

Level	14
Word Count	303
Text Type	Factual description
High Frequency Word/s Introduced	father, people, children

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)



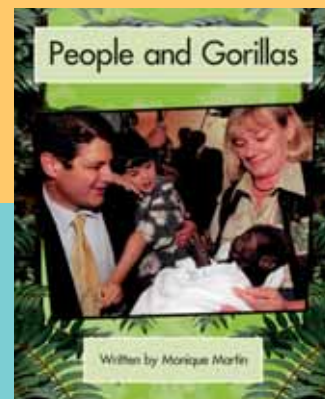
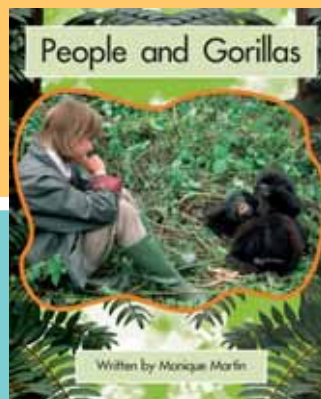
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the cover and the title page. What can they see? What will the book be about?



Ask the children to discuss what type of book it is. Fact or fiction? What clues do they have for their answer? What will they learn from this book?

AFTER READING

Encourage the children to discuss what they know about gorillas. What do they know about gorilla families? About gorilla babies and parents?

Explain plurals to the children as words that mean more than one of something. Ask the children to scan the text and find the plural of *father*, *mother* and *child*. They may need help with *child*.



Invite the children to think about whether this text is fact or fiction. What could they use this text for? What can they learn from it? Ask them who is in a gorilla family. How big is a gorilla family?

Ask the children what the photo is of. Can they tell who each person in this family is? Ask them if they know how big most families are.



Invite the children to think about the text on the previous page and the text they have just read. Ask them if the text helps them find out what is the same about gorilla and people families.

Ask the children to find the word *family* in the caption. Write the word *family* on the board. Ask them to find the plural on page 4. Write *families* underneath *family*. Discuss with the children how to apply.

Ask the children what is happening in these photos. What is the same about the two photos?

Discuss with the children what the photo captions are for. Ask them if they need to read the captions and why.



Ask the children what gorillas and people do with their babies that is the same as each other. Are gorillas good mothers and fathers? What makes them good mothers and fathers?

Have the children add *baby* and *babies* to the board and to talk about the difference.

Ask the children to look at the photos on this page. What are the gorillas and children doing?

Have the children scan the text for the plurals that they know already. Ask them what other words on this page are plurals.



Invite the children to discuss what they have learnt about gorillas so far. How are gorillas like people? On these pages how have they found their information?

Have the children talk about whether the book is making it easy for them to compare and contrast people and gorillas.

BEFORE READING 10/11

Involve the children in a discussion about people and gorillas. Remind them of what they have read and ask them in what other ways they think gorillas are similar to people.

Have the children clap and say the syllables in *gorillas*, *people*, *pregnant*, *vegetables* and *carrot*.



Ask the children the following questions. What do people eat that gorillas do not? Where do gorillas sleep? What is different about the way people and gorillas sleep?

Tell the children they can use this information to compare people with gorillas. Give them an example and ask them what other comparisons there are.

AFTER READING

Listen to Me

Brian Fixit

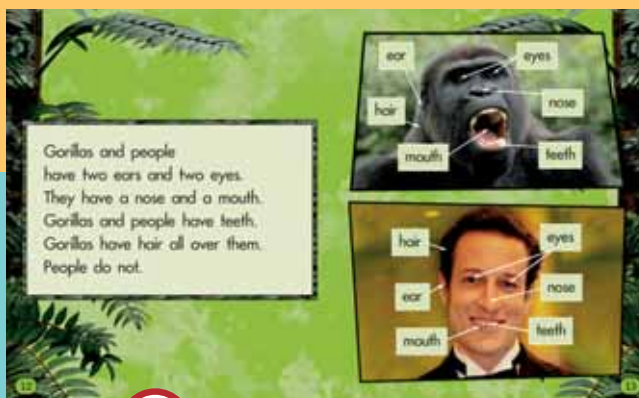
This Little Boy

A Hot Day at the Farm

BEFORE READING 12/13

Say to the children that a lot of things that people and gorillas do are similar. Ask them if people and gorillas have anything similar about the way they look.

Ask the children how they can use the labels on the photos.



Ask the children if the book makes it clear to them how people and gorillas are different from each other.

AFTER READING

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children to read the photo captions on these pages. What do they think these pages might be about?

Tell the children that we know gorillas and people are a lot alike. Then ask them to use these pages to tell us how they are different.



Have the children re-examine the text. Ask them how long gorilla arms are. What do gorillas walk on? How long are people's legs?

Have the children scan the text for the plurals that they know already. Ask them what other words on this page are plurals.

Ask the children what part of the book they can use to find where specific information in the book is.

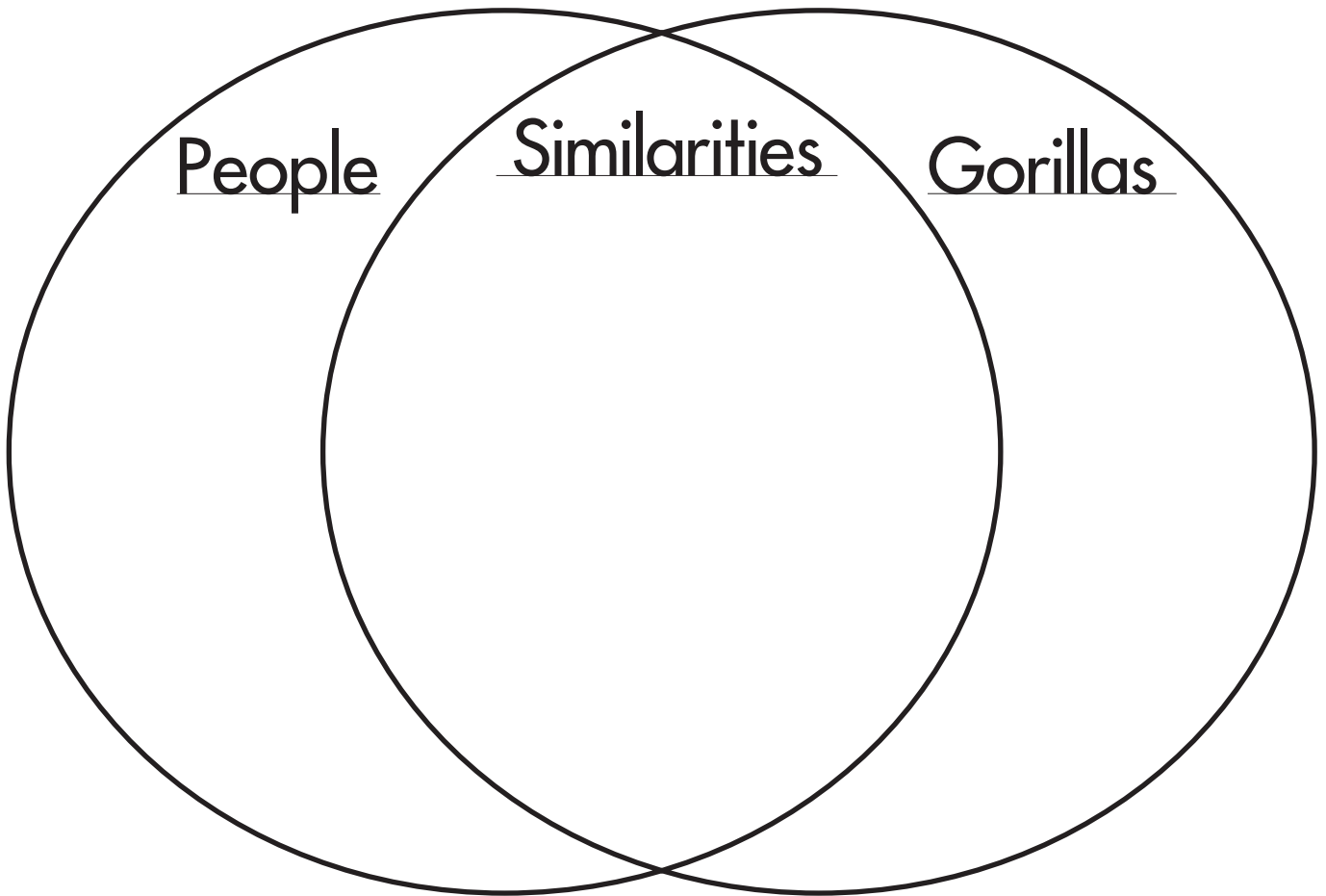
Have the children read the book independently. Tell the children they are reading for information. You want them to tell a partner one difference and one similarity between people and gorillas when they have finished.

Index	
baby(ies)	2, 3, 6, 7, 9
children	2, 4, 8, 9
family(ies)	2, 4, 5
mouth	12, 13
teeth	12, 13
vegetables	11

Ask the children to give you a demonstration of how they would use this page. Ask them to turn to the pages about teeth.

14 f People and Gorillas **Name** _____

1. Use this Venn diagram to compare and contrast people and gorillas.



14 f People and Gorillas Name _____

1. Use the following words to complete the sentences:

Mother mother fathers father families chil-
dren

Some gorilla _____ are small.

_____, _____, and _____
live in big gorilla _____.

Most people live in _____, too.

Some _____ have a _____,
a _____, and _____.

Gorillas are very good _____ and
_____.