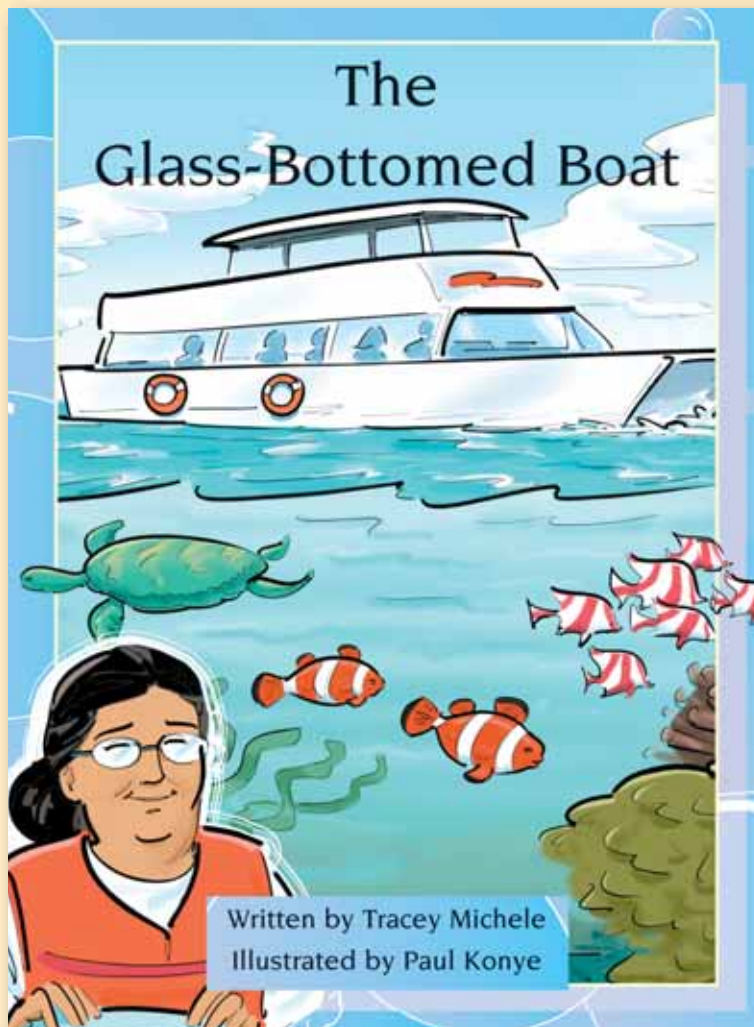




Level 28

Book g



Level	28
Word Count	857
Text Type	Narrative (Realistic Fiction)
High-Frequency	point, show
Word/s Introduced	



Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

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 is a glass-bottomed boat? Why would you ride in a glass-bottomed boat?*

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 *Where does this family come from? Where have they gone for a holiday? Why have they left their country?*

Pages 4–7 *What is the Great Barrier Reef? Why does Grandma look green?*

Pages 8–9 *Why are Grandma and Mum afraid on the boat?*

Pages 10–13 *What was the boat made from? How many different kinds of fish live on the Great Barrier Reef?*

Pages 14–15 *Why was Grandma not looking through the glass?*

Pages 16–17 *What types of sharks is it possible to see near the Great Barrier Reef? How does a clown fish protect itself from anemones?*

Pages 18–19 *How did the parrot fish get its name?*

Pages 20–21 *Who spotted the dolphins swimming near the boat?*

Pages 22–24 *Why is Grandma happy at the end? Why did this turn out to be a really great day for the family?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students note down any factual information they come across as they reread the story.

See the BLM.

CODE BREAKER



Developing Specific Skills

Word building – *wh* words – *wharf, where, when, why*

See the BLM.

Dictionary work – words from the text

See the BLM.

TEXT USER



Ask the students – *Have you ever visited the Great Barrier Reef or seen another coral reef? What is a coral reef? It was important to Vasantha to choose an activity on the water. There were positive and negative effects of this choice. Do you agree with her choice? Would you have decided to do this if you were Vasantha?* Have the students explain their answers.

MEANING MAKER

Explain to the students that this family has been affected by a tsunami. Ask – *Do you think that going on a holiday will help them?*

Have them look at a map of Australia and find Port Douglas and the Great Barrier Reef. Then ask – *How far have the family travelled from Sri Lanka to Port Douglas?*

TEXT CRITIC

Discuss with the students that the book *The Glass-Bottomed Boat* contains many facts within a made-up story. Ask – *How can you tell the difference between fact and fiction? Do you think this is an effective strategy for an author to use?* Have them explain their answers, giving examples from the book.

28g The Glass-Bottomed Boat

Name _____

The Glass-Bottomed Boat contains many facts within a made-up story. The basis of the story – a tsunami that struck Sri Lanka – is true. Note down, in the chart below, any factual information you come across as you reread the story. An example is given for you.

Page	Information
Page 2	Port Douglas is in Northern Queensland.

28g The Glass-Bottomed Boat

Name _____

Practise spelling these *wh* words –

wharf where when why what

Write down five more words that begin with ‘wh’.

Use your dictionary to find the meanings of these words from the book *The Glass-Bottomed Boat* –

meantime

choppy

wharf

poisonous

algae

wreckage

28g The Glass-Bottomed Boat

Name _____

Choose one of the research topics listed below. Use an encyclopedia, books, or the Internet to help you find your information. Present your information to the class as a poster, brochure, or booklet. Include a heading, drawings, information in your own words, your name, the name of the book, encyclopedia, or Internet site where you found the information.

1. The Great Barrier Reef

- Include –
- Who discovered the Great Barrier Reef
 - What it is made from
 - A map showing its location
 - Threats to the Great Barrier Reef

2. The Tsunami that struck Sri Lanka

- Include –
- When the tsunami occurred
 - A map of Sri Lanka showing the affected areas and the capital of Sri Lanka
 - The relief effort to help the Sri Lankan people
 - How people are rebuilding their cities and towns

3. Reef Animals

- Include –
- Some of the sea animals that live on or near coral reefs
 - Drawings of the animals including their correct colours
 - A map of coral reefs around the world
 - Threats to coral reefs and endangered reef fish