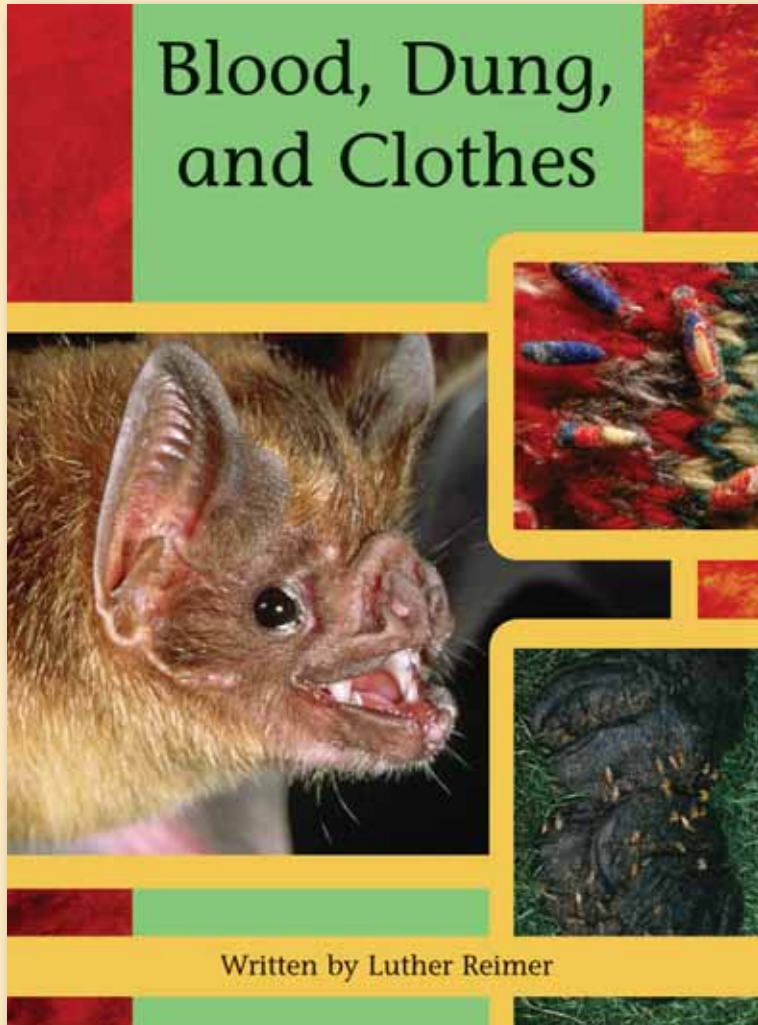




Level 26 Book b



Level	26
Word Count	796
Text Type	Information Report
High-Frequency	know, only
Word/s Introduced	



MACMILLAN

The Extraordinary House

Blood, Dung, and Clothes

Captain Gallant

Tsunami Survival Stories

Tiddalick, the Greedy Frog

Athletics

The Phantom Robber Mystery

Dino Info

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 name of the author on the front cover. Ask the students – *Can you think of any connection between these three things – blood, dung, and clothes? Why would the author write a book about these three things?*

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 2–7 *What are the three groups of animals? Before turning to page 8, can you guess the three foods that the author is going to talk about? (Think again about the title of this book!)*

Pages 8–13 *Which animal drinks blood for its food? Where does this animal live? How does this animal drink blood without waking its prey?*

Pages 14–17 *What is dung? The larvae of which insect eat dung for food? Use the glossary to find out what larvae means. What do the adult insects eat?*

Pages 18–21 *The larvae of which insect eat clothes for food? What do the larvae look like? What is different about the male and female insects?*

AFTER READING

Read the introduction aloud to the students (pages 2–7). Model for the students your responses to the punctuation – particularly to the questions at the start of this section.

Ask the students to work with a partner. Have them each reread aloud half the book. Ask the students to focus on fluency and expression. Have the students ask each other one or two questions about what they have read.

CODE BREAKER



Developing Specific Skills

Punctuation symbol (name and meaning) of question mark

Voice intonation to demonstrate that a question is being asked

Plurals (uncommon) *larva* / *larvae*, *pupa* / *pupae*

Word building – *ung* – *dung*, *lung*, *rung*

TEXT USER



Have the students reread page 4 and refer to the table on page 5. Ask the students which category they belong to. Do they know people who belong to any other categories? Ask the students to classify their pets according to the table. Use the BLM provided to assist with this activity.

MEANING MAKER

Refer again to the table on page 5. Discuss with the students how they would classify –

the vampire bat
the dung fly larvae
the clothes moth larvae

Do these three fit into the categories in the table?

TEXT CRITIC

The author of this book begins each section with a question or questions for the reader. Ask the students – *Do you think this is a good way to begin each section? What do you think the author intended to do by starting with questions?*

26b Blood, Dung, and Clothes **Name** _____

Three Groups of Animals

Write your name in the column you belong to.

Write your pets, and the pets of other students in the group, in the column they belong to.

Carnivores	Omnivores	Herbivores
Lion	Pig	Horse
Tiger	Chimpanzee	Cow
Cat	Raccoon	Deer
Snake	Bear	Elephant

26b Blood, Dung, and Clothes

Name _____

The introduction to this book asks, *What kind of food do you eat?*
Make a list of some of food and drink you like best.

Food

Drink

Which food and drink on your list gives you plenty of energy?
(Check the glossary to find out what *energy* means.)

Look at the pictures on pages 2 and 3.
Write the names of these foods.

Put a circle around the foods you like to eat.

26b Blood, Dung, and Clothes

Name _____

Write a story about a person or animal who eats something unusual. Here are some ideas if you need them, but you can come up with your own idea if you prefer.

The Dog Who Loves to Eat Bananas

Aunty Jean and the Marble Machine

My Cat Likes to Eat Footballs

The Lolly-Licking Lizard

The Day Johnny Ate His Dad's Mobile Phone