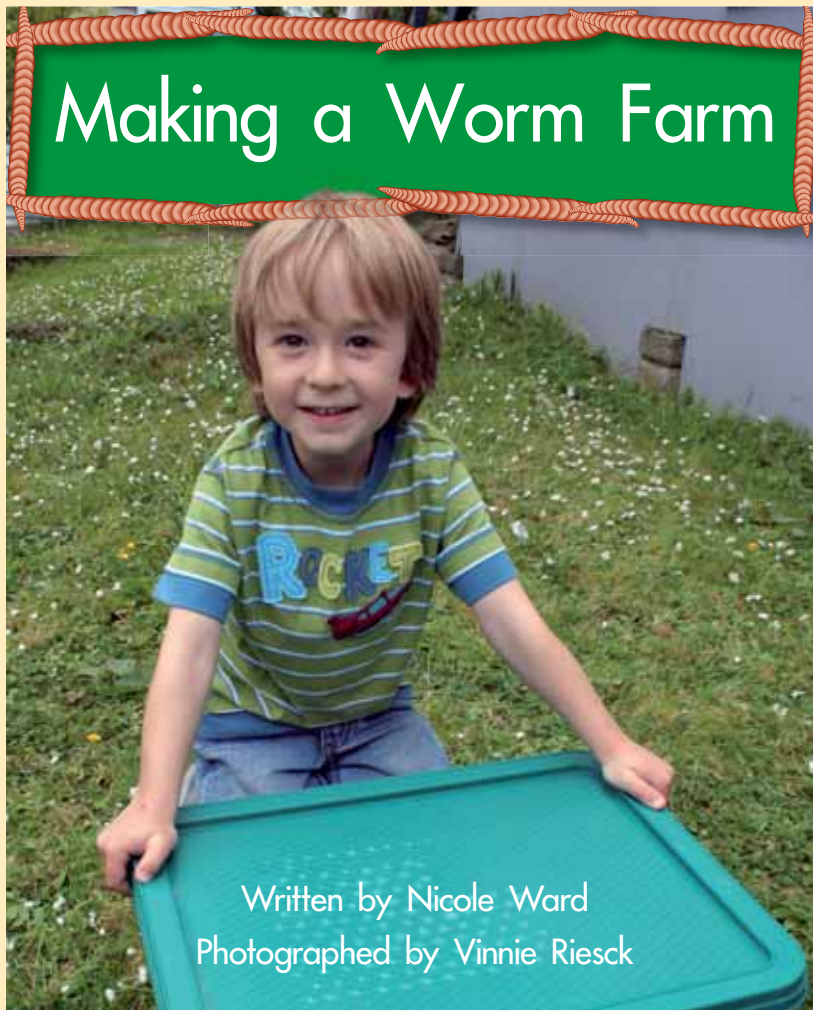




Level 16

Book a



Level	16
Word Count	363
Text Type	Procedure
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)

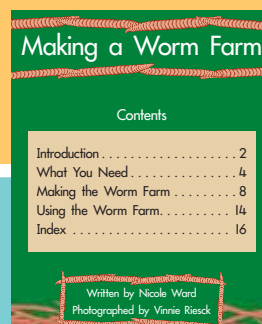
Cover & Title Page



Ask the children to describe the front cover and contents page of this book. Talk about whether this book is fiction or nonfiction. Ask the children to tell you how they know.



Discuss the contents page. Explain that the text type of this book is a procedure. Its purpose is to tell the reader how to do or make something.



Ask the children to tell you if they have ever seen a worm farm, at school or anywhere else. Talk about why we make worm farms – for the worm castings and liquid fertilizer.



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

BEFORE READING

2/3

Explain to the children what headings, captions, and labels are. Talk about how they help the reader understand and use the text. Then talk about the handful of worms in the boy's hand. Where do we usually find worms?



Discuss with the children how an introduction tells them what the book will be about.

Have the children point out the word *know*, then place it in sentences to clarify meaning. Have them find the *r*-controlled word *farm*. List more *ar* words the children know.

AFTER READING

BEFORE READING

4/5

Ask the children to name all the objects in the photos and say how they might be used to make a worm farm. Have they seen other worm farms made out of different materials?

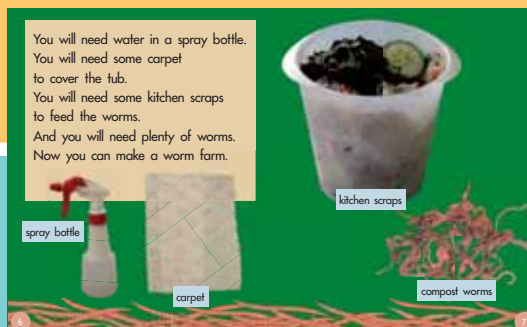


Ask the children to locate the names of the materials they need in the passage of text.

Ask the children to find the word *need* and its *ee* vowel digraph. Have them place it in their own sentences to clarify meaning. Ask the children to locate two and three-syllable words. Explain that breaking words into smaller parts can help when reading unfamiliar words.

AFTER READING

Ask the children to name all these objects and say how each one might be used in the worm farm.



Ask the children what the carpet and the kitchen scraps will be used for. Encourage them to refer to the text for the information.

Ask the children to find the word *water*, then cover the text and spell it. Challenge the children to look for the *le* word – *bottle*. List other words with the same ending.

Ask the children to describe what is happening in these photos. Who should cut holes in materials like plastic? Why? Discuss safety issues and which jobs the children should ask adults to do for them.



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

Discuss the command words on these pages. Explain that they are words that tell the reader to do something, and are a feature of the procedure text type. Have the children point out all the command words on these pages.

Ask the children to describe what the boy is doing in these photos. Discuss the captions and how they make it quicker and easier to follow the steps for making a worm farm.



Ask the children to find the *ay* vowel digraph – *spray*. What are some other words that contain this digraph? Make a list on the board. Have the children point out the word *soil* and its vowel diphthong *oi*.

Ask the children what the boy in the photo is doing now. What do they think the carpet is for? Encourage suggestions such as that the carpet keeps the worm farm dark and cool.



Ask the children what the ideal conditions for worms are. Encourage them to refer to the text for their answer.

Ask the children to find the *ay* digraph word – *stay*. Have them place it in their own sentences to clarify meaning and use. Then find the *oo* word – *cool*. Ask the children to list other words with these sounds.

Ask the children what these photos show us. Discuss how liquid fertilizer is used on plants. Tell them it must be watered down with 10 parts of water to one part of fertilizer or we might “burn” the plants.

Ask the children what they think of this book so far and why. Do they think the author has come up with a good idea for a book?



Ask the children what the captions tell us. Have them point out the information in the text about what to feed the worms.

Ask the children to find the word *help*, then cover the text and spell it. Have them place it in sentences to clarify meaning. Do the same with the word *Each*. Identify the vowel digraph *ea* in the word *meat*.

Discuss the index, how it is different from the contents page, and what its main purpose is.

Index	
fertilizer	2, 9, 15
kitchen scraps	2, 6, 7, 10–12, 14, 15
newspaper	4, 5, 10
plants	2, 15
plastic tub	4, 5, 9, 10
soil	4, 5, 10

Have the children reread the index entries. Have them go back to the relevant pages and reread the sentences in which the words occur.

Ask the children what they liked most about this book and whether they might recommend this book to their friends.

16 a Making a Worm Farm Name _____

List the things you need to make a worm farm.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Circle the command words.

The first one has been done for you.

	add	carpet	cut
get	<u>make</u>	plenty	
	put	spray	tub

16 a Making a Worm Farm Name _____

Unjumble the words.

ftlizreeir _____

tuc _____

mrwo _____

tecpar _____

eltotb _____

Write three things worms need to live.
