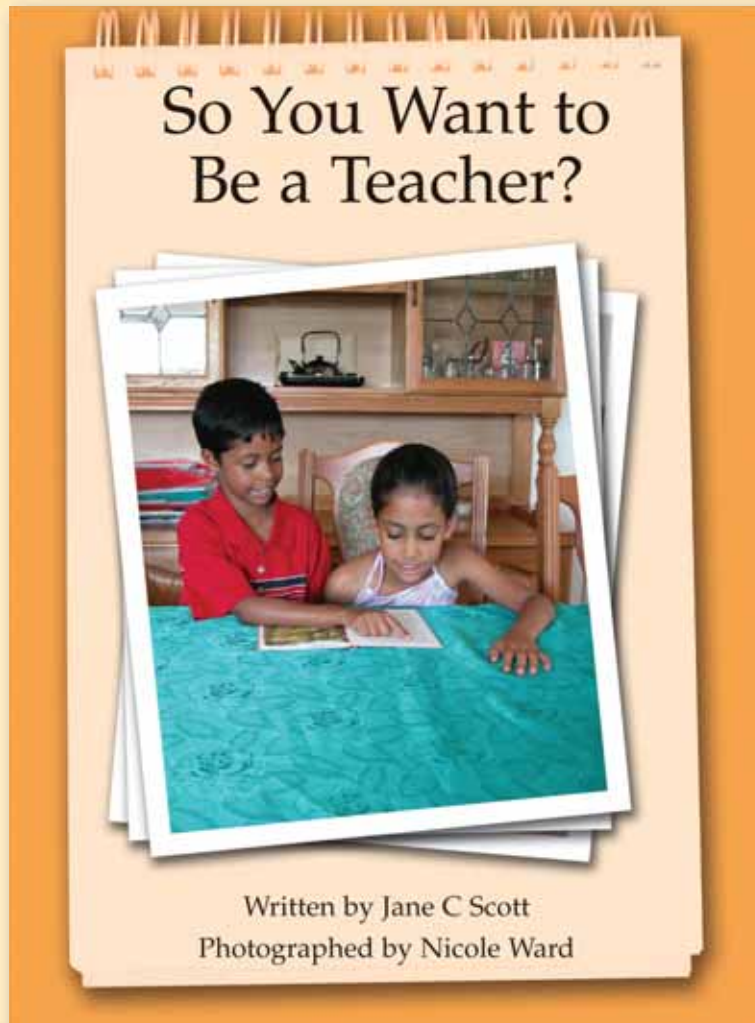




# Level 25

## Book f



Level	25
Word Count	714
Text Type	Argument/Persuasion
High-Frequency	learn, might
Word/s Introduced	



The Jungle  
Adventure Story

Surviving in  
the Tundra

Accident on the  
Bike Track

Rice - From Paddy  
Field to Plate

Eat Your Vegies

So You Want to  
Be a Teacher?

The Little Mermaid

Nocturnal Animals

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 photographer on the front cover. Ask the students – *Has anyone thought about becoming a teacher? What other sorts of teachers are there aside from schoolteachers?*

## 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** *How does this author describe a teacher?*

**Pages 4–5** *What skills do you have that you might be able to teach others?*

**Pages 6–11** *What are two things that the author suggests you might be able to teach others?*

**Pages 12–13** *What qualities do all teachers need? What is one way to help people understand a new skill?*

**Pages 14–15** *Do you agree with the list of what a teacher should be on page 14?*

**Pages 16–17** *What is one of the hardest things about teaching?*

**Pages 18–19** *How long does it take to train as a professional teacher?*

**Pages 20–22** *What are two ways to learn how to teach children?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Have the students take turns reading the chapters, focusing particularly on the lists on pages 6, 8, 14, 17, and 19.

## CODE BREAKER



### **Developing Specific Skills**

Word building – *ee* – *career, degree, need*

Glossary words – ask the students to locate the words printed in bold and check their meanings in the glossary.

Have the students practise the pronunciation and spelling of these words with their partner and add them to their spelling lists.

## TEXT USER



Ask the students to suggest other occupations that they have thought about, for example – plumber, police officer, nurse, shop assistant.

Use the BLM to come up with ideas about these occupations.

## MEANING MAKER

Discuss with the students – *Do you think the author gives a positive or negative (good or bad) idea of teaching? How does the author achieve this? Can you think of anything negative that might be involved with teaching?*

## TEXT CRITIC

The author has used several lists in this book. Ask the students if they think this is an effective way to organise information. *Why? What is another way that the author could have used?*

Ask the students – *Why do you think photographs have been used in this book instead of drawings?*

## 25f So You Want to Be a Teacher?

Name \_\_\_\_\_

Teaching is one occupation or job. Make a list of other occupations. Check your list with others in the class and add any that you did not think of.

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Choose a job that interests you. Make a list of qualities that you think you would need to have in order to do this job (use the checklist on page 14 of the book *So You Want to Be a Teacher?* as a guide).

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Read the list of qualities to others in the class and see if they can guess the occupation you have written about.

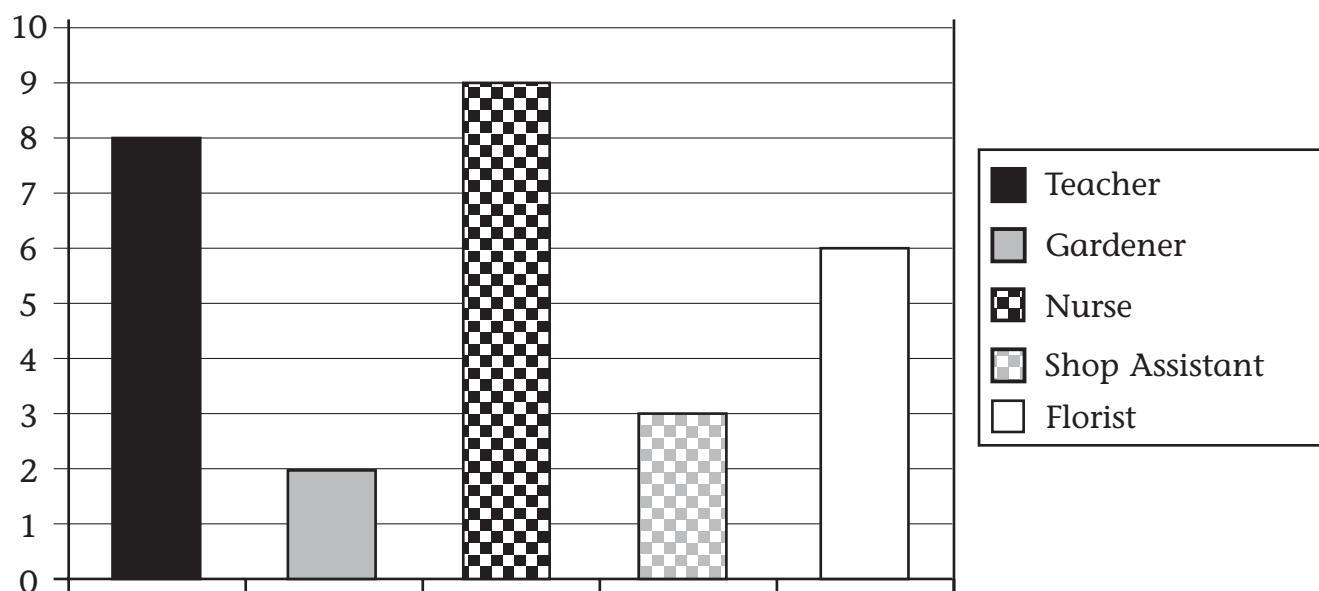
## 25f So You Want to Be a Teacher?

Name \_\_\_\_\_

Conduct a class survey to find out about the jobs that students are interested in doing when they leave school.

Ask each student in the class which job they are most interested in. Record the information as you go, then compile a graph.

Your graph could look like this one.



Other surveys you could conduct include the occupations of parents of students in your class, or the length of time it takes to train for different jobs.

## 25f So You Want to Be a Teacher?

Name \_\_\_\_\_

Using the book *So You Want to Be a Teacher?*, write a journal entry for one day in the life of a teacher. (Your classroom teacher will also be able to help you.) Include details such as –

- Time to start and finish work
- Activities during the day
- Meetings to go to
- Work to do at home

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On the back of this sheet write another journal entry for one day in the life of another occupation you are interested in. Do some research on the Internet to find out the sorts of activities you would do, the hours you would work, and where you would work.

Discuss with your teacher about inviting guest speakers to your class to talk about the jobs they have.