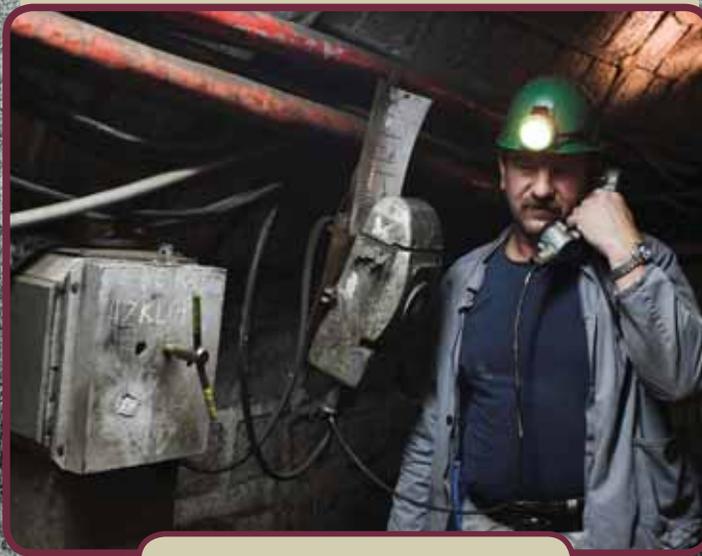




Level 12 Book f

People Who Work Underground



Written by Felicity Hoover

| | |
|-------------------------------------|--------------------|
| Level | 12 |
| Word Count | 242 |
| Text Type | Information report |
| High Frequency Word/s Introduced | many, near |

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)



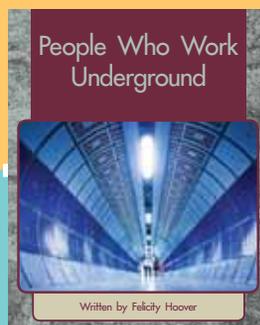
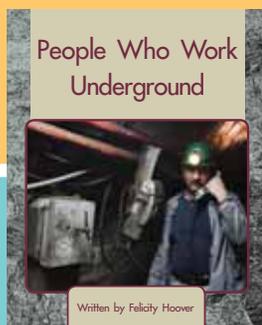
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to describe the front cover and title page. Is this a fiction or nonfiction book? How do we know?



Ask the children to tell you what they will learn about. Have any of the children been underground? What was it like? Where did they go? Ask the children if they would like to work underground. Why or why not?

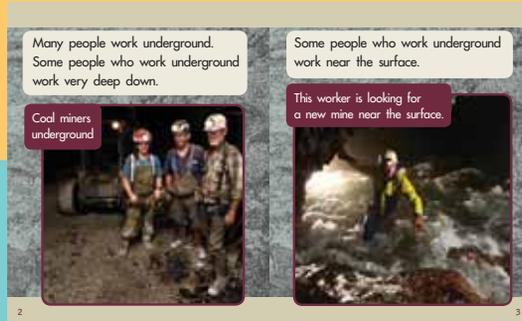


Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

Identify the captions. Tell the children that captions tell what is happening in the photos. They can give information that is not in the text, too.

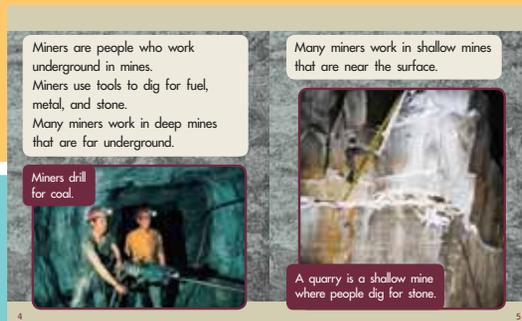
Ask the children where these men work. Read the captions. Talk about what it must be like for the men. Would the children like to do these jobs? Why or why not?



What words describe where some people work underground? What is the miner doing in the photo on page 3?

Ask the children to point to the word *who*. Have them place it in sentences to clarify meaning and use. Ask the children to find two words with the *y* ending.

Have the children read the captions. Ask them what the men in the photo on page 4 are looking for. What equipment are the men using?



Ask the children what things miners dig for. Explain the terms *fuel* and *metal*, if necessary.

Ask the children to find the word *near*. List other *ea* words on the board. Read the list, while the children look and listen for the part that is the same. Clap the syllables in *shallow*.

Ask the children to tell you what they see in these two photos. Have the children read the captions. How are they useful?



Ask the children what three things people dig for in the ground.

Invite the children to find the word *Some*. Have them place it in sentences to clarify meaning and use.

Have the children identify the train station and train in the photos. Talk about underground trains and ask if any of the children have been on them. What was it like? What cities have the children been to or know of that have underground train systems?



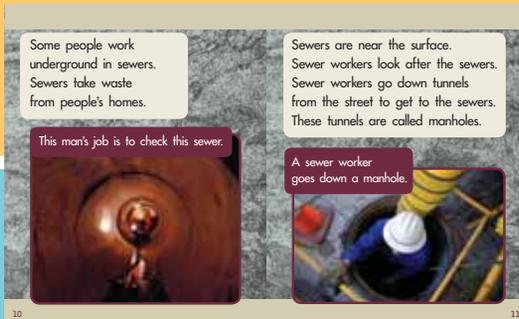
Ask the children whether underground trains are near the surface or deep underground.

Have the children find the words *near* and *Many*. Have them place the words in sentences. Locate the word *trains*. What are some other words with same *ai* sound?

BEFORE READING 10/11



Have the children read the captions. Ask them what jobs the men in these photos might do. Talk about what sewers are for and why we need them.



AFTER READING



Ask the children to say whether sewers are deep underground or near the surface.

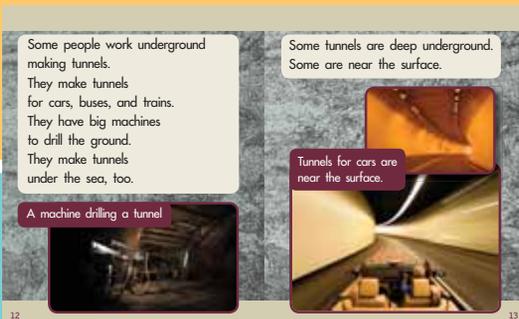


Ask the children to find the word *underground*. List other words with the *ou* sound on the board. Read the list together. Have the children point to the word *surface*. How does the letter *r* change the sound of the vowel? Clap the syllables in *underground* and *surface*.

BEFORE READING 12/13



Have the children look at the photos. Ask them if they have ever been in an underground transport tunnel. What might it be like in a tunnel when machines are working? What would it sound like?



AFTER READING



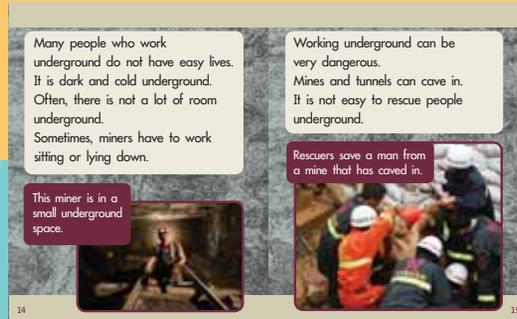
Ask the children what they have learned about tunnels from this page.



Have the children find the word *deep*. What word here means the opposite of *deep*? Write *big, cold, wet, soft, loud, new, dark, and give* on the board. What words mean the opposite?

Ask the children what they can see in these photos. Talk about the dangers of working underground.

Have the children tell you what they think of this book and why. Do they think the author has come up with a good idea for a book? What have the children learned from the book?



Ask the children to locate the information that describes the disadvantages and dangers of working underground.

Ask the children if they know what this page is for. Explain that a picture glossary has photos and labels to help them understand unfamiliar words or photos.



Ask the children what they liked most about this book. Would they recommend this book to their friends?

Ask the children to reread the book. Remind them to read the captions, too. Have them find three facts to share with the group.

12 f People Who Work

Underground

Name _____

Read the sentences and write **true** or **false**.

Miners use tools to dig
for fuel, metal, and stone. _____

A quarry is a deep mine
where people dig for wood. _____

Sewers take waste from people's homes. _____

Working underground is always safe. _____

Some miners dig for metal called gold. _____

All cities have underground trains. _____

The tunnels sewer workers use
to get to sewers are called manholes. _____

12 f People Who Work Underground

Name _____

Use the words to complete the sentences.

| | | |
|------------------|-------------|------|
| Word Bank | | |
| very | underground | near |

It is dark and cold _____.

Working underground can be _____ dangerous.

Some tunnels are deep underground
and some are _____ the surface.

Break the words into syllables.

shallow shal-low 2

surface _____ _____

underground _____ _____

deep _____ _____

dangerous _____ _____