



Level 12

Book d



Level	12
Word Count	242
Text Type	Explanation
High Frequency Word/s Introduced	



The Flying Doctor

Joseph, the Greedy
Octopus

Snake Gets Lost

Rubbish

The Bus Driver's
Birthday

Animals That Live
in the Sea

Carmelita's Cabbage

Balloon Fun

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. This is not an arbitrary division. 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)

Cover & Title Page



Have the children look at the cover and contents page. Ask them what they think this book will be about. What sorts of things do people throw away?



Contents	
Introduction	2
Things That Rot Away	4
Things That Do Not Rot Away	6
Index	8



Ask the children what they think they will learn about rubbish from this text.



Have the children think about the contents they have just read. Ask them what two sections the main information has been divided into.

Engage the children in a discussion about rubbish. What is rubbish? When they throw it out where does it go? What happens to it?

Ask the children what the word *rubbish* looks like. Have them find it in the text and point to it. Ask them how many times it appears on this page. Clap the syllables in *rubbish*.



Ask the children what rubbish is put into. What then comes along and takes it away? Do the children know where the rubbish is taken to?

Have the children point to the heading, caption and photo. Discuss whether nonfiction or fiction books are usually organised in this way.

Have the children look at this picture. Ask them where this rubbish is. What happens to rubbish at the dump?

Ask the children to read the last word on p4. What two words describe *time*? Discuss why there are two adjectives. What do they think is the difference between *a long time* and *a very long time*?



Ask the children where the truck takes the rubbish. What is it that some things do quickly at the rubbish dump?

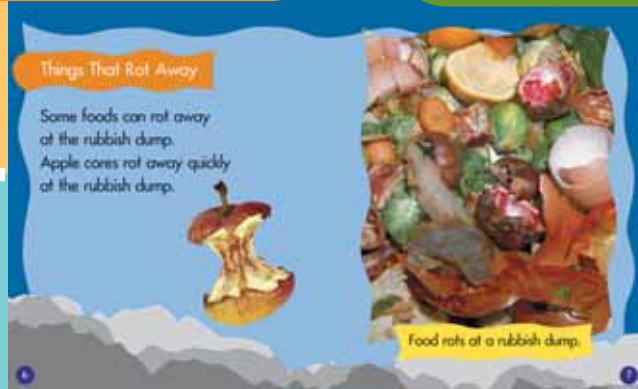
Invite the children to reread the text. Ask them what two types of rubbish are mentioned in the text.



Encourage a discussion with the children about the rubbish that rots quickly. What does rot mean? Check in the dictionary. What kinds of rubbish do they think rot? Do some rot faster than others?



Have the children scan the text for the word *rot*. Write *rot* on the board. Ask the children to add words that rhyme with *rot* to make a list. How many new words can they make?



Ask the children what this chapter is about. What food has been named that rots quickly?



Ask the children if they think that all foods rot at the same rate. Do they think banana and orange skins rot as fast as apple cores?



Ask the children if they have learnt facts they did not already know. What new facts have they learnt? Where are the new facts in the book?



Ask the children what two things can take up to two years to rot away.



Discuss with the children why there is no heading on p8.

BEFORE READING 10/11

Ask the children how quickly they think paper rots. Do they think it will rot faster or slower than banana peel?



Ask the children what is found at the rubbish dump that is talked about on this page. How long does it take to rot? Discuss how long it takes different things to rot. Ask the children how long paper takes compared to apple cores and banana and orange skins.

Write *paper* on the board. Underline the ending *er*. Help the children make a list of words ending in *er*. Read the list together.

AFTER READING

BEFORE READING 12/13

Have the children read the heading. Ask them what sorts of things they think would not rot away.

Ask the children what letter is doubled in rubbish. Have them find two other words in which letters are doubled.



Have the children read these pages carefully. Ask them what they can learn about glass and plastic from these pages.

Plastic and glass have one thing in common at the rubbish dump. Ask the children what it is. Do the photo captions help them find this information?

AFTER READING



Encourage a discussion with the children about things that do not rot. What things can they think of that do not rot? What happens to them?



Ask the children to scan the text for a word ending with *er*. Check the list of *er* words and add *longer* to the list if it isn't there.



Have the children remember the heading. Now ask if shoes and socks rot. Ask the children if they think that these items belong under this heading. Discuss their reasons with them.



Ask the children if they recognise this page. Ask them what it is and what it is used for.



Have the children read the book independently. Ask them to remember to read the headings and captions.

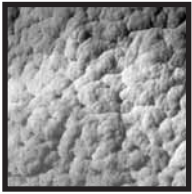


Ask the children to use this page to find information about clothes in the book. What page is it on? What pages tell them about orange skins? What is this page used for?

12 d Rubbish

Name _____

1. How long does each thing pictured below take to rot?
Match the time to the picture.



Takes up to five years to rot.



Does not rot.



Takes up to three months to rot.



Does not rot.



Takes up to two years to rot.



Takes up to two years to rot.

12 d Rubbish

Name _____

1. Use the words **dump**, **rubbish** and **rot** (or **rots**) to help you complete the sentences below.

The truck takes your _____ to
a _____.

Some _____ away quickly at
the _____.

Apple cores _____ away quickly at
the _____.

Paper _____ away at the _____
_____.

Plastic bottles and cups stay in the _____
_____ for a very long time.

Cans that you drink out of do not _____ away.