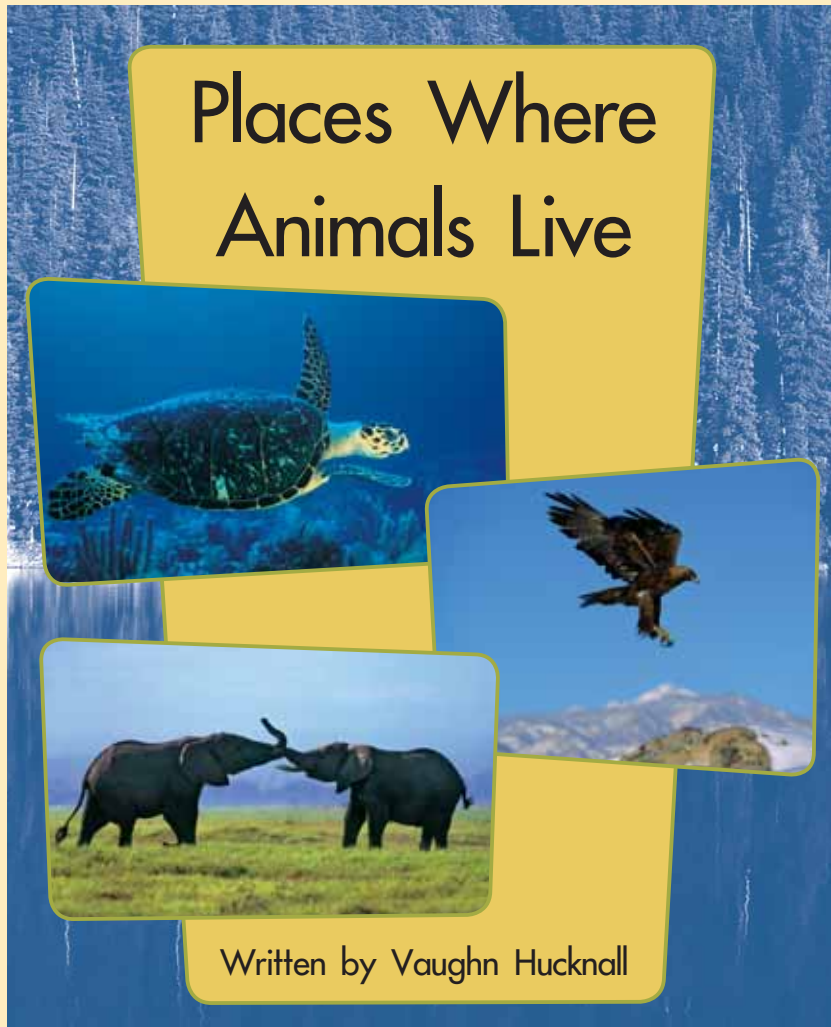




Level 10 Book g



| | |
|-------------------------------------|--------------------|
| Level | 10 |
| Word Count | 184 |
| Text Type | Information report |
| High Frequency Word/s Introduced | |



Time to Play

Clown About

Freaky Frank

Summer
and Winter

Lenny and
the Comet

A Real Dinosaur

Places Where
Animals Live

A Scarecrow
for the Field

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



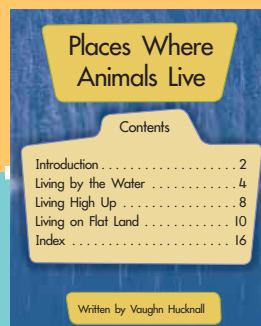
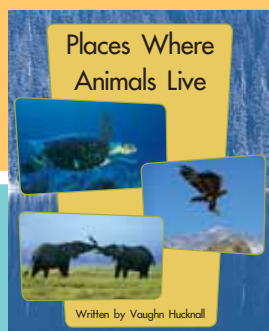
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children the places where they live. Have the children describe the animals on the front page. What are they? Where do they live?



AFTER READING



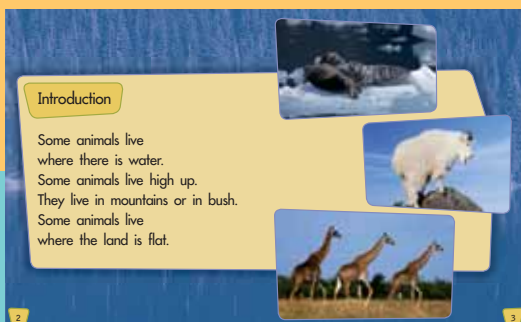
Tell the children this page is called a contents page. Explain that it shows the smaller parts of a main topic. It tells where the smaller parts are in the book. What smaller parts are in this book?



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

BEFORE READING 2/3

Ask the children to describe the places in the photos. Can they name the animals? Would the children like to live in any of these places? Do giraffes live in the mountains?



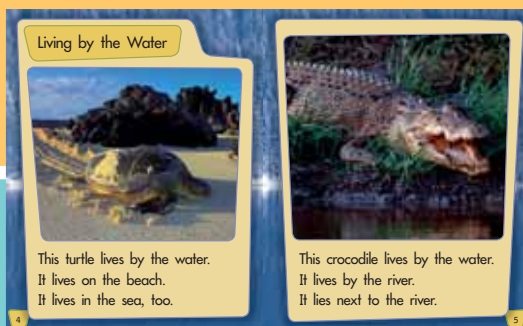
AFTER READING

Ask the children to identify the new feature on this page. Tell them that headings break a book into smaller parts. They tell what each part is about.

Ask the children to point to the word *live*. Have them place it in sentences to clarify meaning and use. Have the children find the word with the *ou* sound. What other words have the same *ou* sound? Make a list on the board.

BEFORE READING 4/5

Ask the children to describe the animals and the places where they live. Can they name the animals? Have the children read the heading. Tell them that when we add the *ing* ending we remove the letter *e*. What is this part of the book about?

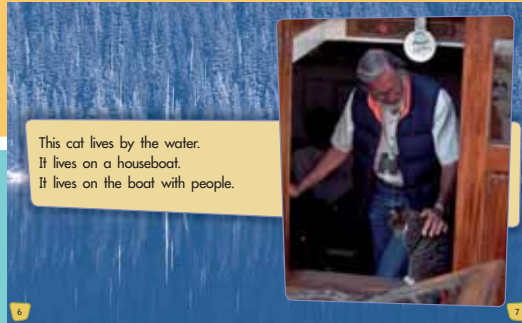


Ask the children where the turtle and crocodile live. Praise them for referring to the information in the text. What is the heading on this page?

Identify the words *beach* and *sea*. Have the children place the words in sentences. What part is the same in both words? Can they think of other words with the *ea* sound?

AFTER READING

Ask the children to describe the photo, the animal, and the place where the animal lives.



Ask the children where the cat lives. Have them refer to the text to gather the information. What might it be like to live on a houseboat?

Have the children identify the word with the *ou* sound. Ask them to find the word that is made from two smaller words. What other words like this can the children think of? What is another word with the *ou* sound?

Have the children explain what they see. Have them focus on the animals and the places where they live. Read the heading. What is this part of the book about?

Have the children predict the text. Encourage the children to use vocabulary and style similar to that of the author.



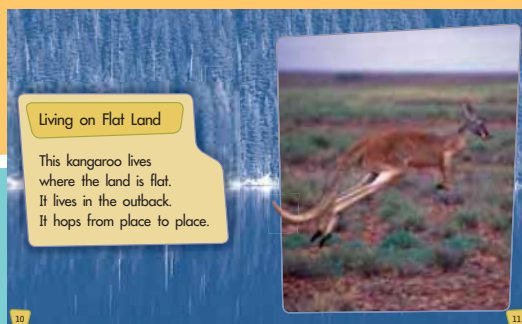
Talk about where the koala lives. Does the falcon live where it is flat? Who lives up the highest?

What two words describe where the animals live? Have the children find the two words with the *ea* sound. If they identify *trees*, write the word on the board and show how the spelling is different. List other *ea* words on the board.

BEFORE READING 10/11

Have the children describe the animal and the place where it lives. When have the children seen kangaroos? What were they like? Read the heading.

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.



AFTER READING

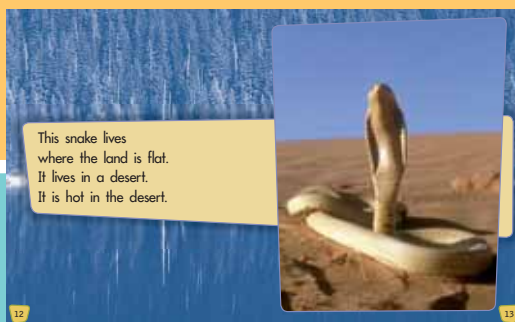
Ask the children to tell you what the heading says. What have they learned about the kangaroo? Does the kangaroo live by the water?

Have the children identify the word *where*. What word is made from two smaller words? Brainstorm words that describe the outback and the kangaroo. List them on the board.

BEFORE READING 12/13

Ask the children to tell you what the animal is and where it lives. Does the snake live in the mountains?

Have the children predict the text. Encourage them to use vocabulary and style similar to that of the author.

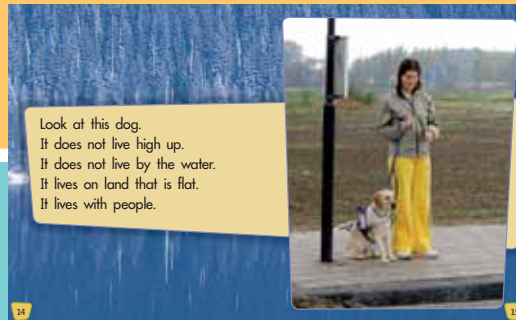


AFTER READING

What does the text say about the snake? Where does it live?

Have the children find the word *flat*. What word describes the land? What word describes the desert? Write *snake* on the board. How does adding *s* at the end change the meaning? Write *falcon/falcons* on the board. What word means two or more? Repeat the exercise.

Ask the children to describe the animal in this photo. Where might the dog live?



Have the children point to the words that tell where the dog does and does not live. Do any of the children have dogs? Where do the children live? How would they describe the place?

What words describe the land? Have the children point to the words *high up*. What word means the opposite of *high*?

Tell the children this page is called the index page. Explain how to use the index. Tell how it is different from the contents page.

| Index | |
|-----------------|------|
| bush | 2, 9 |
| desert | 12 |
| mountains | 2, 8 |
| outback | 10 |
| river | 5 |
| sea | 4 |

Have the children reread the book. Have them find three interesting facts from the book to tell to a friend. Encourage the children to check their reading sounds right and makes sense.

What information is on page 10? What pages have information about *mountains*? Have the children read the index entries. Have them find the relevant pages and reread the sentence/s that contain the word.

10 g Places Where Animals Live Name _____

Use the words to complete the sentences.

in on by with

The turtle lives ____ the water.

The crocodile lives ____ the water.

The kangaroo lives ____ the outback.

The snake lives ____ the desert.

The cat lives ____ a houseboat.

The koala lives ____ in trees.

The dog lives _____ people.

The falcon lives ____ the mountains.

Draw your favourite animal from the book
on another sheet of paper.

10 g Places Where Animals Live

Name _____

Complete the table.

| word | word | new word |
|-------|-------|------------|
| class | | classroom |
| out | back | |
| | board | whiteboard |
| house | boat | |
| | | scarecrow |
| after | noon | |
| | | football |

Write two sentences using two of the new words.
