

Prairie Dogs — Social Animals

Guided Reading

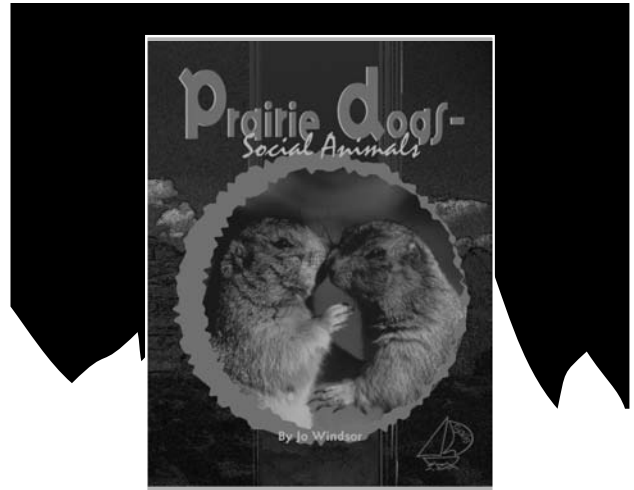
Session One

Working Together

- Focus on the title. Clarify and discuss the word *social* with the students. Ask the students what they know about prairie dogs.
- Ask the students to look at the table of contents and discuss what they think they will find out about in this book.
- Discuss with the students in which text form they might expect this book to be written.
- Work through the first two chapters as follows:
 - Read the chapter heading and ask the students to predict what they think the chapter might tell them.
 - Ask the students to read each spread silently.
 - Discuss the information and the Think Tanks as they occur on each spread.
 - Encourage students to ask questions about the information presented.

Working Independently

- Focus on the *summary* Think Tank on page 13 and discuss.
- Ask students to show their understanding of summaries, recording their ideas on BLM 1.



Session Two

Working Together

- Work through the next two chapters as follows:
 - Read the chapter heading and ask the students to predict what they think the chapter might tell them.
 - Ask the students to read each spread silently.
 - Discuss the Think Tanks as they occur on each spread.
- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.
- Return to the text and discuss the visual features, e.g., the map and cross-section, and how they contribute to the meaning of the text.

Working Independently

- Students work on BLM 2.

