



## Hungry Animals

The animal kingdom is full of different animals and they all like to eat different things. Learn how to tell a carnivore from a herbivore or omnivore, and find out which one you are!

More books  
in the series



Information book

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# Hungry Animals

Helen Chapman





# Reading Planet Notes

## In this book

Your child may need help with these words:

amphibians  
arthropods  
carnivores  
herbivores  
omnivores  
predators  
hooves  
scavengers  
acacia

Say them out loud and talk about the meanings together before you start reading.

## Reading tip

When reading non-fiction books with your child, explore features such as the use of headings, captions and labels together. Why might a heading be helpful when they are reading? Do they know what a glossary is? What do they think is the most interesting feature of the book?

## Before reading

Look at the front and back cover together. Ask your child: *What do you think this book will be about? What's your favourite animal? What does it like to eat?*

## While reading

- ★ After reading page 11, ask your child if they know what the word *venom* means. Prompt them to use the glossary in the book to find out.
- ★ After reading page 6, ask your child to explain what a food chain is in their own words. Can they tell you what is found at the start and finish of each food chain?
- ★ When talking about the book, ask your child questions that begin *Why ...*, *How ...*, *Which ...*, *Where ...*, *When ...* to make your child think and talk more about what they have read.

After reading, encourage your child to talk about what they have read. You'll find ideas for questions and activities at the back of this book. ➔

## AFTER READING

Try these activities with your child:

- ★ Make up your own 'Which hungry animal am I?' quiz with a partner. Come up with three facts to describe who you are without saying your name.
- ★ Keep a record of everything you eat in one day. Which type of hungry animal are you?
- ★ Draw a colourful picture that includes your favourite herbivores, carnivores and omnivores.

## Find out more

Choose one of the kingdoms and find out more about the living things in it. Use books, the Internet or TV programmes to help you. Why do you find this group of living things interesting?

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# HUNGRY ANIMALS

Turquoise

## GUIDED GROUP READING

### BEFORE READING

#### Book introduction:

- Look together at the cover image, title and blurb of the book. Ask: *What type of book do you think this is? (information, non-fiction) What does the title tell you about the information you will find inside?*
- Point to examples of page headings, diagrams and photo captions from inside the book. Mention the glossary at the back. Remind the children that these are common features found in information books.
- On page 4, encourage the children to use their fingers to follow the lines in the diagram – this will help them understand how the text should be read.
- Tell the children they will be using their phonics skills (segmenting, blending) to read any unfamiliar words.
- Practise sounding out the tricky words in the book.

#### Strategy check:

Recap with the children how to use a range of comprehension strategies to help them understand the text.

- Remind them to be ‘book detectives’ by using clues in the text (inference skills) and by finding evidence to support their ideas (deduction skills).
- Tell them that the punctuation in the text will help them know how to read with expression.
- Encourage the children to use phonics skills to decode any new words. If they struggle, remind them to use other reading strategies: recognising sounds and spelling patterns, reading root words before endings, breaking words into syllables, checking that a text makes sense, picture cues, etc.

## DURING READING

### Independent reading:

- Encourage the children to read independently while you listen to each child in the group in turn.
- Some children could read in pairs, taking turns to read a double-page section to each other.
- Discuss the purpose of the Wow! fact boxes (see page 9).
- Pause occasionally to re-read the sentence, check for understanding and study the photographs. Ask: *Which plants and animals can you name (pages 2–3)? Where would you put the killer whale in the food chain (page 9)? Do you know any other examples of predators (page 10)?* Ask the children to answer the questions on pages 20–22.

## AFTER READING

### Return to the text:

- Share any words that caused difficulty with decoding, pronunciation or understanding.
- Check the words the children are unsure about against the definitions in the glossary.
- Turn to pages 4–5. Ask: *Can you give an example of a reptile? In which group would you find a beetle?*
- Encourage the children to reflect on their learning. Ask: *Why do plants and animals need to eat?*
- Use the comprehension questions at the end of the book to talk about the text.
- Ask some of the following additional questions to check understanding of the text and explore the themes. *What is energy and why do we need it? What is a mammal? How is an amphibian different from a fish? What does a food chain show us? Are you a carnivore, herbivore or omnivore? Why? Why do predators have eyes at the front of the head? What do herbivores’ teeth look like?*

### Follow-up activities:

1. Using the PCM provided, the children sort a list of animals from the book into three groups (carnivores, herbivores, omnivores) to complete the table. Ask yes/no questions: *Does this animal eat only other animals? (Yes → carnivore). Does this animal eat only plants? (Yes → herbivore) Does this animal eat both animals and plants? (Yes → omnivore)*
2. Organise the children into pairs. Provide a range of photographs of animals and ask how they could be grouped together, e.g. by their features. The children should explain the groupings they have made and then compare with the diagram on pages 4–5. You could collate the animal photos to make a class poster of the animal kingdom.

## BOOK OVERVIEW

A photographic information book about animals and what they eat. The book explains how to sort animals into groups, e.g. mammals, reptiles, fish, birds. There is a classification diagram of the animal kingdom and a forest food chain. Animals are then grouped into carnivores, herbivores and omnivores. The terms ‘predator’ and ‘prey’ are explained, and physical features are compared. Fact boxes add to the fun of reading and a useful glossary lists the scientific terms introduced in the book.

## Hungry Animals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the name of each animal below. Decide if it is a carnivore, herbivore or omnivore. Copy each name into the correct column in the table below.

crocodile

eagle

fox

lion

sheep

frog

zebra

tadpole

jellyfish

tiger

raccoon

deer

killer whale

octopus

panda

goldfish

<b>Carnivores</b>	<b>Herbivores</b>	<b>Omnivores</b>
		