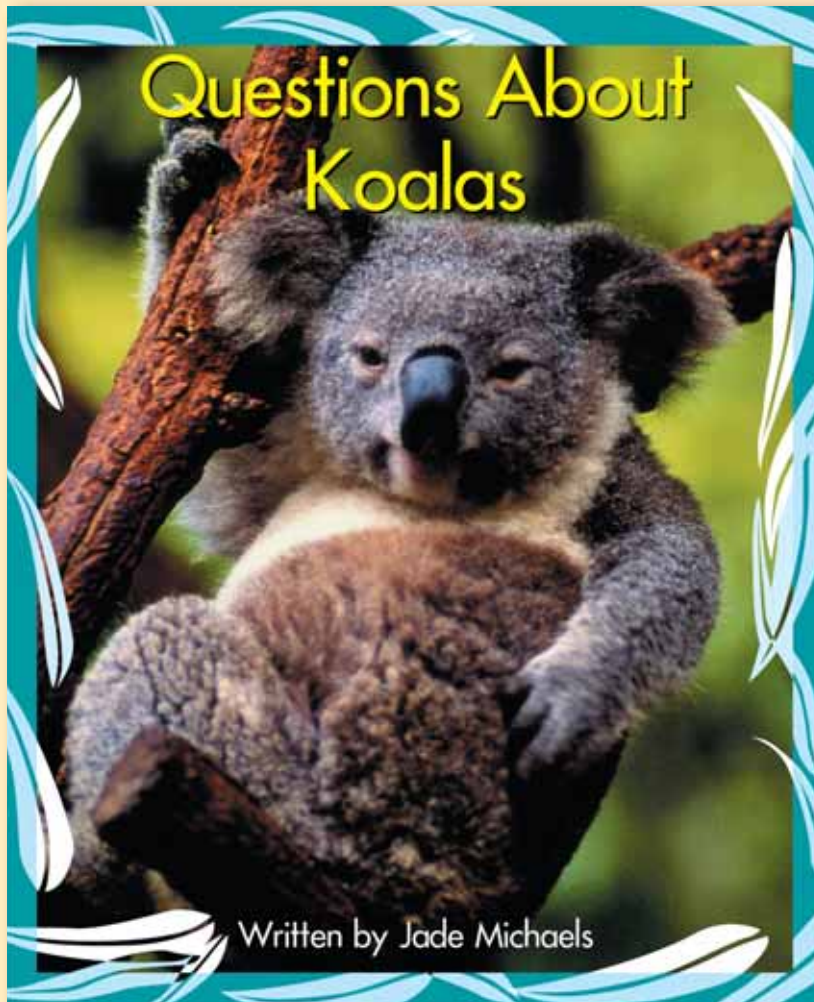




Level 17

Book b



Level	17
Word Count	411
Text Type	Factual Description
High-Frequency	because
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Ask students to use the cover photo and the photo on page 11 to identify and describe a koala. Ask students what information they already know about koalas.

Model how to use the table of contents to locate specific information on koalas.

Read the glossary together with the students to assist with unknown words and word meanings they may encounter while reading the text independently. Discuss unfamiliar concepts with reference to photos in the book.

DURING READING

Introduce and explain the *Graphic Organiser* chart.

Explain the task to students. They are to read the appropriate parts of the book to find out about koalas.

Before students begin reading, review with them strategies they can use to work out unfamiliar words and meanings.

Some students will now be able to read the text independently. Remind these students to read to the key questions on their charts to focus their reading.

Monitor and guide less-independent students with their reading, providing prompts where necessary.

AFTER READING

Ask students to reflect on the reading and information strategies they used to help them solve any problems they had while reading the text. Ask students if they found out if koalas are bears. Ask – Did the photographs help? How did the headings and captions help? Were there problems with your reading that you could solve? How did you solve them? Were there problems with your reading that you could not solve? What were they? What did you try?

Discuss with students information from the key questions. Begin discussion with starters such as – What are some important facts that you have learned about how koalas move about? How do koalas eat? Revisit the text to find out what important things koalas have to do to eat, because they can't see very well.

Have students complete their *Graphic Organiser*.

Ask students to reread the book for new information or to confirm facts already learned.

Developing Specific Skills

Homonyms – fur/fir, right/write, weigh/way

Ordinal numbers – first (page 2)

Adjectives – (page 10)

Mismatch – means, feet, need, leaves, sleeps, teeth, eat, see, tree

Opposites – closed/open, black/white, front/back, slow/fast, can/cannot, young/old

Locate and extract relevant information.

Use the *Graphic Organiser* to summarise information.

Write a descriptive statement about koalas.

Why did the author write this book? What kind of reader would like this book?

MEANING MAKER



Build a list of words related to koalas.

Have students record the stages of a baby koala's development on a time line of one year.

Draw a koala and label paws, claws, nose, ears, grey fur, and a pouch. Draw her baby on her back.

TEXT CRITIC



Ask students if the book helped them get information about koalas. How?

Why is the book illustrated with photographs and not drawings? Have students discuss whether photographs are more suitable or not. How do the photos clarify information or not?

17b Questions About Koalas

Name _____

1. Sort the words.

leaves teeth means feet eat sleep

ee

ea

2. Write adjectives for the nouns.

_____ noses

_____ ears

_____ paws

3. Match the ordinal numbers to the numerals and record in order.

third second fifth first sixth fourth seventh

4 7 1 2 5 3 6

17b Questions About Koalas

Name _____

Time Line

Fill in the development of a baby koala for each age.

Birth	
6 months	
9 months	
1 year	

17b Questions About Koalas

Name _____

Graphic Organiser

Read the book to find out about koalas. Fill in the boxes to organise the information that you learn.

