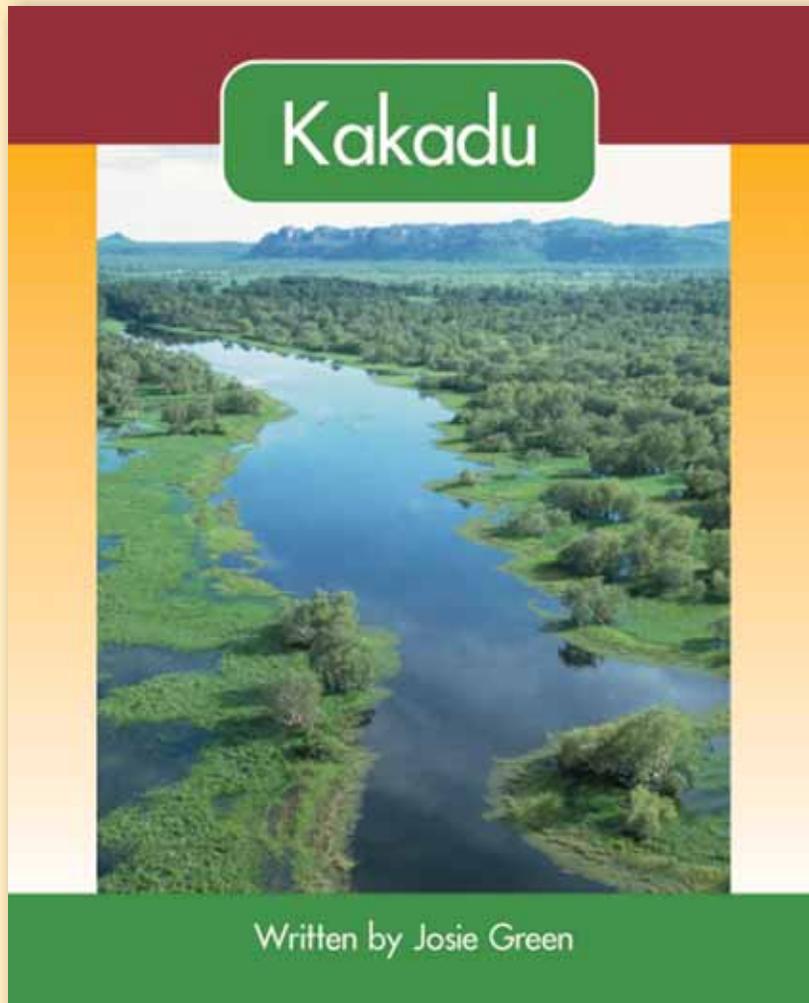




# Level 16

## Book c



Level	16
Word Count	364
Text Type	Information report
High Frequency	sometimes
Word/s Introduced	



MACMILLAN

A Garden in  
a Bottle

All About Meat

Fat Snake -  
Thin Snake

Harry's Great  
Big Burp

Kakadu

Polly Perkins'  
Pictures

The Blank Sheet  
of Paper

Three Naughty  
Ostriches

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 analysis (text analyser)*



*This symbol relates to use (text user)*

BEFORE READING

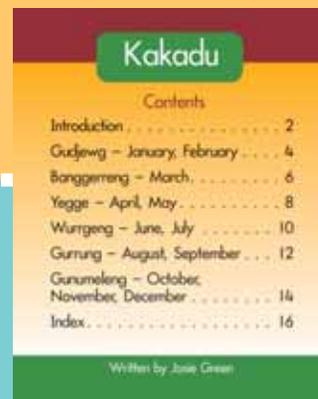
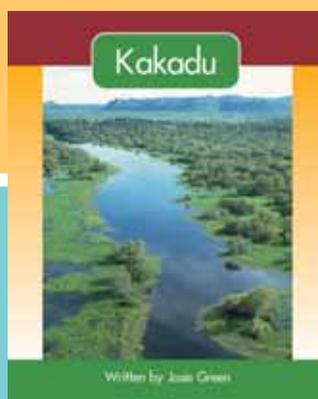
## Cover & Title Page



Ask the children to look at the cover photo and suggest what Kakadu is and where in Australia it might be. Invite any children who have been to Kakadu to share their experiences.



Ask the children to use the contents page to predict what information will be covered in this book. Discuss the pronunciation of the Aboriginal words.



Ask the children to respond to the book. What did they learn about Kakadu? Did they realize that the weather in Kakadu is cyclical?



Invite the children to analyse the text in terms of their own weather. What is the same/different? Is the weather where they live cyclical?

AFTER READING

List the months from the contents page on the board. Discuss with the children the climate in the area where they live during those months. Record the weather. Discuss the photo. Ask the children if they can identify the ethnic group of the people in the photo.

Ask the children to locate some compound words on pages 2 and 3. Explain that looking for the two words in the compound word will help them with their reading.

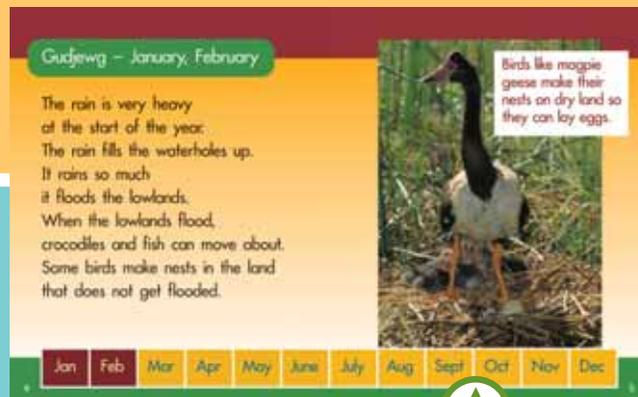


Discuss why the children think that the Aboriginal people would have different names for the different times of the year. What names could the children suggest for when it is very wet? What could they call it when it is very dry?

Ask the children to suggest how the text on page 2 set up the rest of the book. Have them reread the sentences starting with *sometimes* to help with their answers.

Encourage the children to use the features of the book on this page to assist with their reading. Discuss the calendar along the bottom. Remind them also that they can get extra information from reading the captions.

Ask the children to scan page 4 for compound words. Have them read *waterholes* and *lowlands* and say the two words that make up the compound word.



Ask the children why crocodiles and fish can move about when the rain is very heavy. Which birds make nests on the dry land? Why do they make nests now?

Discuss with the children how knowing the two little words in *waterholes* and *lowlands* helped them understand the text.

Invite the children to read the heading on this page and predict what the page is about. Have them use the photo and the caption to hypothesize about the weather in March.

Ask the children to scan the pages to identify the compound words in the text and in the caption.

**Banggerreng - March**

There is not as much rain in March, but there are still a lot of big thunderstorms. These thunderstorms flatten the grass that grew when there was more rain. People who live in Kakadu call the storms "knock 'em down storms," because the storms knock the grass down.



Grosslands in Kakadu get flattened by thunderstorms.

Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Discuss with the children why there are still big thunderstorms in March. What kind of weather produces thunderstorms? Why do the children think that the people who live in Kakadu call them *knock 'em down storms*?

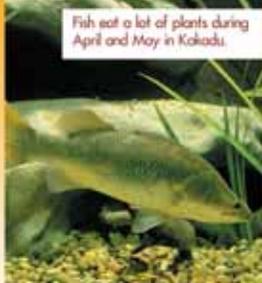
Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

Ask the children to refer to the calendar and the title to suggest the time of year. Have them read the caption and suggest why fish might eat a lot at this time of year.

**Yegge - April, May**

There is not much rain in April and May at Kakadu. Plants grow in the wetlands and in the billabongs.

The animals of Kakadu eat the new plants. Fish eat the new plants, too. Some fish grow very big and fat from eating all the plants.



Fish eat a lot of plants during April and May in Kakadu.

Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Ask the children the meaning of the words *billabong* and *wetlands*. What is the same/ different about billabongs and wetlands?

Ask the children to analyse what they have read so far and say what animals are still in Kakadu in April and May.

BEFORE READING 10/11

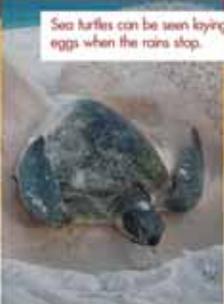
Ask the children to look at the photo and suggest what is happening. Do they know the name of this animal? What is it doing?

**Wurrung - June, July**

The rain stops by June and July and the flood water starts to go away. The land then starts to dry out.

Sea turtles come out of the sea, onto the land. They come to lay their eggs in the sand.

Sea turtles can be seen laying eggs when the rains stop.



Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Discuss sea turtles in more depth. Do the children know where else in the world sea turtles can be found? Do they know how many eggs they lay? Do they know how many baby turtles survive?

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

BEFORE READING 12/13

Have the children read the calendar, the heading, and the caption. Ask them why they think birds come to Kakadu near the end of the dry season.

**Gurrung - August, September**

It is very hot in these months. There is no wind in Kakadu. There is no rain in Kakadu, too. The land is very, very dry. At this time, some birds come to Kakadu. They come to eat the plants that will grow when it rains.

Some birds come to Kakadu near the end of the dry season.



Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Ask the children to discuss the weather at Kakadu in August and September. How is it the same/different from their weather?

AFTER READING

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Ask the children what they think the weather will be like at the end of the year. Have them justify what they say.

Ask the children to find the compound words on pages 14 and 15.

Gunumeleng – October, November, December

The weather is very hot in Kakadu at the end of the year. There can be thunderstorms. It is the start of the wet season.

Paperbark trees flower in the wet season. Fruit bats, that sleep in the branches, eat the flowers.

Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Fruit bats eat the flowers of the paperbark tree.

Ask the children what they think fruit bats eat. Why do they sleep in paperbark trees? Where do bats usually sleep?

Refer to the chart of the weather where the children live. Make comparisons with Kakadu. Write the similarities and differences on a comparison chart.

Ask the children to read the index entries. Discuss any words that they do not know the meaning of. Have them use the smaller words in compound words to help with their understanding.

Remind the children that their reading needs to make sense, sound right, and look right. Remind them to use the little words in compound words to help them.

Index	
billabongs	3, 8
lowlands	4
paperbark tree(s)	14, 15
thunderstorms	2, 6, 14
waterholes	4
wetlands	8

Discuss with the children how they can use the information in this text. What can they now tell people about Kakadu? Can they compare Kakadu with their own environment?

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

## 16 c Kakadu

Name \_\_\_\_\_

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

Kakadu is a billabong. \_\_\_\_

It rains all year round at Kakadu. \_\_\_\_

Crocodiles and fish move about in the wet season. \_\_\_\_

There are thunderstorms in Kakadu in March,  
November, and December. \_\_\_\_

Plants grow when there is not much rain. \_\_\_\_

2. Write the names of four animals you can

find at Kakadu. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Draw the  
biggest animal  
you can think of.



1. Finish the words to make compound words.

some \_\_\_\_\_

thunder \_\_\_\_\_

water \_\_\_\_\_

low \_\_\_\_\_

grass \_\_\_\_\_

wet \_\_\_\_\_

paper \_\_\_\_\_

2. Write three sentences using as many of these compound words as possible.

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