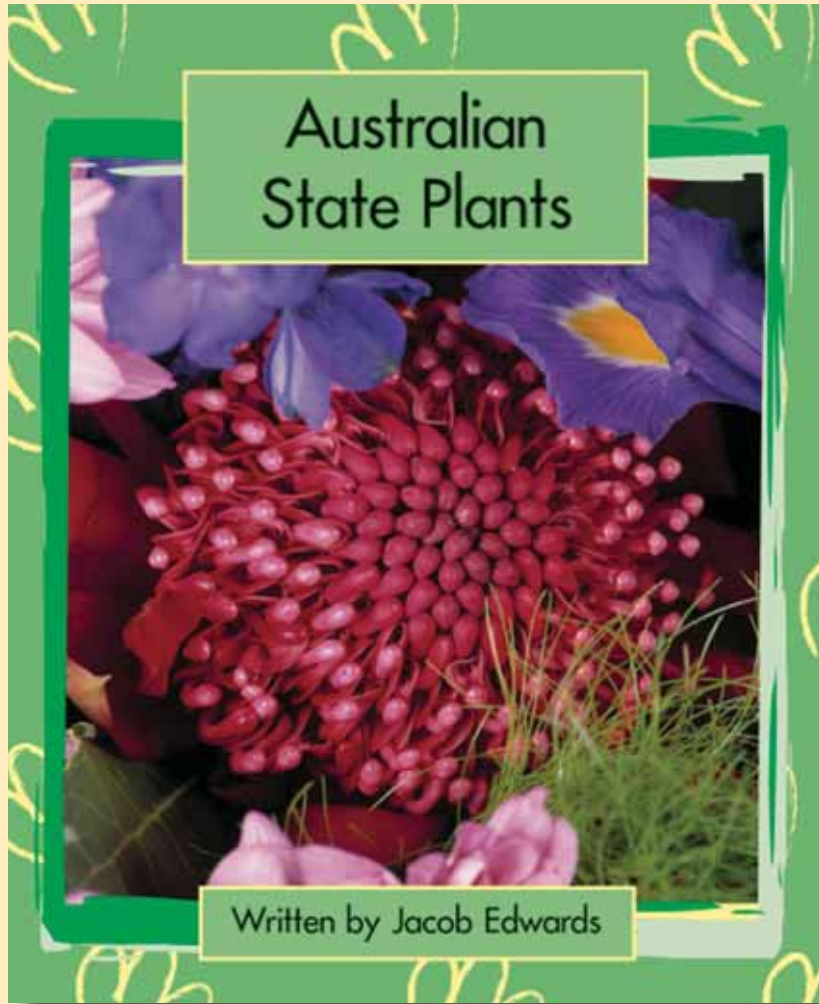




Level 13

Book h



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



Maggie Magpie's Pie

Wendy Morris
Adventure

Peter's
Treasure Hunt

Fur

The Clowns with
Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a
Friend

Australian State
Plants

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. This is not an arbitrary division. 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)

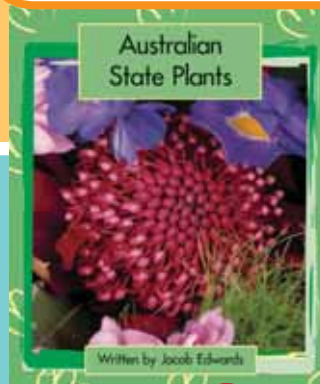


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page. Have them read the title and author. Referring to a map, discuss the Australian states. Talk about the flower and where they have seen it.



Focus the children on the contents page. Ask them what they can find out in this book. Explain that they will read the introduction first, then choose the plant they would like to find out about.



Ask the children to analyze how the book is organised. What are some of the structures that are different to a story structure?

BEFORE READING 2/3

■ Explain to the children the purpose of an introduction. Ask them how the information on page 2 links to the map of Australia.

▲ Discuss proper nouns with the children. On the board, make a list of proper nouns from pages 2 and 3.



◆ Talk to the children about the purpose of the labels on the map.

● Ask the children if the presentation on page 3 conveys the information to them clearly.

AFTER READING

BEFORE READING 4/5

■ Explain to the children that these pages give information about the waratah. Ask the children what a waratah is and what it looks like.

▲ Have the children find the word *nectar*. Clap and say the syllables together. Clarify the meaning of the word and with the children check in the dictionary.



◆ Discuss with the children how many facts there are about waratahs and how the book presents the facts. How did they find the facts?

AFTER READING

Compare the Tasmanian blue gum and the bluebell. Ask the children what they are, and talk about the difference between a tree and a plant.



Talk to the children about what ACT stands for. Ask them to use the map on page 3 to find out where ACT is. Talk about the connection they need to make to do

Discuss with the children whether the state names should be on the map or not. Ask the children if they managed to use the map without the state names.

Ask the children what the Cooktown orchid is. Explain how it can grow on a tree.

Ask the children how the Cooktown orchid is described. Have the children scan the text for the words that describe the orchid.



Discuss with the children why the photo has a caption. Ask the children how it helped them gain information.

BEFORE READING 10/11



Discuss with the children why the Sturt's desert pea can grow in the desert.



Write the word *inside* on the board. Ask the children to find the opposite word. Write the words *dry* and *dark*. Ask for the opposite words.



AFTER READING



Discuss with the children how they are using the photo captions. Remind them to check the captions with the map on page 3 for more information.

BEFORE READING 12/13



Discuss with the children where the Sturt's desert rose grows and what it looks like.



Ask the children to find the adjectives. Discuss which nouns are described.



AFTER READING



Explain to the children that the imprint information is inside the front cover. Ask them to check this information to find out who designed the book. Discuss with the children whether they have enjoyed the techniques he has used.

Discuss with the children why this plant is called kangaroo paw.

Ask the children to find the possessive apostrophe. Ask them if it is before or after the letter s. Explain to them the reason for the position of the apostrophe.



Ask the children if their reasons for the name kangaroo paw have been confirmed. How?

Ask the children to read the picture glossary. Ask them why the glossary has pictures. Talk about how they could use the glossary.

Have the children read the book independently. Remind them to use all the text features as they read for information.



Have the children talk to the group about information they have from the book.

13 h Australian State Plants **Name** _____

1. Write a list of the Australian states and territories.

2. Match the plants to the states and territories.

Bluebell	Sturt's desert rose	Cooktown orchid
Pink heath	Kangaroo paw	Tasmanian blue gum
Sturt's desert pea	Waratah	

13 h Australian State Plants **Name** _____

1. Read the clues. Write the answers.

I have bright red flowers.

Birds eat nectar in my flowers.

I am a _____.

I can grow in a tree.

I have a long stem.

I am a _____ .

2. Draw a line to match the opposites.

dry	light
on	inside
hot	wet
long	cold
outside	short
dark	off

