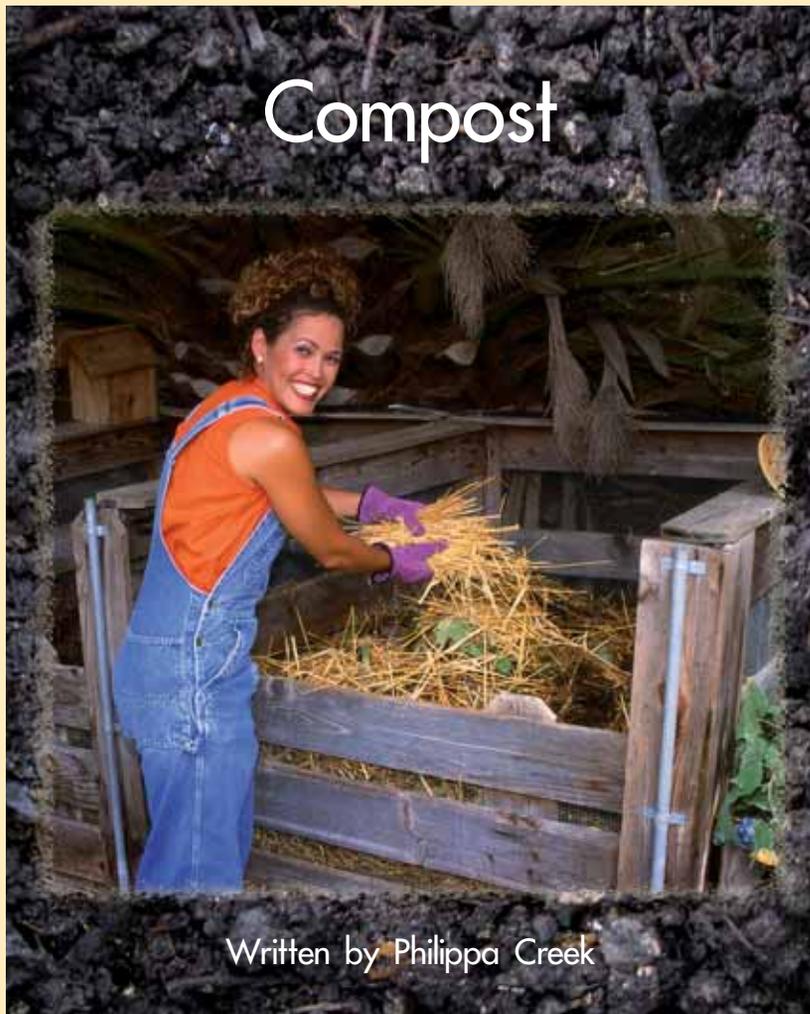




Level 12

Book d



Written by Philippa Creek

Level	12
Word Count	255
Text Type	Explanation
High Frequency Word/s Introduced	



Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

BEFORE READING

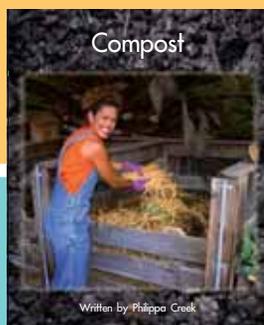
Cover & Title Page



Ask the children to describe the front cover and contents page. Is this a fiction book or a nonfiction book? What tells us this?



Ask the children if they have used a contents page before. Tell them that it shows the smaller parts of the main topic. It tells where to find the smaller parts.



Ask the children to use the contents page to tell you what two main parts the book is divided into.



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

Ask the children to notice the new features on this page. Tell them that headings break a topic into smaller parts. A caption gives extra information about a photo.

Start a discussion about waste. Discuss landfills and plastic rubbish bags. Why is it important to recycle everything we can?



Have the children answer the questions posed in the text. What things can we recycle? What is compost?

Ask the children to find the word *know*. What other words have the *ow* sound? Clap the syllables in *compost*. How many are there?

Ask the children what they think this page is about. Why is there a photo of kitchen waste here? Have the children think of all the things they compost at school or at home.



How do we make compost? How is compost helpful?

Ask the children to find the word *Then*. Have them place it in sentences to clarify meaning and use. Write the letters *tch* on the board. What word here has the *tch* sound?

Ask the children to describe the compost bin. Have them read the caption. What comes out the bottom? Do the children have a bin like this at school or at home?



Ask the children to tell you the things we can use to make compost. What extra information does the caption give?

Have the children find the word *out*. What other words have the *ou* sound? List them on the board. Read them, while the children look and listen for the part that is the same. Together, clap the syllables in the word *vegetable*.

Ask the children to tell you why it is helpful to have captions on these photos. What does the heading say? Have the children notice the dots and words. Tell the children that a list such as this one makes information easy to find and read



Ask the children to list all the things that are good for compost and to point to the words as they read them out.

Ask the children how many times the word *good* is on this page. What words rhyme with *good*? Clap the syllables in the items that are good for compost.

BEFORE READING 10/11

Ask the children to guess why the woman in the photo is wearing a peg on her nose. What things should we not put on compost? What does the heading say?



AFTER READING

What waste is bad for compost? What things can come to eat bad waste?

Ask the children to find the y-ending word. Talk about other y-ending words. What words have the *ea* spelling? Brainstorm words that rhyme with *meat* and *eat*. List them on the board. Read them, while the children look and listen for the part that is the same.

Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

BEFORE READING 12/13

Have the children read the caption. What information does the caption give about this potted plant?



AFTER READING

Ask the children how long it takes to make compost. What factors influence composting time?

Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

Ask the children what the man in the photo is doing. Do the children know people who do things like this? Do any of the children help?

Is this a good subject for a book? Why or why not? Does the author fully explain why it is so important to reduce and reuse waste?



Why is compost good for our planet? What does it give to the soil? How does it help plants? Explain about nutrients.

Review the pronunciation of *recycle*. What extra letter would show something that happened in the past? Find the word *garden*. How does the letter *r* change the sound of the vowel? Can they find the double *o* word? Review the difference between *to* and *too*.

Ask the children what this page is called. What is an index used for? Explain how an index helps us find the information we need.

Index	
bin	6
gardeners	14
plant waste	2, 6
plants	4, 10, 12, 13
soil	4, 12
waste	2, 4, 6-8, 10, 12, 14, 15

What would we find information about on page 6? What pages have information about plants? Have the children read the index entries again. Have them go back to the relevant pages and reread the sentences in which the word occurs.

Ask the children what they liked most about this book. Would they recommend it to their friends? Why or why not?

12 d Compost

Name _____

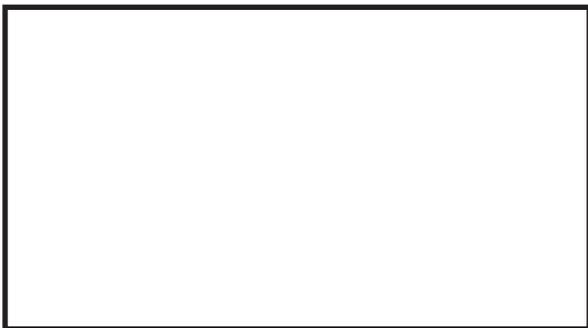
Draw and label all the things that are good for compost.

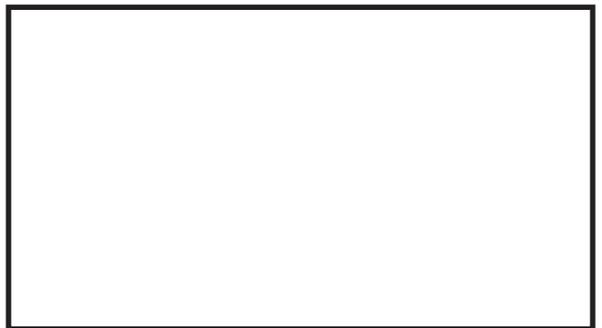












12 d Compost

Name _____

Use the words to complete the sentences.

Word Bank

pots

bad

recycle

kitchen

compost

easy

hard

Gardeners _____ their waste.

Compost is good for plants in _____, too.

Some waste is _____ for compost.

What is good for _____?

It is not _____ to make compost.

You can make compost from _____ waste.

Recycling is _____ to do.