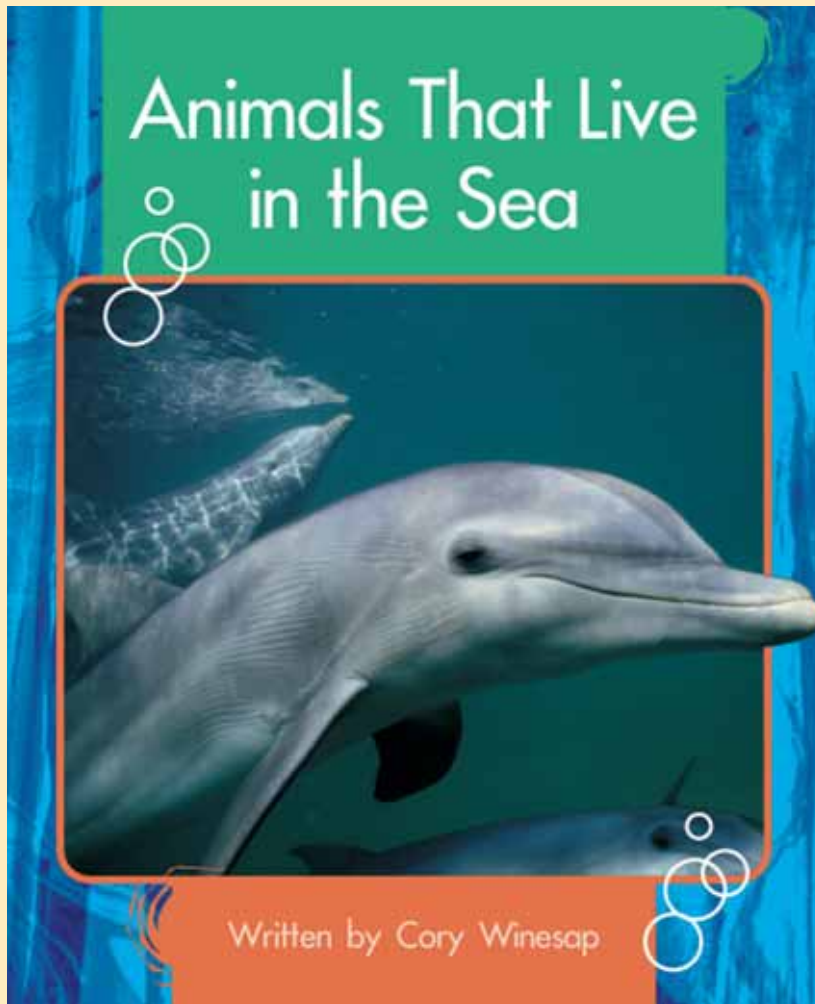




Level 12

Book f



Level	12
Word Count	259
Text Type	Information report
High Frequency	
Word/s Introduced	live, many

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)



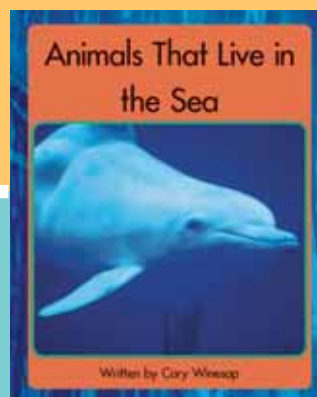
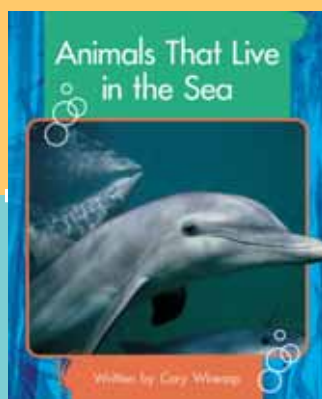
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Encourage a discussion with the children about what animals they know of that live in the sea. Can they name the animal on the cover and title page?



Ask the children what they think will be in the book. Encourage them to discuss what they might use this book for. What could they learn from it?



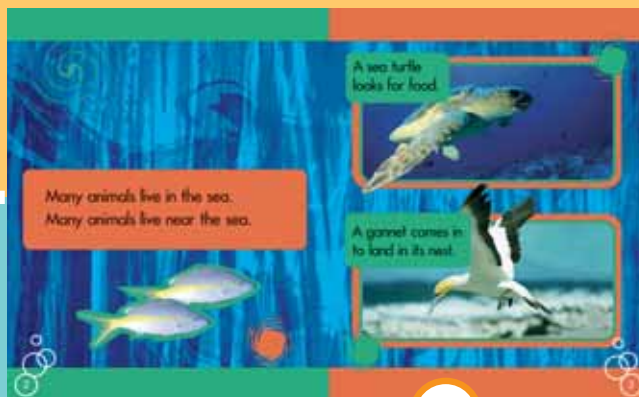
Discuss with the children why the author has chosen photos rather than pictures for this book. Will the photos help the readers?

AFTER READING

BEFORE READING

2/3

Invite the children to look at the photos. Ask them which of these animals live in the sea and which of them live near the sea. Can they name these animals?



Explain that captions say what is going on in the photo and may add information that is not in the main text. Ask the children what the captions on this page tell them.

Discuss with the children if the photos have helped them understand that there are two places the animals on this page live. Ask them what those two places are.

AFTER READING

BEFORE READING

4/5

Ask the children what animal this is. How can they tell what animal it is? Encourage a discussion about where it lives. What part of the sea is its home?

Have the children clap and count the syllables in *animals* and *octopus*.



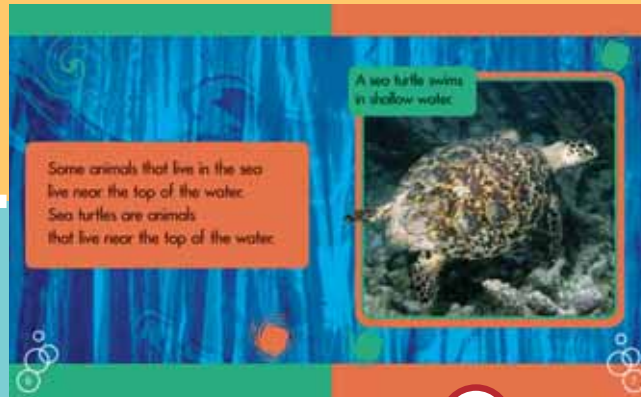
Ask the children what animal was discussed in the text. Ask them how far down in the water this animal lives.

Ask the children to think carefully about what they have just read. Ask them what the water is like where it is very deep. Have the text and picture helped them to understand this? How?

AFTER READING

Invite the children to discuss what part of the sea this animal lives in.

Write *live* on the board. Have them find the word on this page. How many times can they find it?

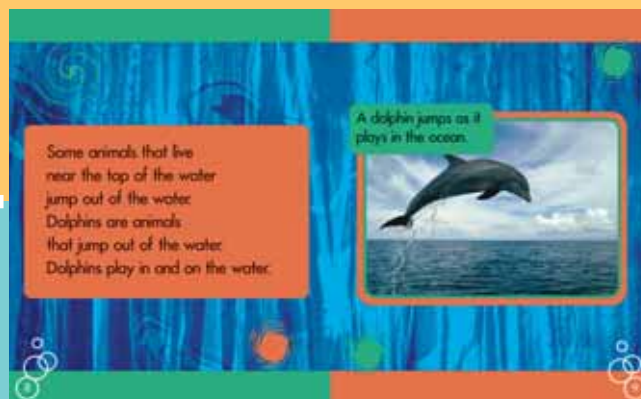


Ask the children what this animal is called. Have them read the caption and ask where the animal is swimming. Discuss from the children's own experiences what *shallow* means.

Ask the children to point to the parts of the text that tell them where the animal lives. Does the photo reinforce the information for them?

Ask the children what this dolphin is doing. What part of the sea do they think dolphins live in?

Discuss with the children how the picture supports the facts in the text. Make the links together.



Ask the children what animals jump out of the water. Where do dolphins play?

BEFORE READING 10/11

Ask the children what kinds of animals are shown here. Where do each of these animals live?

Write *deep* and *sea* on the board. Discuss with the children the difference between *ee* and *ea*. Together add more words with the same pattern.



Ask the children which part of the sea fish live in. What are gannets? Where do they live? What do birds that live by the sea eat?

Discuss the photo caption on page 10. Relate the information to other groups the children may know, such as a flock of birds or herd of cows.

AFTER READING

The Flying Doctor

Joseph, the Greedy Octopus

Snake Gets Lost

Rubbish

BEFORE READING 12/13

Encourage the children to look at this picture and discuss what they see. Where does this animal live? What is it?

Ask the children to find *too* on page 12. Discuss the use of *to*, *too*, and *two*.



Ask the children what this animal is called. Does it live in the sea, on the sea or near the sea? What does it live in? What kind of animals live in rock pools?

The Bus Drivers' Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun

AFTER READING

Encourage a discussion about these animals. Why would they be on the same page? What might they have in common? Ask if turtles live in the sea all the time.

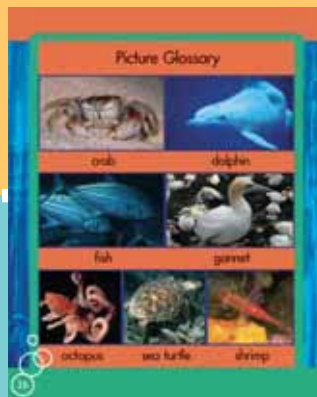
Have the children use page 15 to find three words they can build from *an*. Write on the board *an*, *animal* and *sand*. Add more they can think of.



Ask the children to name the animals on these pages. What do crabs do in the sand? What do turtles do in the sand?

Ask the children to name each of the animals on this page. Encourage a discussion recapping what they have read about each of the animals.

Ask the children to read the book independently. Ask them to focus on facts as they read. Have the children tell two facts to the group when they have finished.



Encourage the children to discuss ways that they could use this page. What could they learn by looking at this page before any others?

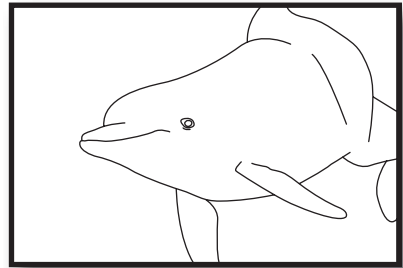
12 f Animals That Live in the Sea

Name _____

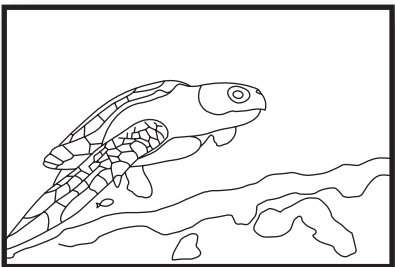
1. Name each animal. Say whether it lives **in** the sea or **near** the sea, then colour the pictures.



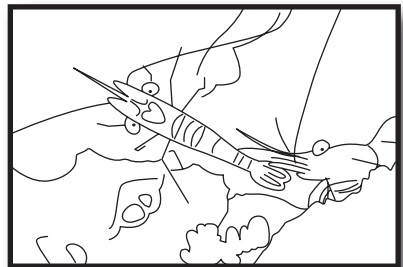
in the sea



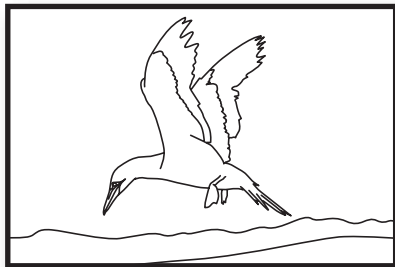
_____ the sea



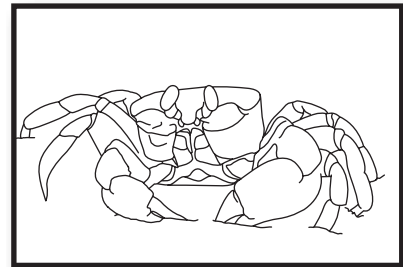
_____ the sea



_____ the sea



_____ the sea



_____ the sea

12 f Animals That Live in the Sea

Name _____

1. Complete the sentence, then draw a picture of an animal that lives in that part of the sea.

_____ animals _____ deep down _____ the sea
and _____ live near the top.

