Springboard

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

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Level	22
Word Count	565
Text Type	Information report
High-Frequency Word/s Introduced	food, strong

MACMILLAN

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)*

Share the front cover with students. Discuss the title and explain that the book is an information report about how Australian animals get around and find their food.

Ask students what they already know about the subject. Have them read the contents page and decide which animal they would be interested in reading about first. Remind them to use the features of the book to reinforce their understanding of the text – glossary, index, photographs, captions, and comparison chart.

Introduce the *Database* BLM, discussing with students how to sort and sift for key facts to enter on their BLM, as they read each chapter. Enlarge one page of the book and with students use a highlighter pen to select the key information.

DURING READING

Ask students to read silently and independently, using the contents page to select the order they are interested in reading the chapters in. Remind students to refer to the *Database* BLM to focus their reading.

Monitor and guide reading, providing prompts and encouragement where necessary. Observe and note each student's ability to independently read for information.

AFTER READING

Discuss with students the reading and information strategies they used, and ask if there were problems that they could not solve independently. What were they? What did they try? As a group discuss any other intervention that could have been used to solve the problem/problems.

Ask students to recall some of the new information they now have, to enter on the *Database* BLM. Ask students to give three facts about each animal. Suggest to students that they reread some chapters of the book, to help them recall all the information they will require.

Have students complete their *Database* BLM.

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!

Developing Specific Skills

Vowel phonemes – *ee – ea*

Compound words

Verbs

Alphabetical order – glossary, index

Personal pronoun – their

Read for key facts connected to the key question.

Use the *Database* BLM to organise and record information on six different animals.

Interpret a comparison chart.

Categorise Australian animals – warm-blooded, cold-blooded.

MEANING MAKER

Use questions to explore with students the important information related to the theme of the book. Ask students to find basic facts in the book that directly link to the title or chapter headings.

Ask students to write about how these animals are the same and how they are different.

Ask students to implement a survey of the class or group to record the hours they sleep every day. Record on a graph, which would include the daily sleep hours of a koala. Write a sentence of comparison.

Have students weigh 1 kg of different substances and relate the information to 1 kg of leaves that a koala eats every day.

TEXT CRITIC

Ask students what the author wants them to know about Australian animals. How does the title convey this? Ask students to write a different title and then discuss and compare.

Discuss the picture chart on page 3. How does organising information in this form help the learner? Ask students to make a similar chart to clarify another fact about the animals.

The New Clubhouse
Help Yourself to Health
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Jump, Trundle, Climb, Slither, Flap, Snap!

22h Jump, Trundle, Climb,   Name _____
**   Slither, Flap, Snap!**

1. **Find words in the book with the vowel phonemes *ee* and *ea***
and write them as follows. Add words not in the book.

            ee   ea

          creep   eat

    _____   _____

    _____   _____

    _____   _____

    _____   _____

    _____   _____

    _____   _____

2. **Underline the verbs in these sentences.**

Let's meet some Australian animals that jump, trundle, climb, slither,
flap, and snap.
Blind snakes slither across the ground, searching for food.
Koalas use their sharp claws to climb high up into gum trees.
Wombats trundle along on short legs, looking for grass and shrubs
to eat. They also eat roots, which they find by digging.
At night, freshwater crocodiles snap their strong jaws and teeth
around the fish, insects, frogs, and birds that they eat.

Name _____

Database

	Babies	Eat	Move
Kangaroos			
Wombats			
Koalas			
Blind Snakes			
Tawny Frogmouths			
Freshwater Crocodiles			

22h Jump, Trundle, Climb,   Name _____
Slither, Flap, Snap!

1. Write the two words that make up these compound words.

underground   _____   _____
sometimes   _____   _____
frogmouths   _____   _____
freshwater   _____   _____
another   _____   _____
anywhere   _____   _____

2. Write as many action verbs as you can to describe how animals move and find food. Turn the page over if you need more space.

_____
_____
_____
_____

3. Write as many action verbs as you can to describe all your activities at school. Turn the page over if you need more space.

_____
_____
_____
_____