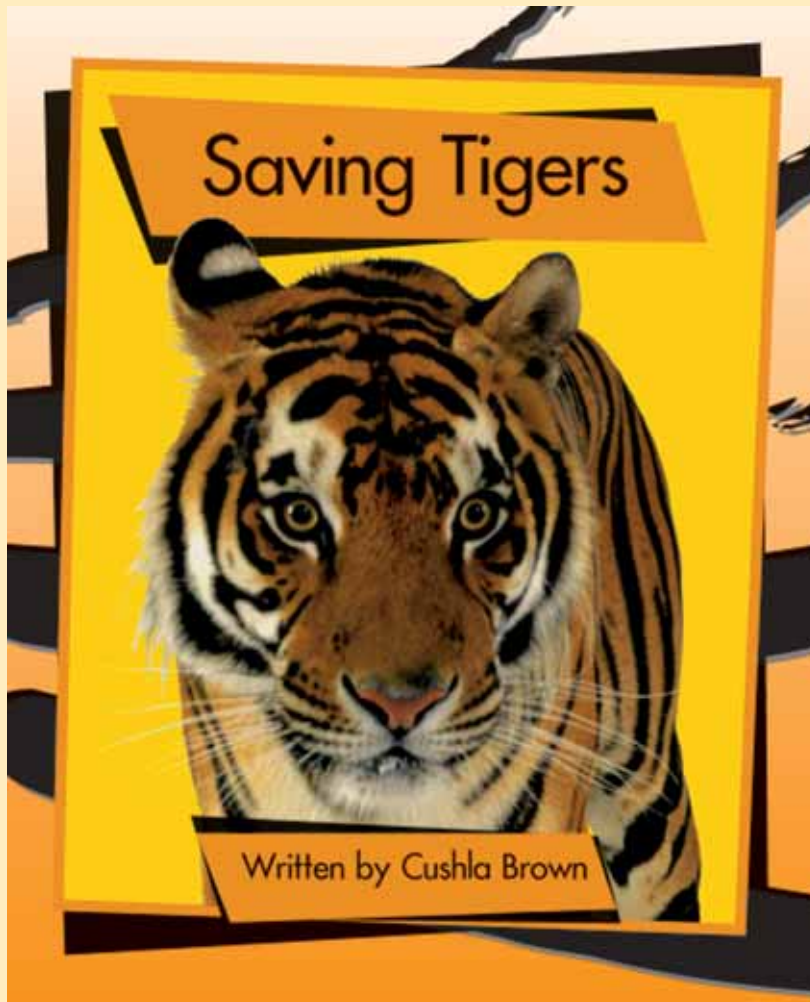




Level 15

Book e



Level	15
Word Count	347
Text Type	Discussion
High Frequency Word/s Introduced	



The
Lucky Whale

Carla Crocodile's
Knitting

The Giant's Fire

Bronco's New House

Saving
Tigers

What Is a Frog?

Ruby and the White
Rat

Don't Throw It
Away

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)



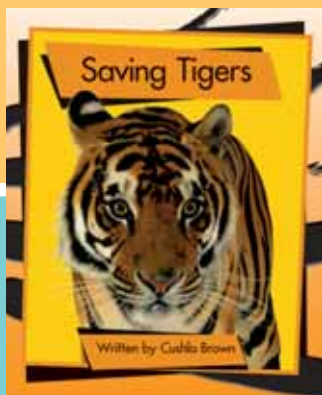
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover photo and title. Have them predict what this book is about. Invite them to share their own experiences about the topic.



Ask the children to use the entries in the contents page to predict what information they might find in the book.



Ask the children to respond to the book. What did they learn about tigers? Did they realize tigers were being hunted?



Invite the children to analyse the text in terms of other animals they know. What is the same/different? Are these other animals at risk?

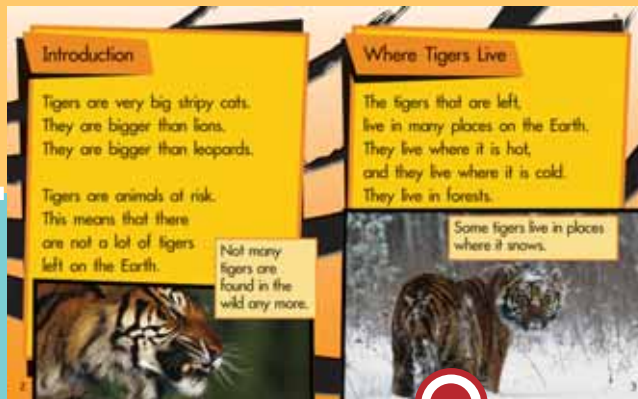
AFTER READING

BEFORE READING

2/3

Discuss tigers with the children. How are they the same/different as lions and leopards? Have the children share their ideas.

Invite the children to look at the photos and captions. Ask the children to suggest how these photos and captions relate to where tigers live.



Discuss with the children the word *risk* and how tigers are at risk. What makes tigers at risk? Why are there not many tigers in the world?

Ask the children to think what the key concept in the introduction is. Encourage them to check with the title to confirm their answer.

AFTER READING

BEFORE READING

4/5

Invite the children to share their ideas of where tigers live. What kinds of environments do tigers live in?

Encourage the children to use the features of the book to assist with their reading. Explain that captions provide extra information about the topic.



Discuss with the children the natural habitat of tigers. How does the cutting of trees affect tigers? How does it change the place they live?

AFTER READING

Ask the children to locate compound words on page 7. Explain that they are looking for the two words in a compound word to gain meaning and understanding.



Discuss with the children reasons why people clear land for farms. Explain that in some countries people need to use the land to grow food to survive. What is more important for these people?

Invite the children to analyse the text in terms of the community they live in. Has the land changed over the year? How? How has it affected people or animals?

Invite the children to read the heading and predict what tigers hunt. Discuss how a tiger might hunt its food.

Ask the children to locate some *aw* words. Invite the children to brainstorm other *aw* words. Write these on the board.



Discuss with the children what makes tigers good hunters. How do the tigers catch their food? Ask the children to compare the ways in which tigers and lions hunt.

BEFORE READING 10/11

Ask the children to look at the photo on page 11. Cover the text. Explain that they are looking at jewellery. Do they like it? What do they think it is made of?

Invite the children to read the heading for these pages. Is this heading different from other headings in the book? Explain the use of the question mark in the heading.



Discuss with the children why people hunt tigers. Ask them to name some products that are made with tigers' skins and teeth. Have them share their feelings.

Ask the children to comment on any difficulties they have had reading the text so far. What did they do to address their reading problems?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

BEFORE READING 12/13

Invite the children to read the heading and predict what information they might find out on this page. Can they think of ways that people might save tigers?



Discuss with the children safe places or reserves for tigers. Can they think of other safe places for tigers? What would a reserve be like? How do they keep hunters out?

Have the children analyse the text in terms of the population of tigers in the world. Can they name or describe animals at risk in their country? Compare the animals.

AFTER READING

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Ask the children to share their thoughts and experiences about zoos. Are zoos good places for animals? Have them justify their answers.



Discuss with the children what might happen to the cubs when they get older? Do they stay in zoos? Do they get released into the wild? Which is best? Have them justify their answers.

Discuss with the children other programmes they know that help animals at risk. How does it compare to the way people are saving tigers? Discuss the similarities and differences.

Ask the children to read the index entries. Discuss any words that they might not know the meanings of.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

Index	
forms	6
forest(s)	3, 4, 7
hunters	8
jewellery	11
reserves	12, 13
zoos	10, 14

Discuss with the children how they can use the information in this text. What can they now tell people about tigers?

Ask the children to read the index entries again. Have them go back to the relevant pages then reread the sentence in which the word occurs.

15 e Saving Tigers

Name _____

1. Brainstorm words containing the vowel blend **aw**.

Jaw

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2. Write three sentences containing words that have the vowel blend **aw**.

15 e Saving Tigers

Name _____

1. Answer the following with a **Yes** or **No**.

Tigers are smaller than lions. _____

Tigers live in many different places on the Earth. _____

People are cutting down trees so tigers have more space to live. _____

Tigers are fast runners. _____

Tigers are hunted for their skins and teeth. _____

There are plenty of tigers in the world for people to hunt. _____

Reserves are safe places for the tigers to live. _____

2. List four reasons why tigers need saving.

1 _____

2 _____

3 _____

4 _____

3. Draw a picture of a tiger hunting.