you (the reader) learn more about the prairie-dog town?
- Pages 14–15: How do prairie dogs help plants to grow?
- Pages 16–21: If you were a prairie dog, how would you know your friends from your enemies?
- Page 26: Which words has the author used to describe the all-clear call? (*loud, clear, forceful*)
- Pages 28–29: Which of the prairie dogs' jobs would you most like to do? Are there any that you wouldn't like? Can you explain why?

After Reading

Discuss the main question with children and ask them to identify key facts about black-tailed prairie dogs. Which section of the book did each child find the most interesting? Ask them to summarise their favourite facts for the group. Look at page 2. Ask the children to read the words in bold. Explain that these are scientific words to describe the prairie dogs. Ask the children to find these words in the glossary and then reread the page. Can they explain what the words in bold mean?

Quick Finishers

- Complete the quiz on page 30.
- Find two ways that the mounds at the entrance and exits to and from a burrow help the prairie dogs.



Session 2: Spoken Language & Writing

Phonics for Writing

Write *friends* and *enemies* on the board and ask children to identify the digraph 'ie'. Does the digraph represent the same phoneme in both words? Can children identify the different phonemes? Make links with the word *coterie* that children may have explored before reading the book.

Ask children to write *friend* and *enemy* and explore the way these words change when they become plural.

Spoken Language

Discuss pages 16–21 and ask children to consider how prairie dogs behave when they meet. Make notes of vocabulary that children might want to use to describe their behaviour. Organise children into two groups and ask them to prepare a report of interesting facts about either prairie dog friends or enemies (allocate one to each group). The groups take turns to report their facts to the other group. **(Y2 t3, Literary Language)**

Writing

Show children the PCM and discuss the heading *Friends or Enemies*? Recap the words and phrases that describe friendly and hostile behaviour and encourage children to think of new ones. Using the PCM, children write an entry for a wildlife guide, detailing what the prairie dogs do when they meet a friend and an enemy. **(Y3, Text Structure and Purpose)**

Making Links

Using the diagrams and pictures in the book for information and ideas, create a prairie-dog town from junk materials.