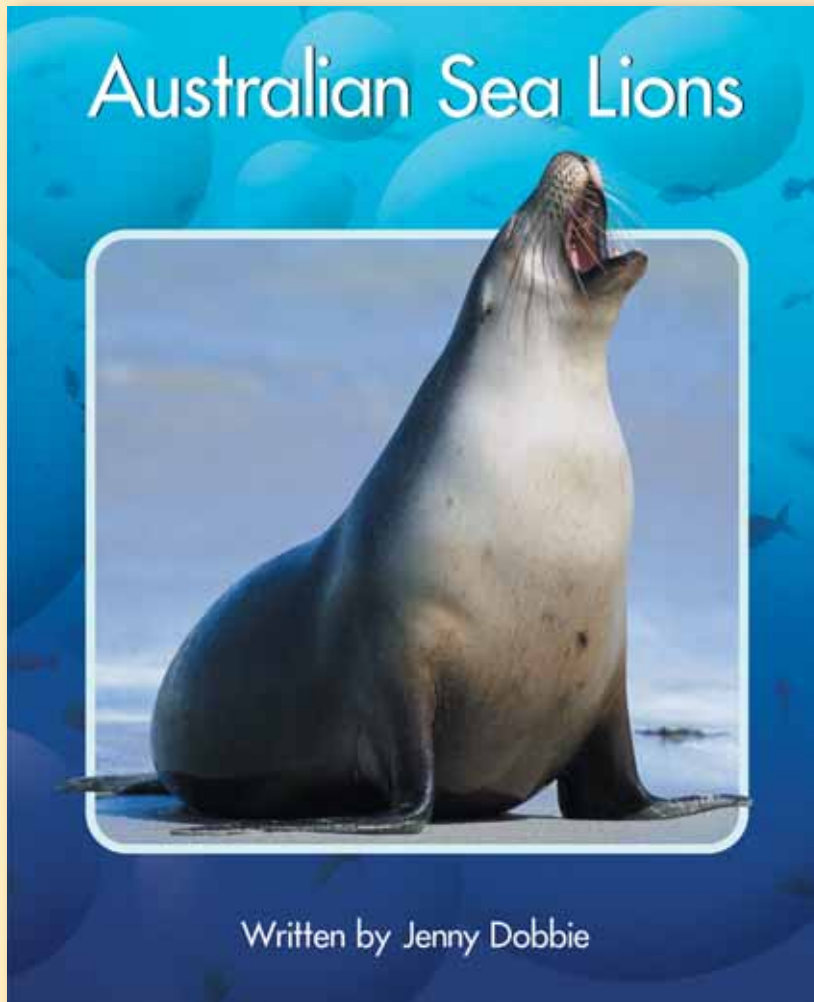




# Level 23

## Book f



Level	23
Word Count	576
Text Type	Factual description
High-Frequency	front
Word/s Introduced	



MACMILLAN

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

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

Tell students that the book is a factual description about Australian sea lions. Explain to students that the purpose is to tell about a subject by describing its features. The reader needs to know what information they need, i.e. have a purpose for reading and know how to sort and sift the book information to answer their questions.

Share the front cover with students, and ask what they know about sea lions.

Ask students to look at the table of contents. Tell them that after they have read the introduction, they may refer to the contents to select the information they are interested in reading first.

Introduce and explain the *Information Map* BLM to students. Have students select four subsidiary questions and write one in each corner of the information map.

Read the glossary and index and tell students that they will meet these words as they read the book.

## DURING READING

Explain the reading task to students. They are to read the book to answer the questions on their *Information Map* about Australian sea lions.

Review strategies they can use to work out unfamiliar words and meanings.

Tell students that when they have read the introduction they should be ready to explain two features of a sea lion.

Some students will now be ready to read the text independently after selecting their chapter pages from the table of contents. Other students may require guidance and monitoring as they develop skills for reading for information.

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## AFTER READING

Ask students to reflect on their reading-for-information strategies. Discuss any problems, and review some information needed to answer their subsidiary questions, e.g. how do male and female sea lions look different? Refer to the table on page 7.

Discuss key facts and, together with the students, highlight these on an enlarged page from the book.

Have students reread information independently, remembering to refer to the tables of information and to cross-check information with the photographs.

After rereading each chapter, write the key answers on the BLM.

# CODE BREAKER



## Developing Specific Skills

Word families – *ask* – bask; *ow* – bow, arrow

Prefix – *de* – depend

Blends – *thr* – throw, threads; *squ* – squid

Base words – different, direction, flippers

Possessive apostrophe – lion's mane, male's neck

# TEXT USER



Sorting and sifting information to answer inquiry questions.

How does a factual description begin? What is the purpose of an introduction? How is the introduction different from information under subsidiary information headings?

Reading and interpreting tables of information.

## MEANING MAKER



Understanding topic-related vocabulary by using the glossary, index, and dictionary.

Words to reinforce with dictionary meanings – protected, reef, steer, basking, tangled.

Refer to a map of Australia to locate the western and southern coast.

Compare the weight of male and female sea lions with the weight of people. Compare the length of the sea lions with the height of people.

Compare 12,000 Australian sea lions with the population of a town or city known to students.

Compare 25 years with the average age of a person's life.

Measure 270 m and 80 m in the playground.

Time seven minutes and five minutes.

## TEXT CRITIC



Ask students to consider if the report includes unnecessary descriptive details, or if it is written in a formal style that is concise and accurate.

Discuss with students if the author writes her opinion or records information in a logical sequence of facts. Have students compare the report writing in the book with persuasive text, e.g. a letter to a newspaper editor.

**23f Australian Sea Lions**    **Name** \_\_\_\_\_

**Write the base words and meanings of these words.**

different \_\_\_\_\_  
\_\_\_\_\_

direction \_\_\_\_\_  
\_\_\_\_\_

flippers \_\_\_\_\_  
\_\_\_\_\_

protected \_\_\_\_\_  
\_\_\_\_\_

basking \_\_\_\_\_  
\_\_\_\_\_

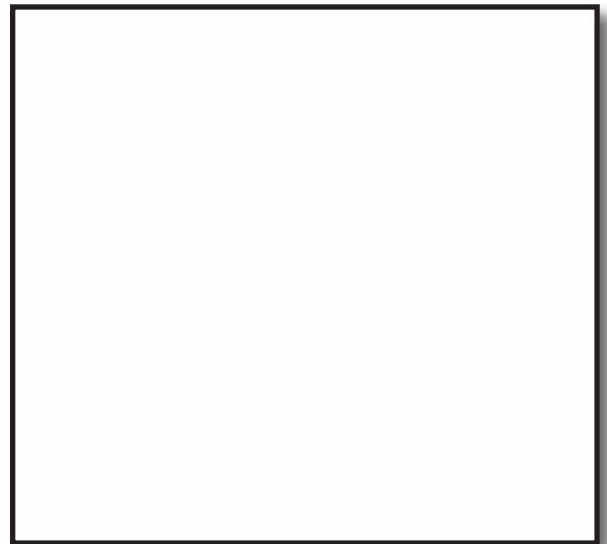
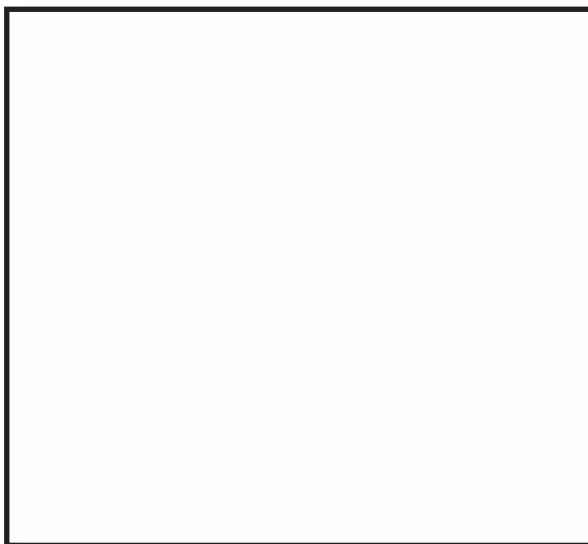
tangled \_\_\_\_\_  
\_\_\_\_\_

depending \_\_\_\_\_  
\_\_\_\_\_

**23f Australian Sea Lions**    **Name** \_\_\_\_\_

**Information Map**

Think up four questions about sea lions and write the answers below. Example question – What does the Australian sea lion eat?



# 23f Australian Sea Lions

Name \_\_\_\_\_

1. Write the word families.

ask  
bask

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ow  
arrow

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2. Write a sentence using a word from each word family.

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3. Write words beginning with these blends.

thr

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---

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squ

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