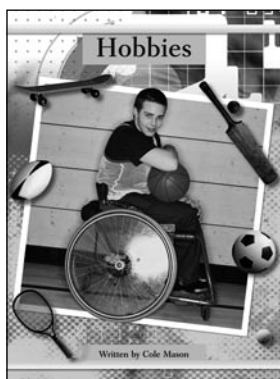


Hobbies

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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. 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.



HOBBIES

Middle level fact

Text type: Interview

Reading age 9.6

Word count 1,964

Before Reading

Ask students to explain what an interview is. *Why might someone be interviewed? Where can an interview be seen or read?* Quickly brainstorm and make a list on the board. Ask the students if they have ever seen an interview. Discuss who students have seen interviewed, what types of questions were asked, and ask them to consider why the interviewer asked those questions. Assist students to generalize that the questions are things that the audience may be interested in.

What sorts of people are interviewed? Support students to understand that all sorts of people may be interviewed. The list of people may include famous people, people who have done

something interesting, people with special skills or knowledge, people who have seen something happen, people who win big prizes, etc. Assist students to understand that the interviewer asks questions that he or she thinks readers or viewers will be interested in.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What is a hobby? Why do you think these images have been chosen for the cover? Who do you think this person is?*

Who has a hobby? Discuss.

Read the blurb. What additional information does this give you?

What do you think the term hobbyist means?

What do you expect to find inside this book? How has this book been written? Guide the discussion to build understandings that this book is written using interview style. What sort of people might be interviewed about their hobbies?

What do you think the purpose of this book is?

Do you expect to learn anything from this book? What?

What do you expect a book titled Hobbies to be about?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to learn about hip-hop dancing? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. What do you know about information books? Students should indicate that the reader can choose where they'd like to start.

*Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.*

*Revisit the contents page. Discuss the term *introduction*. What does this mean? Do you think this might be a useful place to start?*

HOBBIES NOW

During Reading

What do you notice first about this page?

Guide students to notice the interesting layout of this page. Look at the photo and read the caption. Why do people play basketball? What does it say under the photo? Who or what is Hobbies Now? Invite inferences.

Read pages 4 and 5 and be ready to discuss what Hobbies Now could be. As you read take note of some of the more unusual hobbies.

Jot them down ready for the discussion.

Think about some other hobbies that are not mentioned and jot them down on your list.

After Reading

What is Hobbies Now? Who might buy or subscribe to this magazine? Do you think there would be lots of people who have hobbies? Discuss whether any of the students' hobbies are on this list.

Do people with hobbies communicate with other people with the same hobby? Discuss.

What are some of the more common hobbies on the list?

What are some of the more unusual hobbies on the list?

Were there any hobbies that you hadn't heard of? What are they?

Did you think of any other hobbies that are not on this list?

BASKETBALL

Before Reading

Tell me what you see on this page. Discuss the membership card and photograph, and read the caption. *What does the membership card suggest to you about Hobbies Now? Who is the person on the card? Who is LeBron James and who or what are the Cleveland Cavaliers?* Encourage inferences.

Before reading, discuss the way this book is set out. *Why do you think it has this look?*

Explain that an interview that is written is set out with the person's name and then their comment following. *This enables the reader to know who is saying what. What else do you know that is set out like this?* Students should suggest a play.

Discuss the bold text on the words, tempo and slam dunk, and check the glossary.

Read pages 6–8 and find out about Andrew's favourite hobby. Take note of why Andrew likes basketball and record any interesting things to discuss.

After Reading

What do you know about Andrew's hobby?

Invite discussion about Andrew's position in the game, what he likes to do and who his favourite player is.

What does it mean to create scoring opportunities? What kind of player is Andrew? Why does Andrew like LeBron James? What is a team player? Is it important to be a team player in a team sport? Why?

What is the hardest thing for Andrew during a game? Why do you think it might be hard for him?

HIP-HOP DANCING

During Reading

Who likes hip-hop dancing? Where does Sarah live? What is hip-hop dancing? Invite discussion. Who do you know that dances hip-hop? Turn to the photos on pages 10 and 11. What can you tell about these photos? Discuss the dance move, flare, and who Usher is.

Ask students to identify the word *routine* on page 10. Ask students what it means and check the glossary.

Read pages 9–12 and find out what you know about hip-hop. Find out when Sarah became interested and jot down some interesting things you learn.

After Reading

What got Sarah interested in hip-hop? How old was she when she started classes? Where does Sarah take her classes?

How does Sarah feel about learning hip-hop?

How does a beginner start learning?

Sarah has learned lots about hip-hopping now. What are some of the routines she can do? What are popping, locking and rocking? What does the word choreographed mean?

Who are her favourite hip-hop dancers? Why does she like them?

VIDEO GAMING

During Reading

Who is into video gaming? Discuss what video gaming is. How old do you think Alistair looks? Where does Alistair live?

Walk through the photos and captions on pages 13–15. Briefly discuss what is happening in each. *What does it tell us about video gaming?* Students should infer that there are many ways and facets to video gaming. During the walk through, identify words to check in the glossary. Instruct students to check again during reading if needed.

Read pages 12–16. Find out what Alistair likes about video gaming. Jot down any interesting points to share and note Alistair's favourite games.

After Reading

What are Alistair's favourite games? Why does Alistair like Jak 2: Renegade?

What does it mean that there is no load time between levels? Was this an easy game to learn? How do we know?

What kind of interactive games has Alistair played? What does he think of them? What is interesting about interactive games?

What is a multiplayer game? Who does Alistair like to play these with? Which ones does he play?

What are some ways to pick a good game? Can children play any games they like? Discuss the rating scale with students.

PAINTING

During Reading

Whose hobby is next? Where is Lauren from? What is her favourite hobby?

Walk through the pictures on pages 18 and 19. Discuss what a palette is, and how colours are mixed.

Ask students what the word *techniques* means and check it in the glossary.

As you read pages 17–21, find out what Lauren likes about painting and what she does to improve her techniques and skills. Jot down anything interesting, ready to discuss. As you find out more about painting, think about whether it is something you might enjoy. Be ready to share your thoughts.

After Reading

At what age did Lauren begin painting? Is that the only art she enjoyed doing? What else did she do? What does this tell us about Lauren?

What sort of materials and equipment does Lauren use? Does she like to experiment? Which words in the book tell you this?

How does Lauren improve her skills and techniques? Prompt students to mention the help of both the class and Lauren's aunt.

Do you think it's important to be able to mix colours well if you are a painter? Why?

What subjects does Lauren paint? She says that she paints from life. What does this mean?

What does she like about painting? How do you think Lauren feels about being told she is a good painter? How do you feel about the things you are good at?

What inspires Lauren's painting?

MIXING MUSIC

During Reading

What is the next hobby? Whose hobby is it? Where is Saki from? How old do you think he is? Walk through the photos on page 23 and 24. What is a DJ, turntable and mixer? Who is in the photo on page 24? What does on the decks mean?

As you read pages 22–24, take note of any unusual terminology to discuss at the end. Find out what Saki enjoys about mixing and how he does it. Hobbies are fun when you have someone who also enjoys them. See if Saki has any friends that share his hobby.

After Reading

How does Saki mix music? What is your understanding of mixing music? Discuss what students infer about mixing.

Does Saki have any friends that also mix? Who? What does Haresh have that Saki has tried? Prompt students to page 23 to check if needed.

Whose music did Saki and Haresh recently mix? How do you expect it would sound?

What is scratching? Why might DJ's do this?

Who is Saki's favourite DJ? Is DJ Scribble famous?

TRADING CARDS

During Reading

Who is the next hobbyist? Where is Sebastian from? What is his hobby? What do you know about trading cards? What does trading mean? Discuss. Who or what is on the cards?

Walk through the pictures on pages 27 and 29. What do you notice about the card on page 27? Why would an old card be amongst them?

Prompt students to notice the glossary word on page 26. Tell students to navigate quickly to the glossary to check the meaning.

As you read about trading cards, take note of which ones Sebastian likes to collect. Find out what makes them so special, whether all cards are of equal value, and how cards are valued. Be ready to discuss whether there is anything on the card in addition to the picture. Take note of who Sebastian trades with.

After Reading

Which trading cards does Sebastian collect? What are the most popular sports cards? Do you think you need to be good at sports to collect the trading cards? Why not?

Which sports cards are very valuable? What makes them valuable? Check page 25 for the answer.

Are there special cards that Sebastian would like to get? What are they? Visit page 26 to find out.

What other details are on the cards?

How are trading cards valued? Check page 27 for the answer.

What is the most valuable trading card in the world? What makes it so valuable? How much is it worth?

What are Sebastian's most special cards? Who does Sebastian trade with?

Is it important to look after your cards? Why?

▲ CODE BREAKER

Reading about different hobbies made it clear that there are different types of words associated with different topics. This is sometimes called jargon. For example, on pages 6 and 7, Andrew talks about the tempo, making plays, and slam dunks. If you had not seen much sport, these words may be tricky to understand.

*Read page 23. Write down all the jargon associated with mixing music. Regather and discuss the words, *backspinning*, *beat juggling*, and *scratching*. Explain that these words would be common for DJs, but people outside of that group may not have heard of these words before.*

Ask students whether they do any activities that have words that are special to that activity. Discuss what these words are.

■ MEANING MAKER

Brainstorm a list of hobbies or activities that students enjoy doing. Ensure that each student is able to offer a response of some kind. Students who like to play soccer at lunchtime may offer this as their hobby or activity. Students who like to read may do likewise.

As the hobbies are brainstormed, list them on the board in columns (but do not write headings for the columns). Sport or physical hobbies can be listed in column A. Recreational hobbies can be listed in column B.

After the lists are complete, ask students to look carefully at each list and think of how the hobbies have been grouped. Encourage discussion. Guide students to understand that hobbies may be sport focused or recreational.

◆ TEXT USER

Direct students to page 19 to examine the Colour Mixing Chart.

Discuss the way a chart can carry the same information as words in sentences, but usually has fewer words and often some kind of picture support.

Begin by masking the words on the left. Discuss the colour panel on the right. *What can we understand just by looking at the colours.* Invite discussion.

Students should note that the pictures clearly show that the mixing of the two colours on the outsides give the colour in the centre. *What is this type of diagram called?* Students should indicate that it is a Venn diagram. *Have you seen a Venn diagram before?* Explain that they are a common way of showing or comparing information.

If students have not seen a Venn diagram you may wish to do one on the board to demonstrate. For example, compare two students in the class. At the top of each side, write their names and above the centre, write *Similarities* or *Things in Common*.

● TEXT CRITIC

Since this book is based on interviews, the reader gets information about hobbies from people describing their own hobbies. This is different to reading a book or article, or viewing a documentary about hobbies, which does not contain people's opinions. How are fact and opinion different?

When we watch a documentary which is interview style, we know that the ideas presented are the opinions of that person. Therefore we must think, Is this true or is it just this person's opinion. If it is just the person's opinion, then perhaps it is different to what

others think. How is this tricky for the viewer?
Assist students to understand that it may be presented like it is fact.

When reading this book about hobbies, we need to understand that we are reading the opinions of others.

USING MULTIPLE INTELLIGENCES

Organize students into groups of four to six for this task. Each group must work cooperatively to make a comparison chart like the one on page 30 of the book, but substituting new hobbies and activities.

Discuss: your hobbies and activities that you like to do. Decide on one hobby/activity per person for the task. Note that group members must have different hobbies/activities from each other. (P)

Draw: the Comparison Chart from page 30 of the book, but insert your hobbies/activities in place of the hobbies from the book. (L)

Analyze: each of the hobbies and activities to complete the comparison chart. (L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

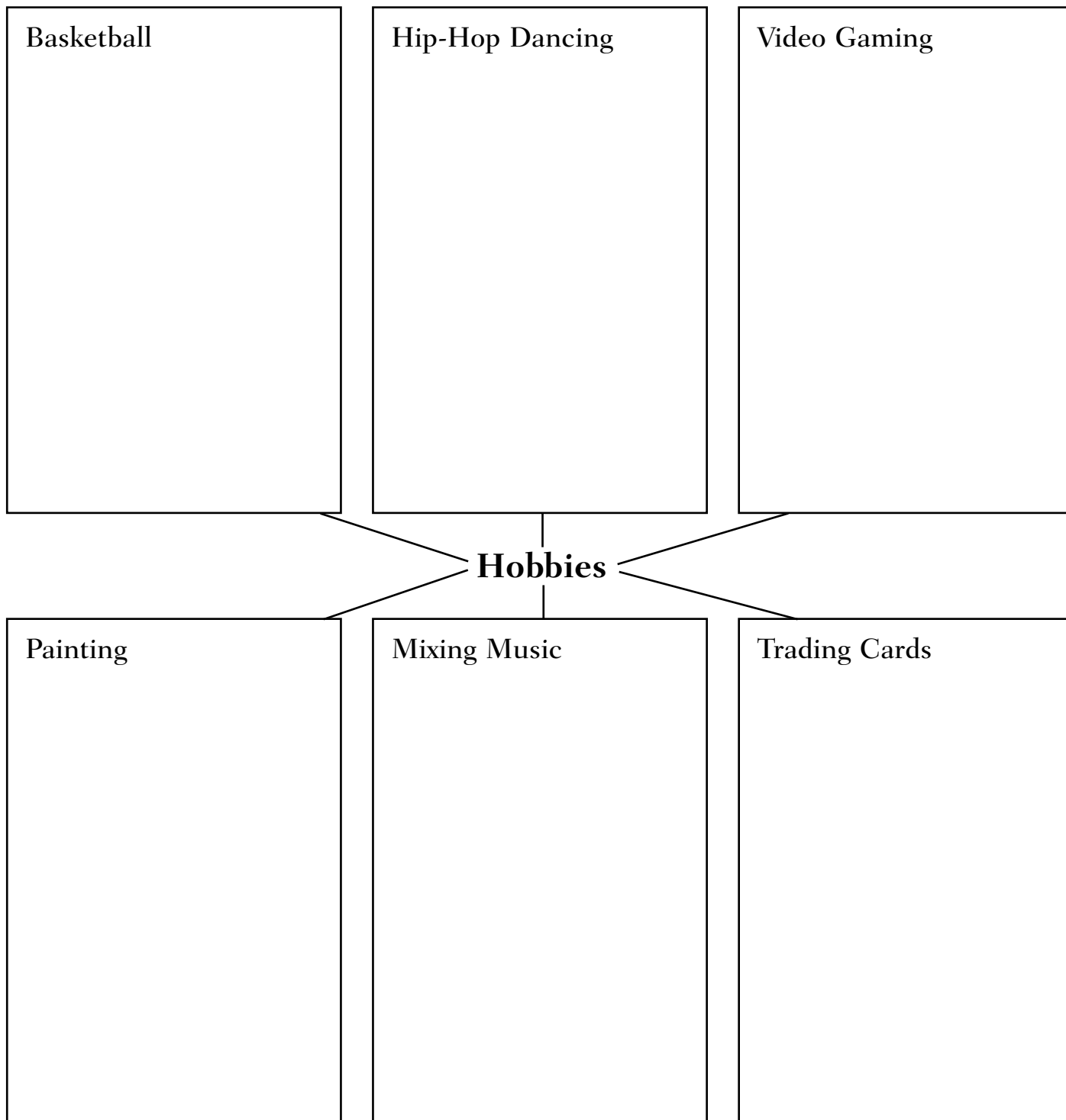
- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Hobbies

Name _____

Write down what you learn about these hobbies. Use the book to check.



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Hobbies

Name _____

BLM Multiple Intelligences (visual-spatial)

Lauren must know how to mix lots of colours. Choose two colours to mix from the colour mixing guide on page 19. You need only a small amount of each colour.

Begin with the lighter colour and gradually mix a tiny amount of the darker colour through it. Place a small sample in a square below. Keep mixing tiny amounts into the lighter colour. Keep samples each time the colour changes. You should notice that your colour continues to darken slightly each time.

Tick the box that is your favourite shade of the colour you mixed. Why do you like this colour the best?



Hobbies

Name _____

Which of the hobbies in the book interests you most? Write a list of reasons why you think you would like this hobby.

Which of the hobbies in the book interests you least? Write a list of reasons why you would not like this hobby.



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Hobbies

Name _____

Go through the book and find all the words that are used with reference to the hobby or activity, but may not be part of daily speech.

Basketball	Hip-Hop Dancing	Video Gaming	Painting	Mixing Music	Trading Cards
For example: tempo, makes plays, on-court leader, slam dunk, subs, free throws					

Verbs are doing or action words. Circle the verbs:

1. He plays the guard position.
2. He can slam dunk the ball.
3. Our teacher taught us the basic dance moves.
4. We kept practising the moves.
5. Alistair plays video games.
6. We watched ourselves on TV.
7. I read magazines.
8. My aunt teaches me new techniques.
9. I mix music on my computer.
10. Sebastian collects sports trading cards.



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Hobbies

Name _____

1. Do you have any hobbies? Write them down.

2. Which hobbies hadn't you heard about before you read this book?

3. What will you remember about this book?

4. Why do you think the author chose an interview style for this book?

5. What was the most interesting hobby in this book? Give reasons.

6. What was the least interesting hobby in this book? Give reasons.

7. What might someone do after they read a book about hobbies?

8. How did reading about hobbies help you learn more about your world?

9. List some things that you learned from this book.

10. What have you learned about others from reading this book?



Hobbies

Name _____

It is easy to get excited about your hobby if you can do it well. For example, Lauren is a good artist. That is one of the reasons why she loves to give paintings as gifts. Do you think Lauren would feel comfortable giving paintings as gifts if she didn't paint well?

Circle the hobbies in the list below you think you'd like to try.

- | | | | |
|-------------------|----------------|--------------------|---------------|
| collecting stamps | soccer | knitting | marbles |
| basketball | trading cards | drawing | writing |
| puzzles | video gaming | painting | reading |
| dancing | mixing music | listening to music | tennis |
| skipping | construction | gymnastics | pottery |
| chess | skateboarding | magic tricks | playing piano |
| sewing | martial arts | hopscotch | instruments |
| juggling | computer games | collecting photos | cartooning |
| netball | football | running | |

Draw or write things that you do well.



Hobbies

Name _____

These people sure know a lot about their hobbies. Choose three people from the book and think of three more interview questions for each of them about their hobby.

Name:

1. _____
2. _____
3. _____

Name:

1. _____
2. _____
3. _____

Name:

1. _____
2. _____
3. _____

Think of a hobby that you would be interested in learning more about. Write five interview questions that would help you learn more about this hobby.

1. _____
2. _____
3. _____
4. _____
5. _____

