**Wild Cities**

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| Level | L |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategies of Making Connections and Visualising as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | bridge, building, city, city park, neighbourhood, park, world |

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| **Topic Talk** | * Have students think, pair, share about what animals or birds they see when they are outside. Have some students share with the group.
* Read the cover of the book and the blurb aloud.
* Ask: “What would you do if you found a moose on your driveway?” Have students share their ideas with a partner.
* Have students make a prediction about what this book might be about.
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| **Contents** | * Open to the contents page, and read the titles of the chapters together.
* Have students discuss the animals in each chapter. Ask: “Which chapter titles are surprising? Why?”
* Have students think, pair, share whether their predictions about the book seem to be on track, and why or why not.
* Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud.
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| **Opening Chapters** | * Read aloud the chapter 1 title and pages 2 and 3.
* Ask students to think, pair, share about what connections they can make to TV programmes or stories they’ve read about wild animals living in cities.
* Explain that linking what you are reading to another text is a “text-to-text” connection, and by seeing how texts are similar, it can help this text to make more sense as you read.
* Have students close their eyes and visualise what it would be like for an animal to live in the city, compared to the wild. Remind students to think about all five senses: “What do they see, hear, taste, touch, and smell?”
* Explain that visualising helps to understand what the animals are experiencing, and to create a clearer picture of what the book is about.
* Read page 4 together (pause at the ant question).
* Discuss with students how wild animals’ space is shrinking. Ask: “What text-to-world connections can you make about this?”
* Read the ant questions together and have students think and share their ideas as a group.
* Read the chapter 2 title and page 5 aloud.
* Have students think about what noise a penguin might make. On the count of 3, ask students to make their best penguin noise!
* Have students compare penguins with other noisy wild animals they know about. Ask: “What would be the noisiest animal to have living under a house?”
* Read pages 6 and 7 aloud.
* Ask students to think, pair, share about what other dangers (apart from cars) penguins might have to avoid as they walk to and from the sea. Have some students share their ideas with the class.
* Set a purpose for reading from chapter 3 to the end of the book:
	+ Try to picture what you are reading as you go to practise visualising.
	+ Try to make connections as you go, between this book and other texts, or to yourself, or your world knowledge.
	+ Pause at the ant questions to answer them, and read the Ant Tunnel carefully.
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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Discuss wild animals in cities. Ask: “What happens to animals that can’t learn to live in cities?”
2. Have students think, pair, share about things humans could do to help animals that have lost the place where they used to live.
3. Ask students to think, pair, share what visualisations and connections they made to the text.
4. Discuss how making connections, and visualising, help to make the ideas in the text more familiar and more easily understood. Ask: “If you were stuck in your reading, how would it help to make connections or to visualise things?”
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| **Writing Prompts** | *Fiction* | Choose your favourite city animal. Then, pretend to be that animal and write a story about a scary moment you had living in a city. |
| *Informational* | Describe the different types of animals that live near you, and what they do. Try to use lots of adjectives (describing words). |
| *Letter writing* | Write a letter to a family member about your favourite city animal from the book. Explain why you like it, and what it has to do to live in a city. |
| *Opinion* | Should wild animals be allowed to live in cities? Why or why not? Use evidence from the text, and write a conclusion. |
| *Research* | Write down a question you had about city animals, and research the answer. Take notes, and then write a summary of what you found out. |