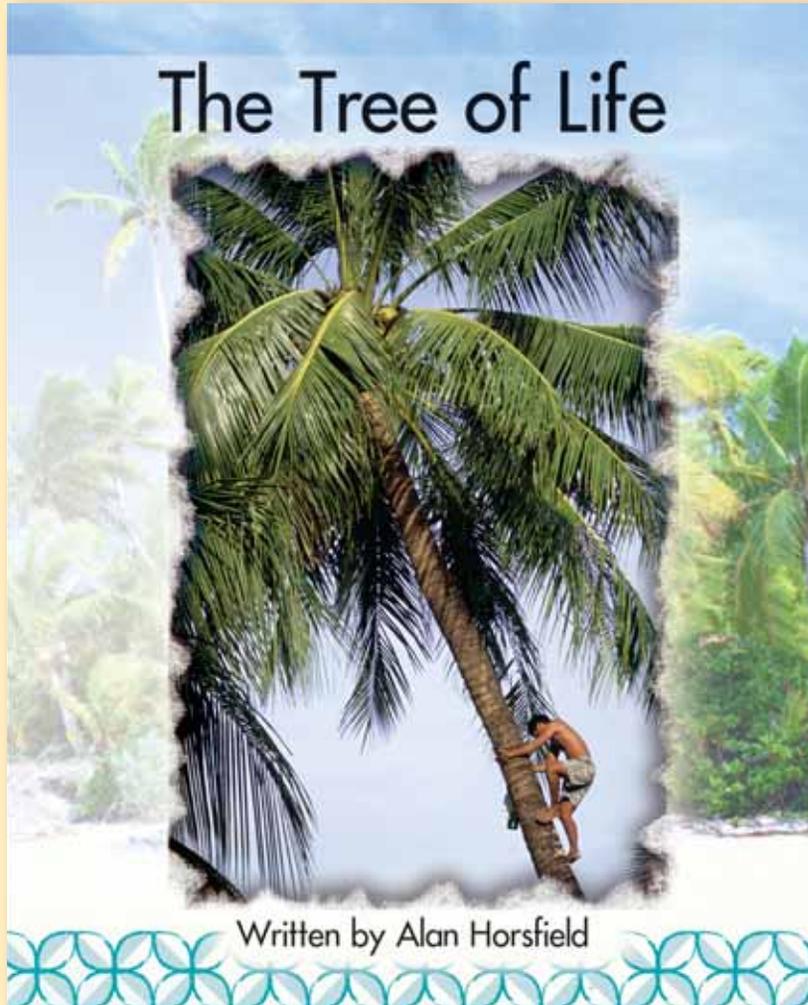




Level 20 Book d



| | |
|-------------------|---------------------|
| Level | 20 |
| Word Count | 502 |
| Text Type | Factual description |
| High-Frequency | grow |
| 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

Share the front cover with students. Ask students to use the photo to identify the tree of life. What do they know about a coconut palm? Why is it called the tree of life?

Use the table of contents to preview the text. Model how to use the table of contents by asking students what information they will find on a particular subject, e.g. Using the Leaves. Have students turn to this page in the book. Discuss the heading and how it gives students an overview of the key information in the chapter.

Have students turn to the glossary and index. Discuss their purpose and how to use them. Remind students they can use the glossary and index to assist them as they read the text.

Give students a copy of the *Information Web*. Explain to students that when they finish reading *The Tree of Life* they will organise the information they have learned under each heading on the *Information Web*.

Review strategies students can use to read and understand unfamiliar words. They can use the context, photographs, captions, diagram, map, glossary, and index.

DURING READING

Explain that a factual description begins with a general statement to introduce the topic. Ask students to read the introduction with the person next to them. Have students discuss the key information with reference to the maps and key.

Pages 4–5 Explain that the information is organised into paragraphs and each paragraph is a new description. Ask students to read and then be prepared to share one information fact with the group.

Pages 6–7 Ask students to read and find out when coconuts fall to the ground.

Continue guiding students' reading by setting a purpose before they begin independently reading each chapter. Expect students to respond with the information at the end of the chapter.

Remind students to read the captions and the diagram.

AFTER READING

Ask students to focus on key information in the text. Have students choose a chapter to reread and report one key fact to the group. Ask them to return to page 20 and discuss the cross-section diagram.

Ask students what interesting information they learned about the tree of life that they didn't know before. Can they find the places in the text with that information?

Have students complete the *Information Web* BLM.

**Developing Specific Skills**

Present tense

Base words – traditional, different, bunches, floated, making, spiky

i before e except after c rule – ceiling

Opposites – outer/inner, above/below, empty/full, dead/alive, longer/shorter, older/younger, thick/thin, strong/weak

Syllables – coconut, furniture, copra, candles, medicines, flavours, mixture, collect

Spelling pattern – *ure* – furniture, mixture



Discuss the layout and design of the cross-section diagram. Ask students to draw and label a cross-section of another fruit – apple, pear, banana, etc.

Talk about the use of a key to access information.

Discuss with students how an information report is written – characteristics (text structure/grammatical features) and framework.

Discuss the purpose of the information report and its intended audience.

MEANING MAKER



Discuss the difference between fresh coconut flesh and copra.

Create a tactile learning centre with products from the tree of life – coconut, milky water, coconut cream, coconut milk, flesh, husk, oil, soap, candle, shell, coir, cake, sweets, mat, rope, basket, hat, fan, skirt, dessicated coconut, etc.

Have students draw or paint pictures of coconut palms.

Students can write a short report and include some visual features such as diagrams and keys.

TEXT CRITIC



Have students consider how the structure and features of the report helped them access key information, and think critically about the tree of life. How was sorting and sifting information easier and therefore quicker, because of the layout and organisation?

Have students check if each photo connects with the key information on the matching page.

20d The Tree of Life

Name _____

1. Match the opposites.

| | |
|---------|--------|
| empty | alive |
| above | strong |
| dead | older |
| weak | full |
| younger | inner |
| thick | below |
| outer | thin |

2. Draw pictures to illustrate one pair of opposites.



20d The Tree of Life

Name _____

Use the text to write information in the table.

| Coconut palm parts | How they are used |
|--------------------|-------------------|
| Roots | |
| Trunk | |
| Leaves | |
| Fruit | |

Information Web

What is a coconut palm?

Why is it called the tree of life?



Where does it grow?

What is a coconut?
What do people do with coconuts?