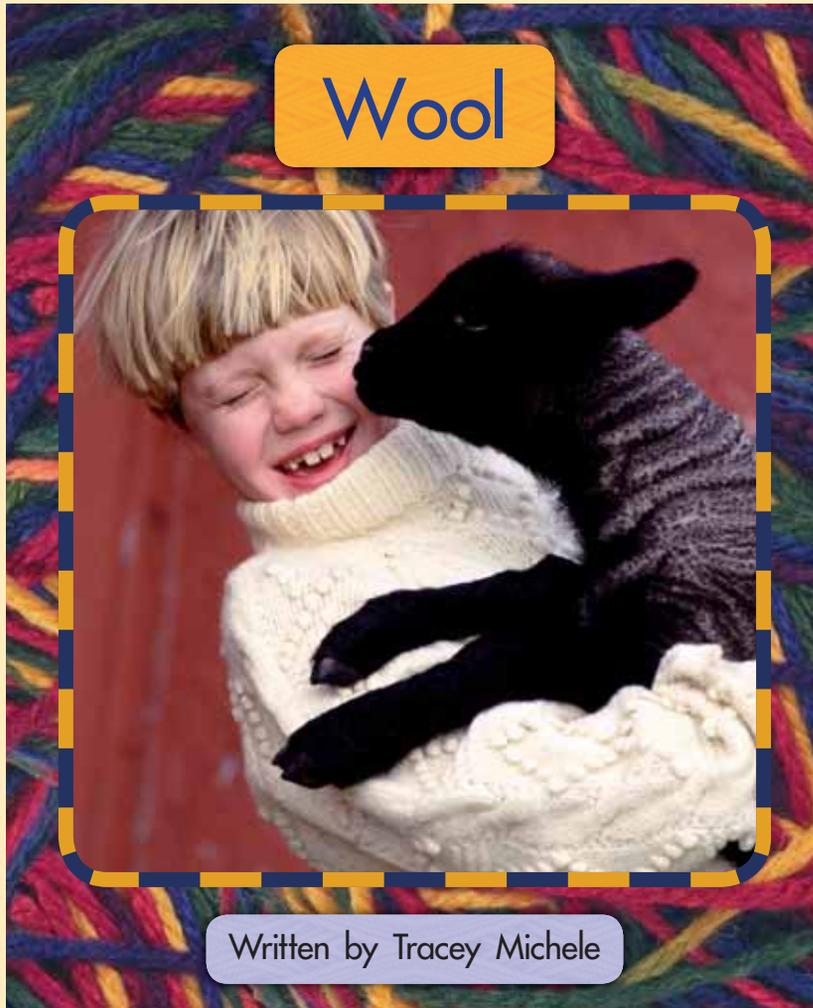




Level 13

Book d



Level	13
Word Count	295
Text Type	Information report
High Frequency	help
Word/s Introduced	



Dragons
Big Breakfast

Wombats
Stormy Sea Story

Scarlett's Surprise

Wool

Big Ted Goes Down
the Catwalk

Animals
From Eggs

Freddy Fox's
Fur

Amazing Plants
of Australia

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 story book or an information book? What things tell us this?

 Discuss the contents page. Tell the children it shows the smaller parts of the main topic. It tells where to find the smaller parts.



 What is this book about? What do the children already know about wool? Where does it come from? What can it be made into?

 What smaller part is on page 10? What will we learn about on page 14? Do rabbits and goats have wool? How is this page useful?

Ask the children to describe the photo. What is the boy wearing? What is it made from? Tell the children that the text in the cream box tells about the photo. How might captions be helpful?

Identify the caption. Tell the children that captions tell about the photos. How might captions be helpful?

Introduction

Many animals have a woolly coat. The wool is on their body. It helps their body stay warm. Wool can be on their legs, feet, or paws, too. You can cut off the wool. You can make clothes from wool. Wool clothes help you stay warm, too.



Wool helps this boy and his dog stay warm.

Why do animals have wool? Why do people make clothes from wool?

Have the children find the word with the *oo* sound. Can they spell it without looking at the book? What ending has been added to *wool*? Identify the word *their*. Compare it with *there* and *they're*. Place the words in sentences to clarify meaning and use.

Ask the children to describe the photos. What is the man doing to the sheep?

What things are on this page? Tell the children that the heading tells what this part of the book is about.

Sheep

Sheep have a woolly coat. Their wool can be white. It can be black or grey. Many sheep have black wool on their head and white wool on their body.

Sheep can have wool that is black or grey or white.

Farmers cut the wool off the sheep. This is called shearing. You can make clothes from sheep wool.

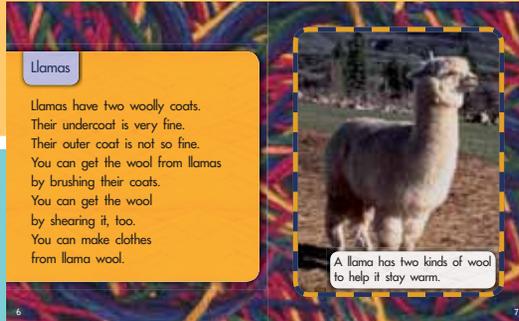


A shearer cuts the wool off a sheep.

What is the heading? What information do the captions give? What colours can sheep wool be? What do people do with sheep wool?

Have the children find the word *sheep*. What other words have the *ee* spelling? List the words on the board. What *ea* word describes the cutting of wool off the sheep?

What is the heading? What is this animal? How is a llama different from a sheep?



What two ways can people get wool from a llama? Can we make clothes from llama wool?

Ask the children to find the words with *ing* on the end. Identify wool. What other words have the *oo* sound? What word here is made from two smaller words?

What is the heading? Ask the children to describe this animal. Which animal does it look like?



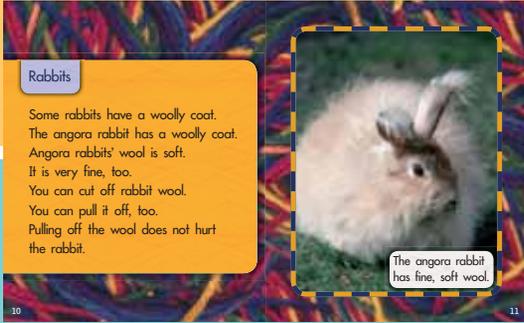
What is alpaca wool like? How is it different from sheep wool?

Have the children find the word that ends with *le*. What word means the opposite? Can the children spell *big*? Clap the syllables in the word *alpaca*. How many are there?

BEFORE READING 10/11

Have the children identify the animal in the photo. What might be special about a rabbit's wool?

Read the caption. What two words describe the rabbit's wool?



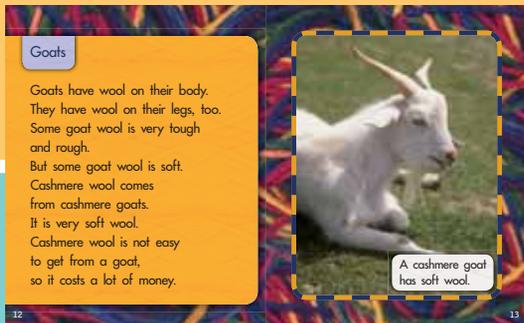
AFTER READING

What is special about a rabbit's wool? Does pulling the wool off hurt the rabbit?

Ask the children to find the word *very*. Have them place it in sentences to share with the group. Have them place *off* and *of* in sentences to clarify meaning and use. Write *chop*, *push*, and *eat* on the board. Tell the children these are action words. What action words are on this page?

BEFORE READING 12/13

What animal is in the photo? Have any of the children seen goats? Can they guess what goat wool might be like?



AFTER READING

What information does the caption give? Why do clothes made from cashmere wool cost a lot?

Have the children point to the word *But*. Place the word in new sentences. Identify the word *rough*. What word here rhymes with *rough*?

What is the heading? What kind of dog is in the photo. Do the children think people can get wool from the poodle? What information is in the caption?

What do the children think of the book? Why? Is this a good idea for a book?



Ask the children why people do not use poodle wool to make clothes. What might poodle wool feel like?

Ask the children to find the word *Many*. Have them place the word in sentences. Have them find *coat*. Can the children think of another word with the *oa* sound? What two words here have the *oo* spelling?

What is this page called? Show the children how to use the index page. How is an index page different from a contents page? How might an index page be useful?

Index	
angora	10, 11
cashmere	12, 13
clothes	2, 5, 6, 14
farmers	5
shearing	5, 6, 8
woolly coat(s)	2, 4, 6, 10, 14, 15

Have the children use the index to find information about farmers. What pages give information about angora? What information is on page 12?

What did the children like most about this book? Have them find three facts to share with the group. Would the children recommend the book to their friends?

Put the words in the correct sentences.

There Their They're

_____ undercoat is very fine.

_____ going to the wool shop.

_____ are a lot of sheep in New Zealand.

Write two sentences using two of the words.

What two smaller words make these words?

undercoat _____ + _____

birthday _____ + _____

basketball _____ + _____

13 d Wool

Name _____

Here are some **oi** and **ai** words.

Put the words in the right boxes.

mainly point noise
late brain coin
rain wait painted
loin foil grate

oi words	ai words