



Running words: 288

## Book Summary

This book talks about how to become a wildlife detective. It covers the equipment that you'll need and features different habitats, such as ponds. It also encourages wildlife detectives to listen and look for wildlife.

## Themes

Discovery, Habitats, Neighbourhood, Animals, birds and insects

## Features of the Book

- The information contained in photographs
- Contents page, sidebars, glossary
- Content words for discussion: *binoculars, detective, discover, noises, watch, wildlife*
- Phonics and phonemic awareness: r-controlled -ar words

## Strategies

*Look What I Found!* introduces and reinforces the following strategies:

- making connections
- finding main ideas

## Materials

- copies of the BM, pencils

# Look What I Found!

by Diana Noonan

## Introducing the Text

Begin by asking the students if they have ever found wildlife, such as insects, in their garden or at the park.

- *How did you find the wildlife?* (answers will vary)
- *Did you use anything to observe the wildlife, such as a magnifying glass?* (answers will vary)

## Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*binoculars, detective, discover, noises, watch, wildlife*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, body copy text and captions to determine the strategies of finding main ideas and making connections as you work through the book.

## Cover

Together, read aloud the preview question on the back cover: *Can you be a wildlife detective?* Ask:

- *Do you know what a detective is?* (someone who investigates)
- *What do you think a wildlife detective does?* (someone who investigates wildlife)

Help the students to make connections with the preview question and their own experiences. Ask them if any of them would like to be a wildlife detective. Why or why not? Point to the photograph of the boy using binoculars to observe wildlife and encourage the students to say what he is doing and the equipment that he is using. Turn to the front cover. Read the title and the name of the author. Point to the photograph and ask:

- *Has anyone ever collected tadpoles or water insects from a pond and put them in a jar?* (answers will vary)

Explain to the students that it is great to find wildlife, but it is also important that you put them back in their natural setting, or habitat, once you have finished observing them.

## Title Page

Draw students' attention to the Contents list. Explain to the students that a Contents list appears at the start of a book. It lists each section of the book and tells you which page the section starts on. Ask:

- *What page does the Glossary start on?* (page 12)
- *What is the section on page 6 called?* (Water Watch)

## Page 2

Look at the photographs of the animals. Have the students pretend they are wildlife detectives.

Encourage them to observe what is happening in the photographs.

- *What is the green insect doing?* (hunting and eating another insect)
- *What is the bird doing?* (building a nest with plant material in its beak)

## Page 3

Read the body copy text with the students. Then point to the wildlife detective equipment drawings in the sidebar and read the heading to the students. Ask:

- *Why would you need a torch?* (to observe animals at night)
- *Which piece of equipment makes things look bigger?* (magnifying glass)
- *Which piece of equipment helps you see an animal that is far away?* (binoculars)

## Page 4

Have the students read the heading aloud. Ask:

- *Which animals are busy at night?* Encourage the students to draw on personal experiences. Encourage the students to use the photographs

# Look What I Found!

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on page 4 as clues. Together, read the body copy text. Then, have the students read the three captions. Encourage the students to provide you with the main or most important idea for the page. (Many animals are busy at night.) Then remind the students that the other ideas on the page are the main idea's supporting details. Have the students provide the supporting details for page 4 (You can use a torch to observe night-time animals. Night-time animals look for food at night. Some night-time animals make their homes at night.)

## Page 5

Point to the brown moth in the photograph. Say:

- *When your house lights are on and it's dark outside, have moths hit your windows?* (answers will vary)
- *Do you know why this happens?* (The moths are attracted to the bright lights.)

Read the text with the students to confirm their answers.

## Page 6

Read the heading together. Have the children predict what the page is going to be about (animals that live in water or near water). Point to the adult in the photograph. Remind the students that it is important an adult supervises children near a pond at all times and that children should never enter the water because ponds can be deep. Read the text together.

## Page 7

With the students, read the body copy text at the top of the page. Explain to the students that it is also really important always to wash your hands once you have returned the wildlife to the pond. Point to the sidebar photograph and text. Read the text with the students. Point out the words *row* and *oars* that are used to describe how water boatmen pull themselves through the water. Explain that the insect does not have real oars, but rather they use their

legs like oars.

## Page 8

- *Have you sat outside in summer and heard the loud noise of insects such as cicadas?*
- *Sometimes we hear animals before we see them. Listen for the words that describe the noises that some animals make (chirping, chattering, croaking, humming, buzzing, rustling).*

Encourage the students to say which animals might make those noises.

## Page 9

Remind the students that you look through binoculars with both eyes to help make distant things seem nearer. Ask the students if anyone has used binoculars. Then have the students read the body copy text aloud. Point to the frog photograph.

- *Why has the frog got its mouth open?* (to make a sound)

Read the frog caption together, then read the cricket caption. Tell the students that it is really important to be as quiet as possible when observing wildlife so that you don't disturb the animals.

## Page 10

- *Look at the photograph. What is the boy doing? (lifting up a rock to observe wildlife underneath)*
- *Has anyone done this before? What did the wildlife do?* (Answers will vary.)

Read the heading, body copy and caption with the students.

## Page 11

Ask the students if they have any questions about what they have just read. Write their questions on a piece of chart paper or on the board. With the students, read the heading, body copy text and caption. Have the students practise asking questions by having them come up with a question that relates to the bee diagram on the computer screen on page 11.

## Page 12

Write the glossary words on a piece of chart paper or on the board. Have the students provide definitions for each word using their own words. Encourage them to use a dictionary if they need assistance.

## Revisiting the Text

- Revisit the questions that you wrote down when you read page 11. Have the students choose one of the questions, then research the answer on the Internet. Have the students present their research to the rest of the class.
- Revisit the equipment sidebar on page 3 and point out the word *jar*. Write the word *jar* on chart paper or on the board. Underline the letters *-ar*. Explain that when a vowel is followed by the letter r, the vowel sound changes. So when a is followed by r, it usually makes the sound that you hear in the word *jar*. Write some other r-controlled *-ar* words from the book on the chart or the board (*are, backyard, binoculars, dark, hard*). Then read the list with the students. Encourage them to provide other r-controlled *-ar* words, such as *car, far, park, start, mark*, etc.

## Following Up

- Talk about how glossary words are listed in alphabetical order and that each word entry has a definition. Have the students create a glossary for the following words that appeared in the book but didn't feature in the glossary: *equipment, binoculars, magnifying glass, torch, pond, tadpole*.
- Choose two of the photographs from the book and write a new caption for them. Remind the students that the caption should be a supporting detail to the page's main idea.
- Give the students copies of the BM for this title.