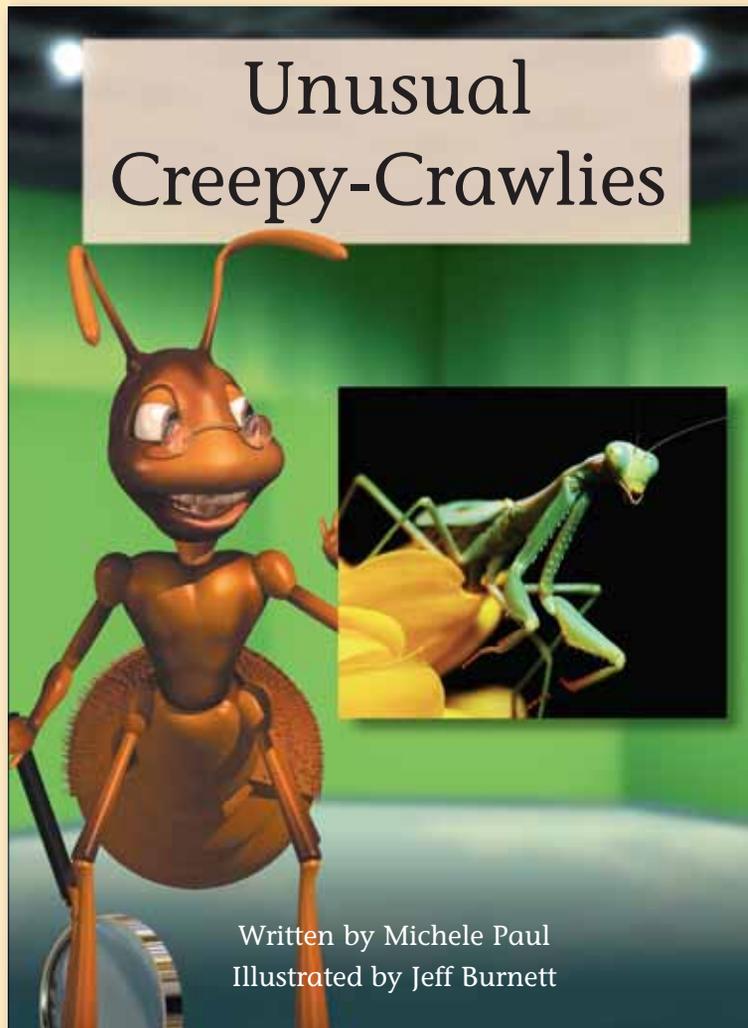




# Level 27

## Book b



Level	27
Word Count	812
Text Type	Information Report (Interview)
High-Frequency	head, tell
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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What are creepy-crawlies? Can you guess what this book will be about? Do you think the book is non-fiction (fact) or fiction (imaginative)? What does the illustration suggest to you?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *Were your predictions about this book correct? What are creepy-crawlies?*

**Pages 4–5** *What are two unusual features of the praying mantis?*

**Pages 6–7** *How many legs does a praying mantis have? What is unusual about its front legs?*

**Pages 8–11** *Name three things a praying mantis eats. What is camouflage? What are two ways camouflage helps the praying mantis?*

**Pages 12–13** *Name a dangerous creepy-crawly. How does this creepy-crawly defend itself?*

**Pages 14–15** *What do scorpions eat?*

**Pages 16–17** *What is unusual about scorpions that live in caves?*

**Pages 18–19** *How many legs does a scorpion have? How do they differ from spiders?*

**Pages 20–22** *Name one other unusual thing about scorpions.*

## AFTER READING

Ask the students to work with a partner. Have them reread the book aloud. Have each student read the part of either Alan Ant or Michele. Remind the students to read the captions of the photographs and diagrams as well as the main text.

**Developing Specific Skills**

Plurals – explain the rule: change *y* to *ie* and add *s* (*crawly* / *crawlies*)

See the BLM.

*Pray* / *prey* – read page 4 and discuss with the students these two words and their meanings.

See the BLM.

Encourage the students to participate in a class discussion – *Have you ever seen a praying mantis or scorpion? What other unusual creepy-crawlies do you know about? Make a list on the board. What makes them unusual?*

## MEANING MAKER



Ask the students – *What type of creature is Michele? On page 17 the scorpion has caught a katydid. What is a katydid? Compare the praying mantis and the scorpion. What are the main differences between these two creepy-crawlies?*

See the BLM.

## TEXT CRITIC



The author has written this book in an interesting way. Discuss again with the students whether this is a fiction or non-fiction book. Discuss the technique of using an interview style. Ask – *Do you think this is an effective way to present information? Explain your answer. Why do you think the author has used imaginary characters to present the information? What effect does this have on the reader?*

See the BLM.

## 27b Unusual Creepy-Crawlies Name \_\_\_\_\_

### Plurals

Some words change when they become plural (more than one), for example, *crawly* / *crawlies*. Remember the rule – for words ending in *y*, change the *y* to *ie* and add *s*. Make these words into plurals. The first one has been done for you.

baby / babies

story /

aunty /

berry /

teddy /

pony /

There are some words that do not fit this rule –

toy / toys

day / days

boy / boys

trolley / trolleys

### Homophones

Homophones are words that sound the same but are spelled differently and have a different meaning, for example, *pray* / *prey*. Reread *Unusual Creepy-Crawlies* to find any other homophones. Write them below. When you have finished, check with your partner to see if you have missed any.

## 27b Unusual Creepy-Crawlies Name \_\_\_\_\_

Complete the table below, then answer the questions about the praying mantis and the scorpion.

	<b>Praying mantis</b>	<b>Scorpion</b>
How many legs?		
How many eyes?		
Colour		
What do they eat?		
Habitat		
One unusual feature		

Which creature do you think is more unusual – a praying mantis or a scorpion? Why?

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Which would you rather have land on you – a praying mantis or a scorpion? Why?

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## 27b Unusual Creepy-Crawlies Name \_\_\_\_\_

The author of *Unusual Creepy-Crawlies* has written the book as an interview. Work with your partner to write two new interviews. You can choose your own topic or write about one of the following –

- The sport I like best
- My unusual relatives
- A typical day at school
- The thing that makes me really cross

Here are a few things to remember about interviews –

- The interviewer begins by introducing the guest and the topic for discussion.
- The interviewer asks questions that require a reasonably long answer – not a *yes* or *no* answer.
- The guest should know plenty of facts about the topic.
- The interviewer can comment on what the guest says as well as ask questions. (Look at how Michele does this in the book.)
- The interviewer ends by thanking the guest.

Look carefully at the way the interview is written in the book *Unusual Creepy-Crawlies*, with each person's name at the start of their words.

When you have finished writing your two interviews, practise them, improve them if necessary, and read them to the class.