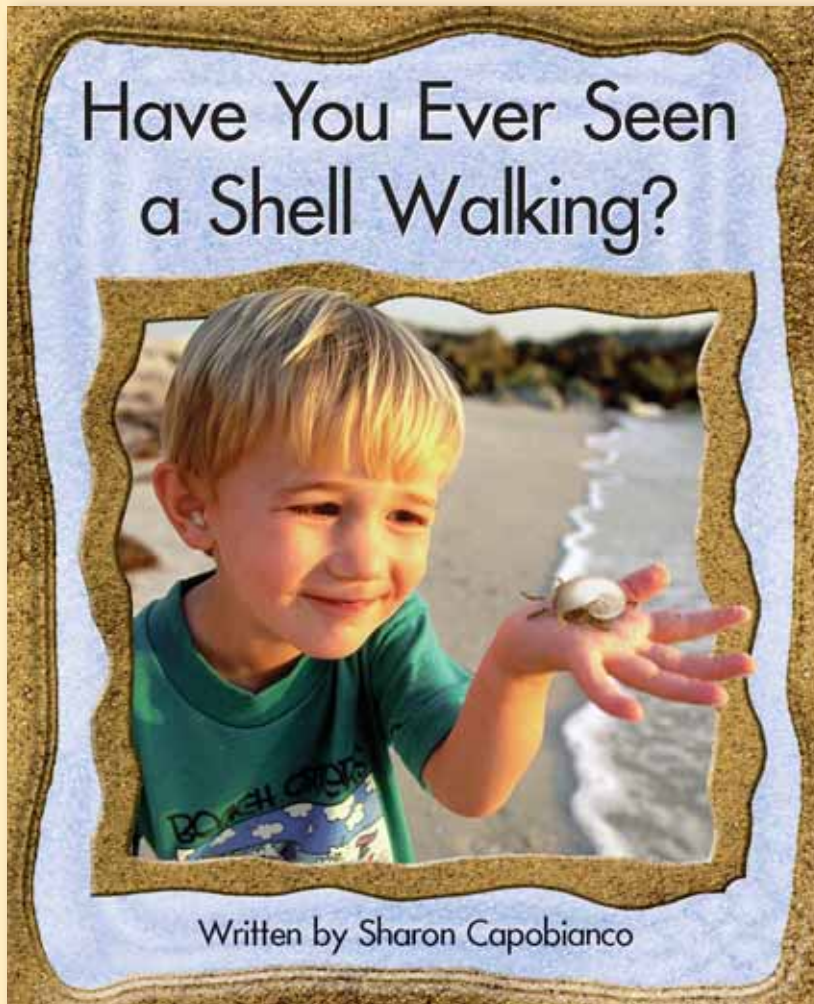




Level 19

Book b



Level	19
Word Count	460
Text Type	Factual description
High-Frequency Word/s Introduced	



The Mystery of the Flattened Flowers

Have You Ever Seen a Shell Walking?

New Schoolmates

What Lives in a Rotting Log?

The Kite

Worker Magnetic Termites

The Zigzag Kayak Trip

Amazing Humpback Whales

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

Discuss the front cover with students. Where is the boy and what is he doing? What is the hermit crab doing? What would it feel like to the boy? Have students share similar experiences responding to the title question. Recall previous books students may have read about hermit crabs.

Explain to students that they are going to read a factual description about hermit crabs. Ask students what they know about hermit crabs, and what new information they would like to learn.

Preview the table of contents and predict whether the book will answer their questions. Discuss the headings and how each one gives an overview of the key facts in the chapter.

Read the glossary and index, and model how these features will support their learning. Introduce and explain the *Information Web* BLM.

DURING READING

Revise guided silent reading with students, by explaining to them that you will ask a key question before they read samples of text, and that you will expect their response after they have read the sample.

Pages 2–5 Why do hermit crabs need to find a shell and what part of their body does it protect?

Pages 6–7 Read the text and photograph caption. Then talk to the person next to you about how the hermit crab uses three different sets of legs.

Pages 8–9 How do the crabs use their pincer and smaller claw?

Pages 10–11 What happens as the hermit crab grows too big for the exoskeleton? Use the diagram to support the information.

Continue through the book, focusing students' reading on key concepts.

The Mystery of the Flattened Flowers

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AFTER READING

Have students discuss the new information they found most interesting, and encourage them to return to the text, or text features, to support their comments.

Ask students to reread the book, reminding them to use the photographs to clarify the text information, and to prepare to locate and extract relevant information.

Have students complete the *Information Web* BLM.

The Kite

Worker Magnetic Termites

The Zigzag Kayak Trip

Amazing Humpback Whales

CODE BREAKER



Developing Specific Skills

Compound words – everywhere, inside, seashell, cannot, someone, another

Base words – dangerous, because, exoskeleton, protection, defence, moulting

Adjectives

Subject-related vocabulary

Prefix – *pro* – protect, process

TEXT USER



Make predictions and preview the text using the text features such as the table of contents, headings, photographs, captions, and charts.

Use the factual description to locate and extract relevant information.

Read the text and use the text features to find and record information on an *Information Web*.

MEANING MAKER



Relate the title to students' experiences.

Have students draw and colour a hermit crab, then write a caption for the picture. Collate the captioned pictures for a hermit crab booklet.

Play a quiz game about hermit crabs. Seat students in a circle. Have them pass a small ball around the circle. As each student receives the ball they tell one fact. If they cannot think of a fact, they are out of the circle.

TEXT CRITIC



Ask students to comment on and discuss the design of the book, noting details such as each page number on a shell. Talk about the link between the design and theme of the book. Discuss how the design added to their enjoyment of the book.

Have students talk about whether prior experience with hermit crabs would help/did help them understand the factual description. Did the photographs replace prior experience or add to it?

19b Have You Ever Seen a Shell Walking? Name _____

1. Adjectives help describe something. Add the appropriate interesting adjective to nouns from the book. The first one is done for you.

hermit crabs _____ shells _____ claw
_____, _____ legs _____ abdomen
_____, _____ exoskeleton _____ body

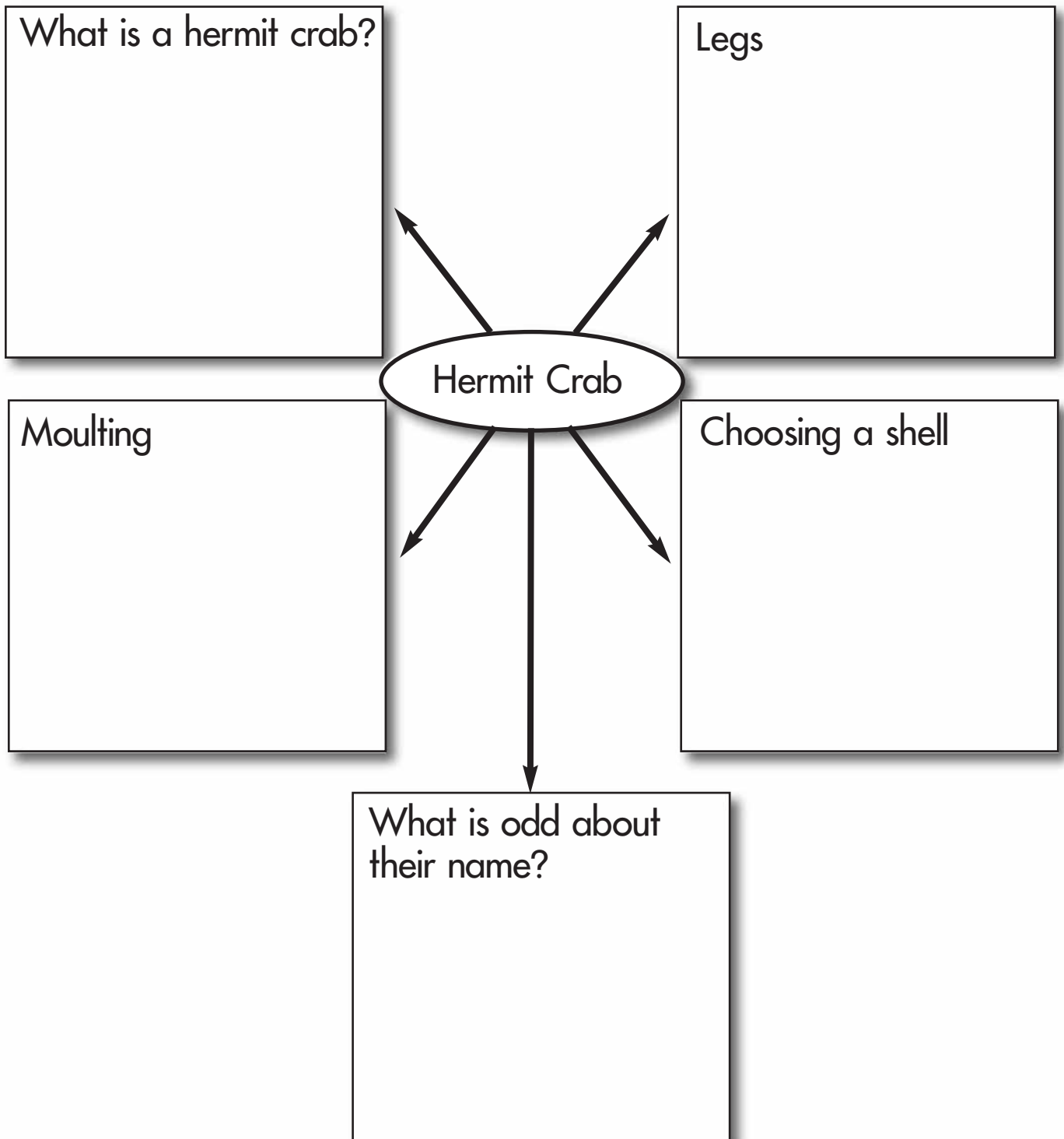
2. Write two words together to make compound words.

in	not	_____ inside _____
sea	where	_____
an	side	_____
some	shell	_____
every	other	_____
can	one	_____

19b Have You Ever Seen a Shell Walking? Name _____

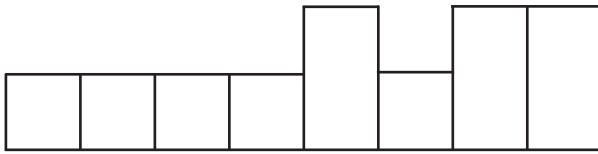
Information Web

Use the information from the book to fill in the boxes.

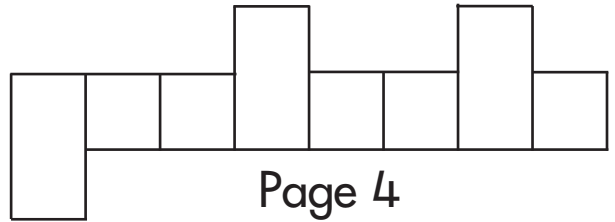


19b Have You Ever Seen a Shell Walking? Name _____

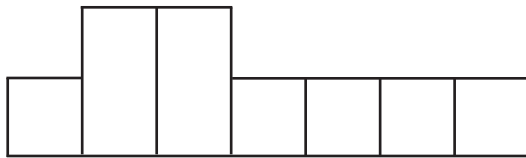
1. Use the page number clues to find these topic words.



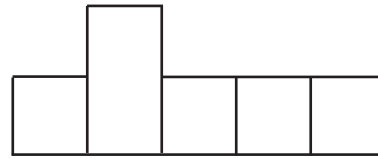
Page 2



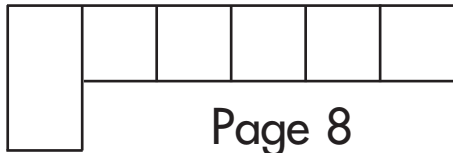
Page 4



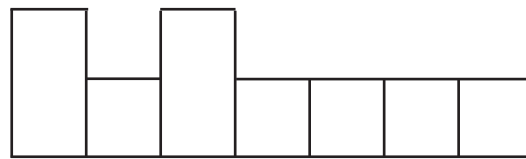
Page 4



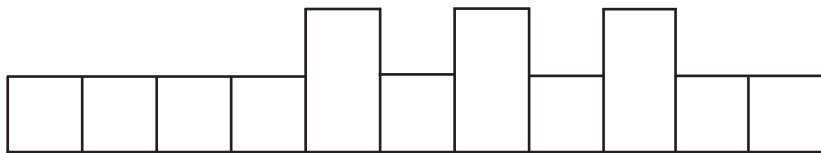
Page 6



Page 8



Page 8



Page 10



Page 19

2. Use these words to help you make some interesting 'Did you know?' facts with information that you found in the text.

Did you know...

Did you know...

Did you know...