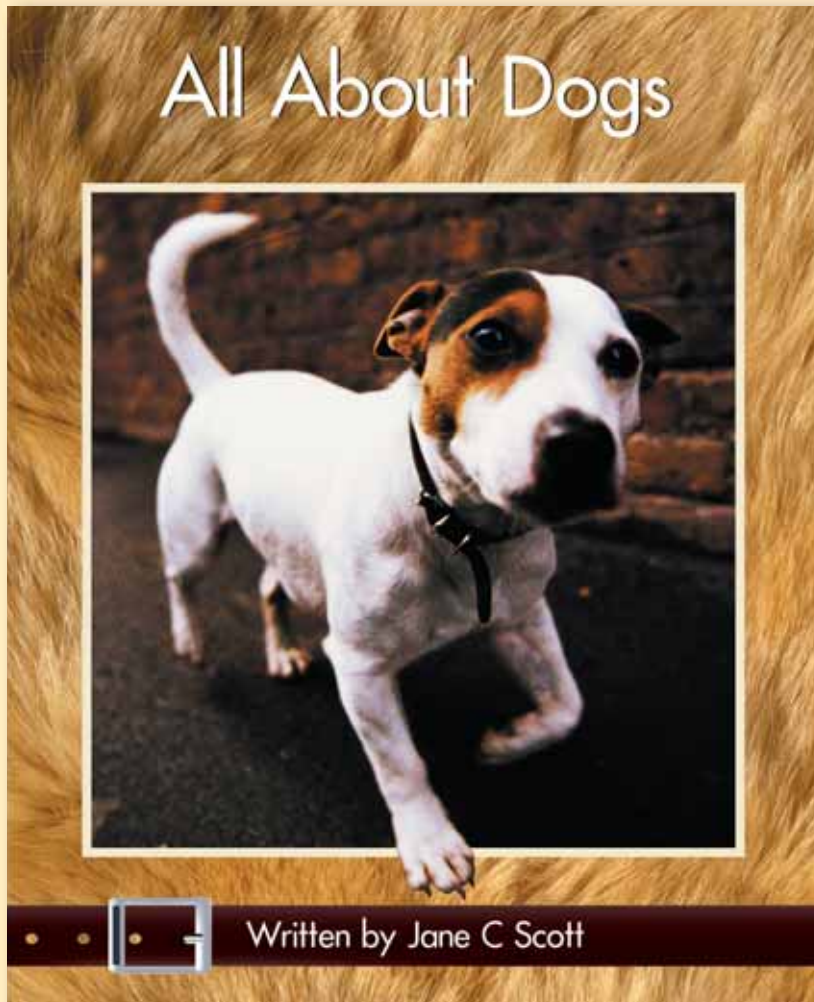




Level 22

Book f



Level	22
Word Count	548
Text Type	Factual description
High-Frequency	week
Word/s Introduced	



MACMILLAN

The New Clubhouse

Help Yourself
to Health

Whisker's Excuses

Magnets Quiz

Munga,
the Bush Monster

All About Dogs

The Red Flyer

Jump, Trundle,
Climb, Slither,
Flap, Snap!

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 of the book with students. Ask what they know about dogs. Ask about their experiences with dogs.

Explain to students that the book is a description of dogs and that it will begin with an introduction. As the information is not in chronological order they may read the chapters in the order that interests them.

Use the table of contents to help students preview the text. Write the word *dogs* on the board and create a web by writing chapter headings – Breeds, Puppies, Ears, Teeth, and Care. Ask students for information they already have to add to the web under the headings, e.g. Breeds – labrador.

Discuss the features of the database – introduction, headings, photographs, captions, labels, glossary, and index.

Give students a copy of their *Information Web* and explain that they are to read the book and then complete the *Information Web*.

DURING READING

Ask students to read the introduction and be prepared to share the general information about dogs when they have completed reading page 4.

Explain to students that they are to read independently and silently for more specific information about dogs, and to use the contents page to decide which chapter they would like information on first. Remind students to use the text features to help them, and that they will need information for their database, i.e. the *Information Web* BLM.

Monitor and support students as they access selected information independently.

Ask students to read the story on pages 20–22 and to be prepared to describe the dog in the story with evidence from the text to support their description.

AFTER READING

Ask students to reflect on the reading and information strategies that they used to help them solve any problems.

Ask students to discuss the story on pages 20–22 and comment on how the story could encourage people to own a dog.

Have students name the dogs with jobs from the chart on page 7. Look at the photo on page 3 and name each part of the dogs.

Ask what information they now have about dogs that they didn't have before.

Have students complete their *Information Web*.

CODE BREAKER



Developing Specific Skills

Numbers – words/numerals, e.g. 28 – twenty-eight

Double consonant after a short vowel – puppies, better, digging

Digraphs final sound – teeth, fresh, bath, brush, month

Short vowels – e – legs, wet, plenty, fresh, vegetables, etc

Long vowels – ears, sleep, because, people, need, etc

Short and long vowels – pedigree

Plurals – y to i and add es – puppies, babies

TEXT USER



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

Discuss the purpose of labels.

Locate and extract relevant information from this description.

Have students read the text and use the text features to find and record information on the *Information Web* BLM.

MEANING MAKER

Use the dictionary to clarify words – type, adult, droop. (Answers to *Crossword* BLM – Across – 1. type, 2. care, 4. adult, 5. mongrel, 6. droop, 8. breed. Down – 3. exercise, 7. raw.)

Talk about the information that you think is important.

Ask students to write a description of an animal they know or would like to have.

TEXT CRITIC

What does the author want you to know about dogs? Do you think that information is important?

What other characteristics of dogs might the author have chosen to write about?

Fill in the missing words in the crossword. Use your book to help you.

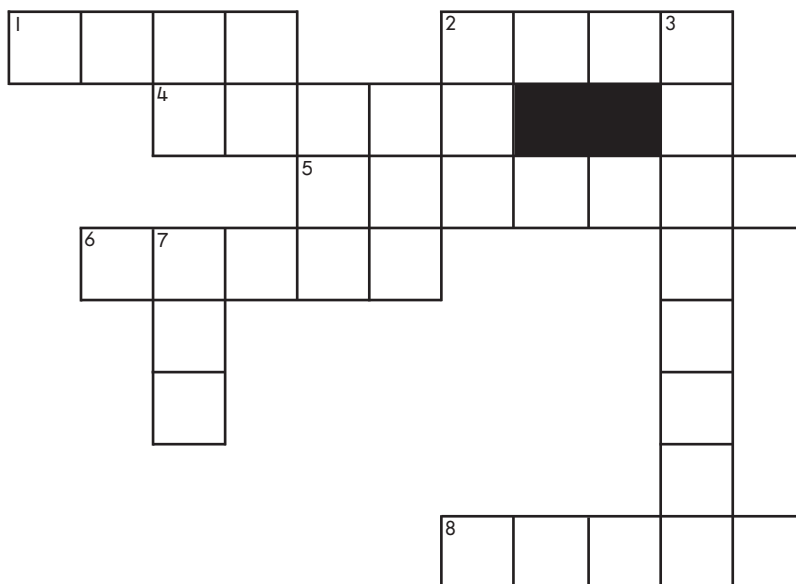
Clues

Across

- 1. a kind
- 2. look after
- 4. a person or animal that is fully grown
- 5. a dog of mixed breeds
- 6. to hang down
- 8. a type of dog

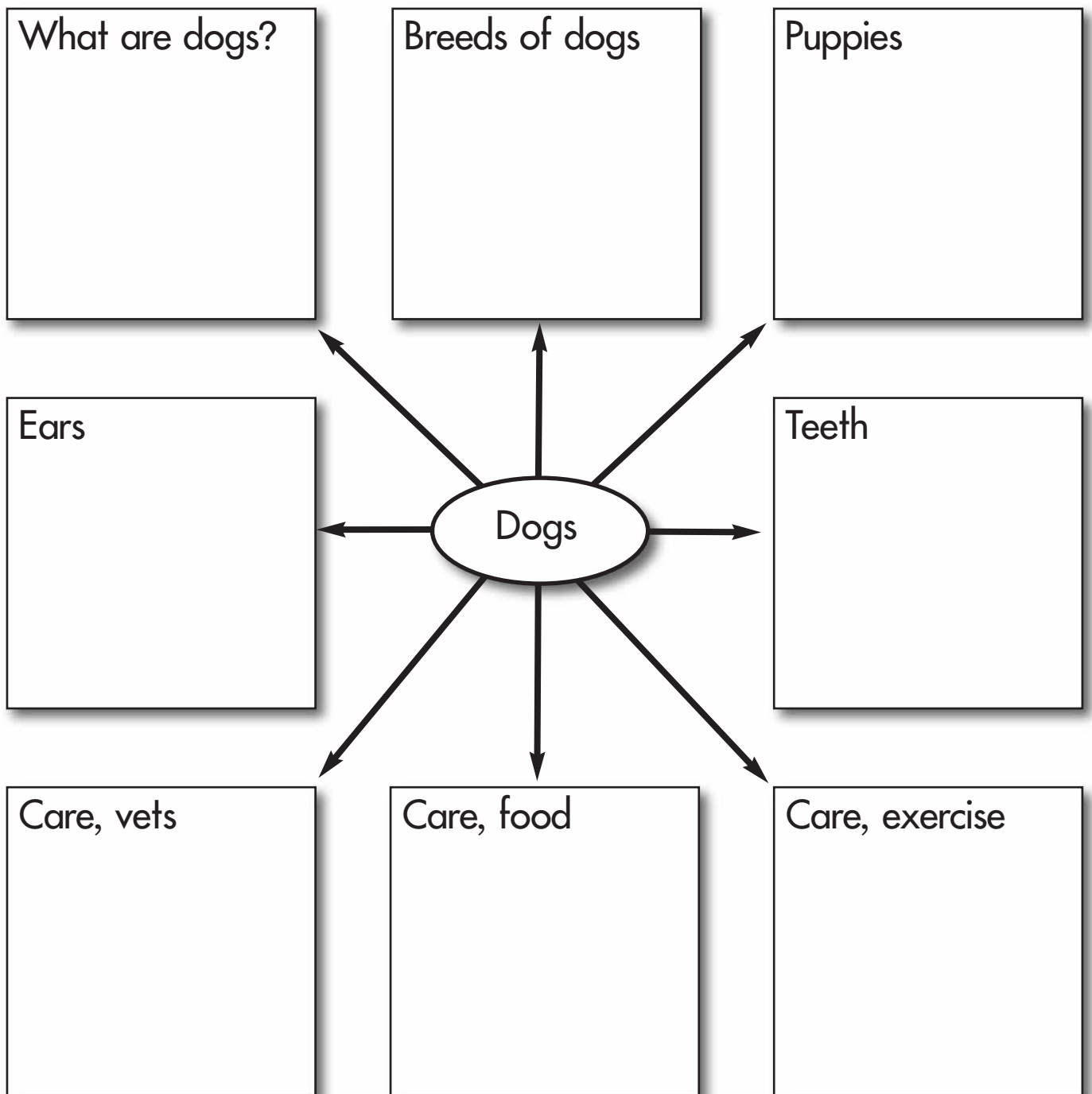
Down

- 3. activity to make the body strong
- 7. uncooked



Information Web

Use information from the book to fill in the boxes.



I. Write the words for the numerals. Use the book to help you.

42 _____

4 _____

28 _____

6 _____

8 _____

9 _____

2 _____

3 _____

How many weeks are there in 4 months? _____

How many months are there in 4 weeks? _____

How many months are there in 9 weeks? _____ months

How many weeks left over? _____ week(s)

2. Draw a dog and a puppy.

