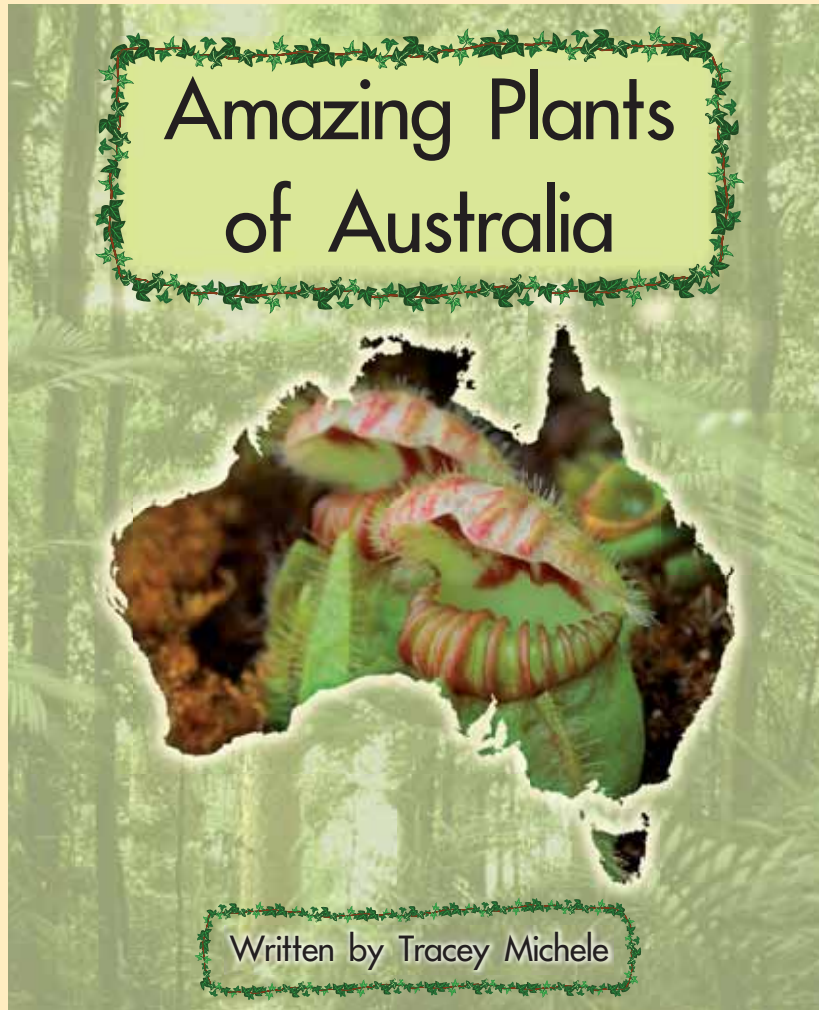




Level 13

Book h



Level	13
Word Count	292
Text Type	Information report
High Frequency Word/s Introduced	

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

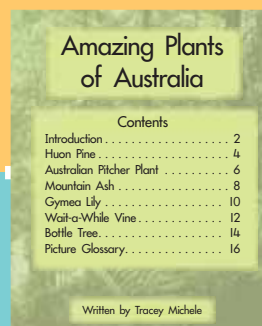
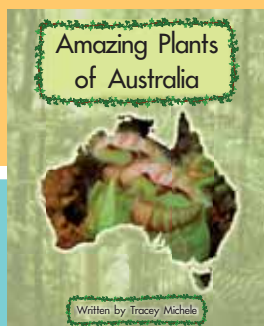
Cover & Title Page



Ask the children to describe the front cover and contents page. Is this a fiction or nonfiction book? How do we know?



Talk about the purpose of the contents page. Tell the children it shows the smaller parts of the main topic. It tells where to find the smaller parts.



AFTER READING



Ask the children to tell you what they will learn about. Do the children know any amazing plants from Australia?



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

BEFORE READING

2/3

Ask the children to identify the feature on page 3. Talk about maps and how they are useful. Can the children point to where they live or places they have visited?



AFTER READING

Ask the children to read the names of the amazing plants on the map. Do they recognise any of the names? What is the map's title?

Ask the children to find the word with the *le* ending. Ask the children to find the word *amazing*. Clap the syllables in the word.

BEFORE READING

4/5

Identify and read the heading. Tell the children that the heading tells what this part of the book is about.

Ask the children to talk about the place in the photo. What are the amazing trees here? What animals might live here?



AFTER READING

Ask the children to point to the place on the map that shows where this tree is found. What is amazing about huon pine trees?

Ask the children to find the word *very*. Have them place it in sentences to clarify meaning and use. Have the children find the word *leaves*. What other words have the *ea* sound? What words here describe the leaves?



Ask the children if they have seen this plant before. What might be amazing about this plant? Read the heading. Identify and read the caption.



Ask the children to explain why photo captions are useful. Why do we have them in information books?



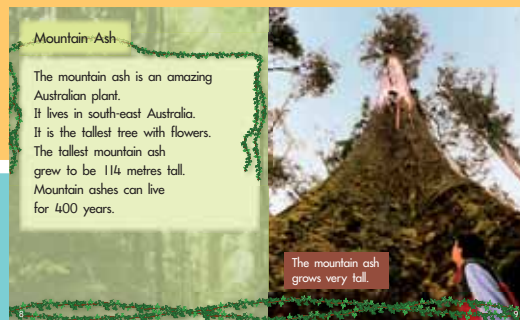
What is this amazing plant? Have the children tell four things they have learned about pitcher plants.



Have the children find the word *eats*. What other words have the *ea* sound? Make a list. Read the words while the children listen for the part that is the same. What other ending could we add to *eat*? Remind the children that colours are describing words, too.



Ask the children what might be amazing about this tree. Have they seen trees like this before? Ask the children to identify and read the heading and the caption on these pages.



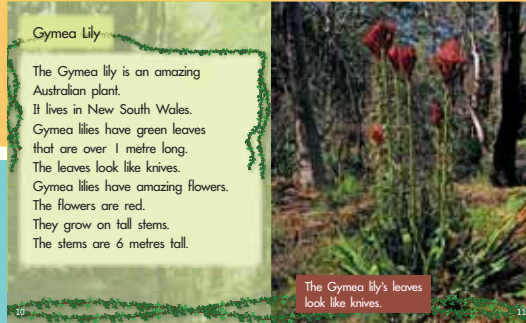
Ask the children to locate this tree on the map on page 3. What is amazing about this plant? How tall can it grow to be?



Ask the children to point to *Australian*. Clap the syllables in this word. How many syllables are in *Australian*?

BEFORE READING 10/11

Ask the children to describe the plant in the photo. Have the children read the heading and caption. What do the leaves look like?



Ask the children to locate the Gymea lily on the map on page 3. How tall can the stems grow to be?

Tell the children that colours are describing words, too. What word describes the leaves? What two words describe the flowers? What word has the silent *k*?

AFTER READING

BEFORE READING 12/13

What might be amazing about this plant? What words come to mind as the children look at this photo?

Discuss the headings and captions in the book. How are these features useful?



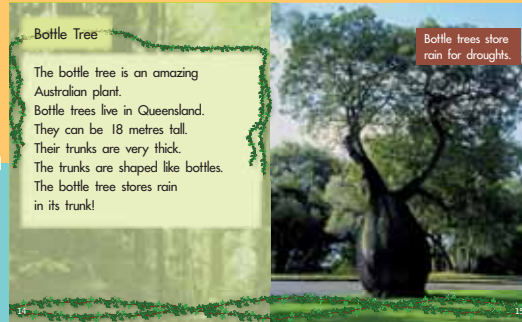
Ask the children to find this plant on the map. Why is this plant called the *wait-a-while vine*?

Have the children find the word *wait*. List other words with the same *ai* sound, and read the list together while the children listen for the part that is the same. Clap the syllables in *Rainforest*. What word has the *le* ending?

AFTER READING

Ask the children what they can see in the photos. Why might this tree be amazing?

Have the children tell you what they think of this book and why. Can the children think of other amazing plants that should be in the book? What makes the new plants amazing?



Ask the children to locate the information that tells what is amazing about this tree.

Ask the children to find the words that describe the tree. Tell the children that *amazing* and *Australian* are words that describe the tree, too. What word here has the *le* ending?

Ask the children if they know what a glossary is. Explain that a picture glossary is a quick way to identify unfamiliar words and photos.



Ask the children to reread the book. Have them tell a friend what they think is the most amazing plant in the book and why.

Tell the children that punctuation makes books easier to read. It tells us when to stop, start, and what to do with our voices. How would we read the book if the punctuation was not there? Would it make sense?

13 h Amazing Plants of Australia Name _____

Write the amazing plants found in the book.

How many syllables are in the words?
The first one has been done for you.

tallest	<u>tall-est</u>	<u>2</u>
pitcher	<u> </u>	<u> </u>
Australian	<u> </u>	<u> </u>
amazing	<u> </u>	<u> </u>
knives	<u> </u>	<u> </u>
flowers	<u> </u>	<u> </u>

13 h Amazing Plants of Australia Name _____

Use the words to complete the sentences.

Word Bank

clothes insects years flowers

The plant eats the _____!

Mountain ashes can live for 400 _____.

Gymea lilies have amazing _____.

These bristles can catch your _____
when you walk past.

Use another sheet of paper.

Draw a plant from the book.

Write a new caption for the plant.
