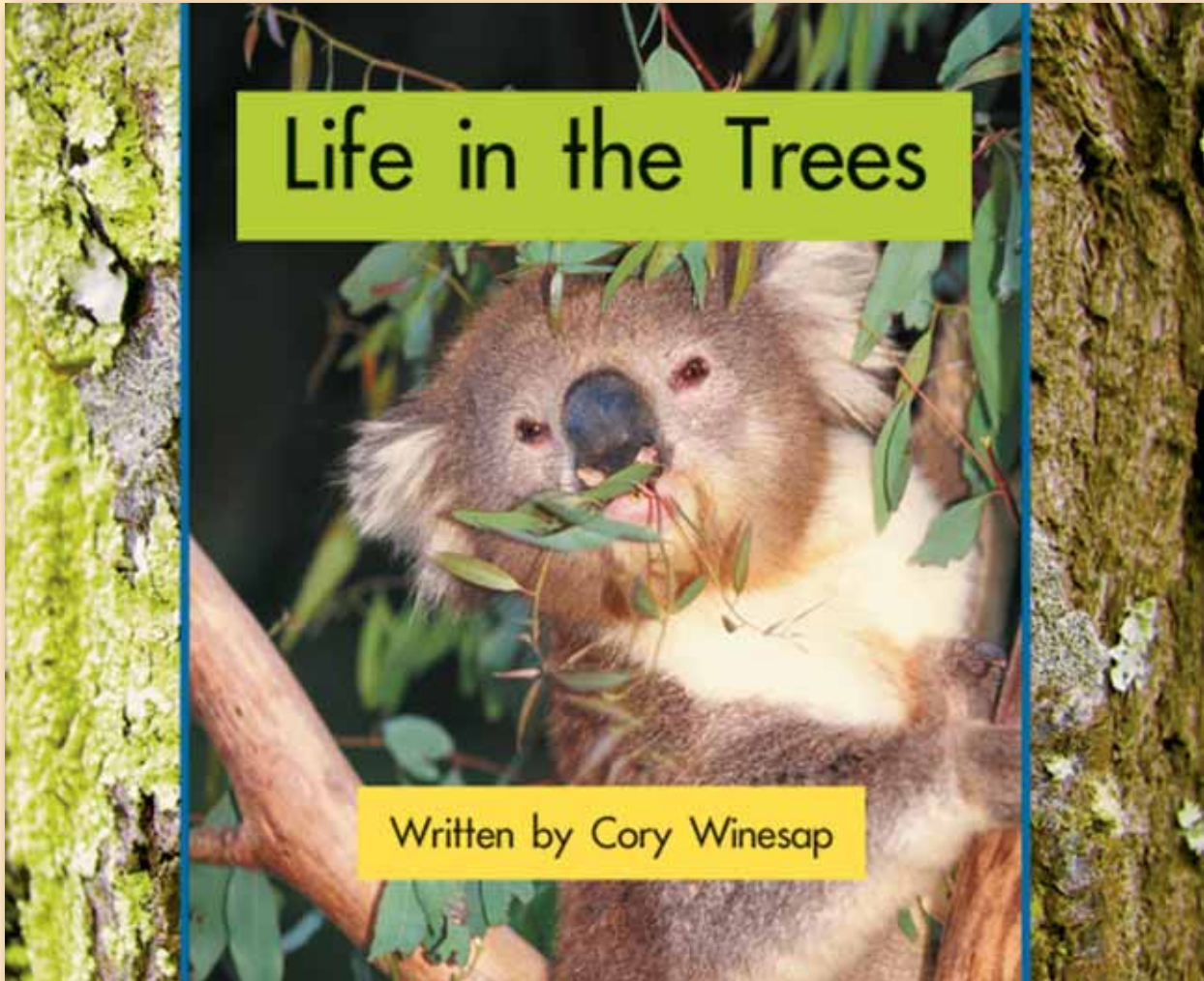




Level 8 Book 6



Level	8
Word Count	147
Text Type	Information report
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. 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 critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

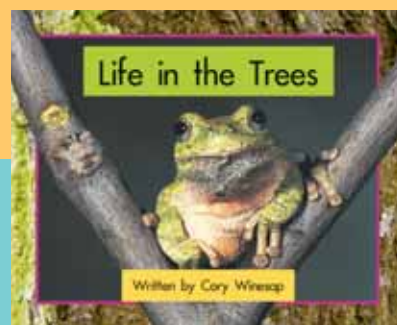
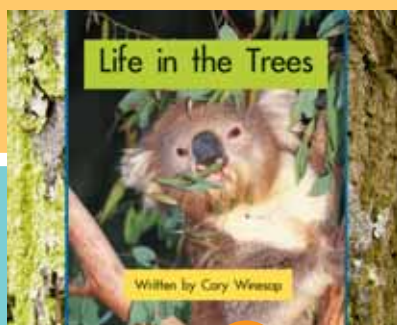
Cover & Title Page



Ask the children to look at the cover and title page photos and the book title. What do they think is happening in the photos? What will the book be about?



Discuss with the children their reading strategies. What will they do when they come across a word they don't know? How will they solve their problems?



Ask the children to respond to the text. What new information did they find out about life in trees? What information did they find interesting? Compare the information in this book to the tree life in their communities.

AFTER READING

BEFORE READING

2/3

Invite the children to look at the photos on pages 2 and 3. What information do the photos give about trees?



Discuss with the children the information on pages 2 and 3. Ask the children to share their own experiences about trees. What do they know? What more do they want to find out?

Write *trunk* and *tree* on the board. Ask the children to identify the initial consonant blend. Invite them to supply other words that start with the same blend as *trunk* and *tree*.

AFTER READING

BEFORE READING

4/5

Invite the children to look at the photo. What information do they think they will find out when they read this page?

Explain or review the function of question marks. Ask the children to find a question mark on this page. Explain that questions and answers are a feature of this text.



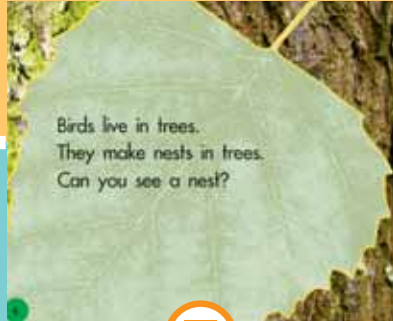
Ask the children what they know about birds that live in trees. Do they know the name of the birds in the photo? Can they think of other birds that live in trees?

Ask the children to scan through the text to find the questions. Discuss the question/answer format of the text. Did the children use the format to make the text easier to read?

AFTER READING

Invite the children to look at the photo on page 7. Have them predict what they will find out when they read these pages.

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? How often did the photos help them? How often did they use the question marks?



Discuss with the children the life of birds in trees. Have they seen a bird's nest? Why do birds build nests? Why do they think birds build nests in trees?

Invite the children to look at the photo. What kind of animal is in the photo? What do they already know about this animal?

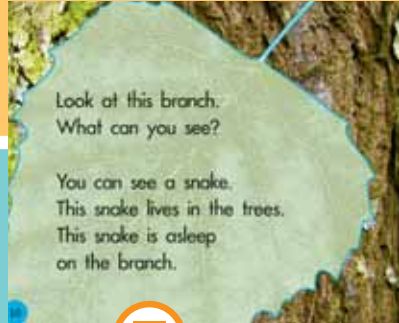


Discuss koalas in more depth. Why are koalas able to live in trees? How do they climb trees? What kind of trees do koalas live in?

Invite the children to look at the words *koala* and *koalas*. What is the difference between these words? Does the meaning change? Explain or review the difference between singular and plural words.

BEFORE READING 10/11

Invite the children to talk about this photo. Where is the snake? What is the snake doing?



Look at this branch.
What can you see?

You can see a snake.
This snake lives in the trees.
This snake is asleep
on the branch.



Discuss with the children snakes that live in trees. How would the colour of the snake affect its life in the tree? Have the children talk about the similarities and differences between snakes that live in trees and snakes that live in water.

AFTER READING

BEFORE READING 12/13

Have the children look at the photo on page 13. Where is the frog? Did the children know that some frogs can live in trees?



Look at this branch.
There is a frog on this branch.
This frog is a tree frog.



Discuss frogs in more depth. Do the children know where frogs usually live? Why might some frogs live in trees? How do frogs climb trees?

Write *branch* and *frog* on the board. Ask the children to supply words that start with the same consonant blends as *branch* or *frog*.

AFTER READING

Have the children look at the photo on page 15. What can they see? What does it have to do with life in trees?



Discuss the life of a caterpillar in a tree with the children. Why do caterpillars live in trees? What happens to a caterpillar as it gets older? Does the caterpillar remain in the tree?

Discuss the word *caterpillar* with the children. Ask them to locate small words within the word. Explain that looking for small words within a word can help their reading.

Ask the children to read the glossary entries. Discuss each word and how it relates to its relevant picture.

Ask the children to return to the beginning and read the book independently. Remind them to use the text features to help them with their reading.



Have the children analyze the text. What other animals could the author have written about? Which animals would have made a more interesting book?

Discuss with the children how they can use the information in the text. What can they now tell people about life in trees?

8 b Life in the Trees

Name _____

1. Answer **Yes** or **No** to the following questions.

Trees have a trunk, branches and leaves. _____

Birds make nests in trees. _____

Koalas eat grass and flowers. _____

Snakes cannot climb trees. _____

Some frogs live in trees. _____

Caterpillars can live in trees. _____

2. Write down four animals you can find in a tree.

3. Draw the animals
in the trees.



8 b Life in the Trees

Name _____

1. Change the singular words to plurals.

One bird A flock of _____

One koala Two _____

One snake A nest of _____

One tree frog Two tree _____

One fat caterpillar Two big fat _____

2. Place a question mark or full stop at the end of each sentence.

Can I have a sandwich___

I am very cold___

Can you help me___

I like reading___

Can I go and play___

I went to the zoo___

What is for dinner___