



Level 23

Book d

T. Rex Trek

Chocolate...Yum!

Thomas Tries
Something New

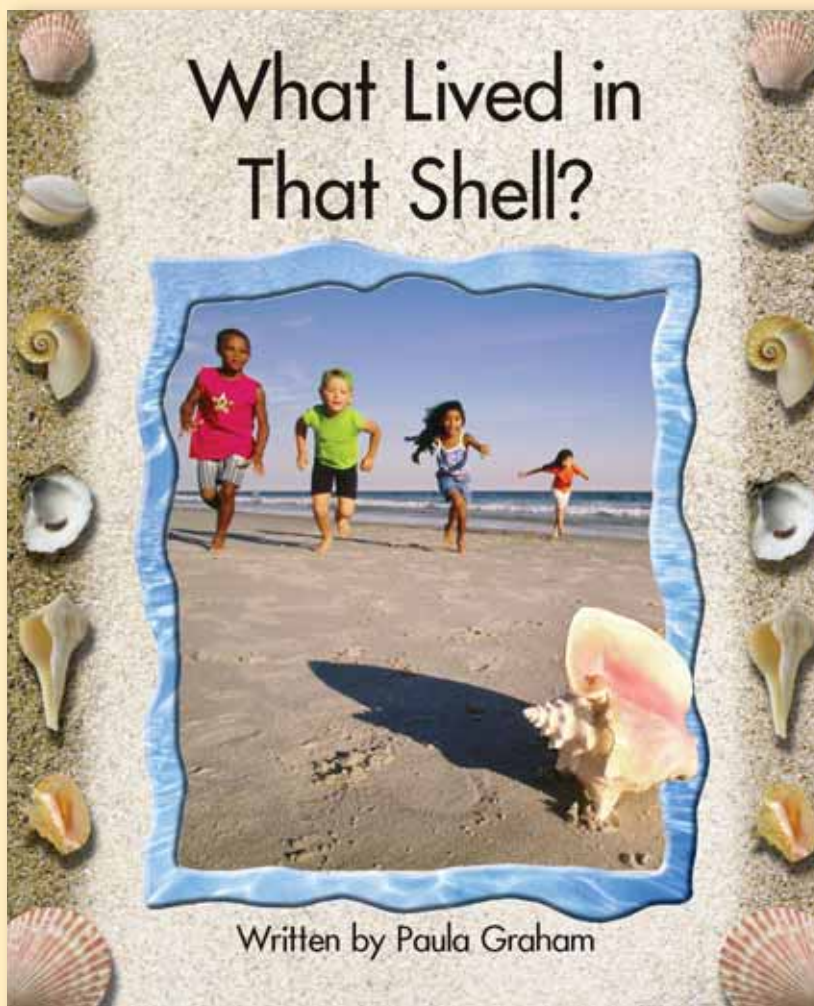
What Lived in
That Shell?

Camping In

Australian
Sea Lions

Why the Turtle
Does Not Fly

Active Volcanoes



Level	23
Word Count	573
Text Type	Information report
High-Frequency	inside
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

Discuss the front cover with students. Read the title and ask what the children are doing. What are they going to find out? Have students share similar experiences.

Read the table of contents to preview the text. Introduce the *Comparison Chart* BLM and explain that after reading the book they will have information to compare and contrast five shellfish. Ask students to predict what information about shellfish could be in the book. Have them discuss what they know and would like to learn about shellfish.

Read the glossary and index, discussing how to utilise the features to support their understanding of new information.

DURING READING

Explain to students that you will guide their reading for information by setting them a purpose for reading each chapter, and that you will expect them to be able to share their response with the group at the end of each chapter.

Pages 2–5 In the introduction, find out how shellfish keep safe from predators, and what the rings on a shell show about a shellfish.

Pages 6–7 What is unusual about how a hermit crab gets a shell? What do they do when their shell becomes too small?

Pages 8–11 Find out what scallops do if a predator comes and how they use their shells to move through water.

Pages 12–15 Why can cone shells be dangerous and what do they do to find their prey?

Continue through the book guiding students by setting purposes for reading, monitoring, and providing support.

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AFTER READING

Ask students to reflect on the reading and information strategies they used to solve problems they had while reading. Discuss the answers to the questions and predictions they made before they read the book. Encourage them to revisit the text to support their responses.

Ask students to reread the book independently, focusing on information to compare and contrast the shellfish.

Have students complete their *Comparison Chart* BLM.

CODE BREAKER



Developing Specific Skills

Triple consonants – *squ* – squirt (page 10)

Suffix – *en* – threatens (page 20)

Alphabetical order – glossary/index – when words have the same first letter

Spelling rule – *i* before *e* except after *c*, when the sound is *ee* – pieces (page 8)

TEXT USER



Have students use the table of contents, headings, captions, glossary, index, and chart to assist reading for inquiry.

Have students read the text and use text features to compare and contrast information on the *Comparison Chart* BLM.

MEANING MAKER



Relate the information about shellfish to students' experiences. Ask students to write about these, and how they feel about collecting shells.

Ask students to add information about shellfish that is not in the book, and extend the database into a wall story, display, or a class book.

Have students draw or paint shells, and prepare the pictures for display with a frame and caption.

TEXT CRITIC



Ask students to discuss how the book has increased their interest in shells and shellfish. Where could they go to find further information?

Have students explore the book, noting the design features. Ask them to discuss with the person next to them what impact the design features made on their enjoyment of reading the book.

23d What Lived in That Shell?

Name _____

1. Rewrite the following lists of words in alphabetical order. When you have the same first letter, you look at the second letter to help you put them in alphabetical order.

a. crab cone called

b. shell sometimes scallop

c. predator push poison people parts

d. bivalve because by back breakfast bulldozer

e. muscle mostly mantle milk mystery meat

2. Write two sentences and include one of the following words in each sentence.

pieces weighs

a. _____

b. _____

23d What Lived in That Shell?

Name _____

Comparison Chart

Fill in the information under each heading.

	Scallop	Oyster
Shells		
Action against a predator		
Special feature		

23d What Lived in That Shell?

Name _____

1. Write the dictionary meaning for each of these words.

2. Write each word in a sentence.

armour

1. _____

2. _____

valve

1. _____

2. _____

hinge

1. _____

2. _____

3. Write about the two most interesting things you learned in this book.

a. _____

b. _____
