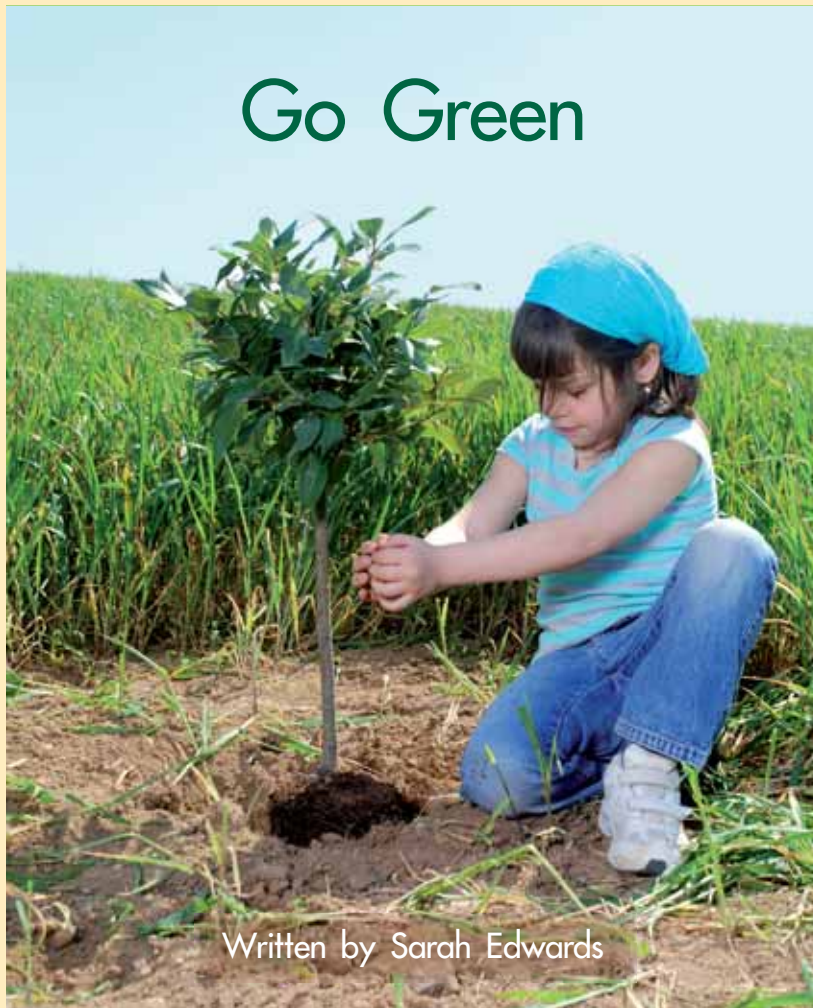




Level 15 Book h



Written by Sarah Edwards

Level	15
Word Count	333
Text Type	Argument
High Frequency Word/s Introduced	



The Big Fun Run

Riding the Big Wave

Valley Town

A House for Shade

Pandas in Danger

The Bornean Clouded Leopard

Connor Camels' New Career

Go Green

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



Discuss the cover and contents page. Is this book fiction or nonfiction? How can the children tell?



Discuss the purpose of the contents page. Have the children used one before? How does it help people find information? How is it different from an index?



AFTER READING



Ask the children to predict the information they will find in this book. Have them refer to the cover and contents page for their answers. What does being green mean? Why is it so important?



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

BEFORE READING 2/3

Ask the children to describe these photos. What harmful things do we see in these photos? What might happen to the planet if we do not go green?

Explain what headings and captions are. Discuss how they help the reader understand and use the text.



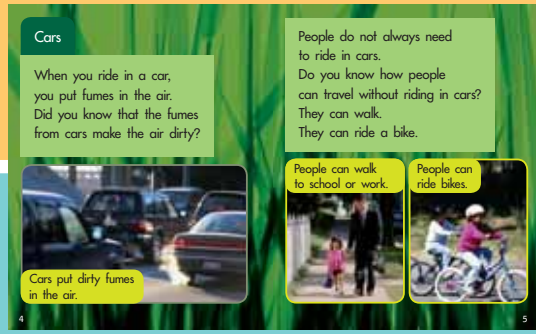
AFTER READING

Ask the children what the heading and caption tell us. How do they help the reader? What questions do we find in the introduction? These tell us what the book will be about.

Identify the word *know*. Discuss the silent *k*. Brainstorm other words with a silent *k*. Then look at the word *need*. Talk about the vowel digraph *ee* and list other words with the same sound.

BEFORE READING 4/5

Ask the children to look at these photos and guess what people need to do more to avoid pollution. What do cars produce a lot of? What methods of transport do not?



AFTER READING


Ask the children what the heading and captions tell us. Why are cars harmful to the environment? Encourage the children to find the answer in the text.

Ask the children to find the word *people* and spell it. Then ask them to find the *r*-controlled vowel in the words *air* and *dirty*. Can they think of others?

Discuss with the children how photos often help with reading. Have them look at the heading and photos. Ask the children to talk about these photos and have them guess what they all have to do with being green.


Water

When people turn on taps, they use water. Did you know that people use too much water?




Running a bath can waste water.

People need to save water. Do you know how people can help save water? They can take a shower. They do not need to take a bath. They can fix taps that are leaking.



Take a shower.



Fix leaking taps.

Ask the children what we can do to stop wasting water. Encourage the children to find the information in the text. Why is it important to save water?

Have the children point out the word *water* and spell it. Then have them find the vowel diphthong *ow* in the word *shower*. Have the children find the vowel digraph *ow* in the word *know*.

Have the children read the heading. Explain that headings break a topic down into sections. Ask the children what this section is going to be about. What information can we gather from the photos alone?

Rubbish

When you throw away rubbish, it makes the land dirty. Some people throw away glass, metal, plastic, and paper.



Rubbish makes the land dirty.

People need to make less rubbish. Do you know how people can help make less rubbish? They can recycle glass, metal, plastic, and paper.



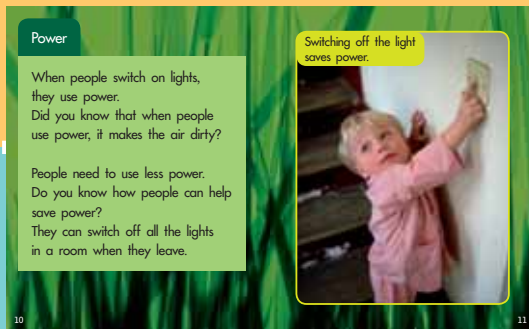
Recycling means less rubbish.

Ask the children where rubbish goes after it is collected. Talk about landfills and how dangerous they are for the environment. What should we recycle from the house? We should compost green waste as well as recycling the materials mentioned in the text.

Have the children find the word *away* and spell it. Then ask them to find the *le* ending words – *recycle* and *people*. List other *le* ending words.

BEFORE READING 10/11

Ask the children to look at this photo and describe something else we need to do to go green. Do the children switch off lights at home? How would doing that help us become more green?

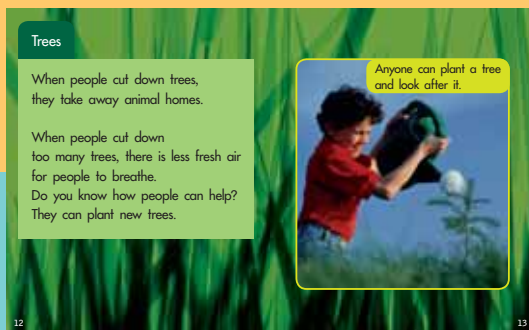


AFTER READING

Discuss how using electricity unnecessarily can add to pollution. Talk about switching off lights and not leaving the television on standby.

BEFORE READING 12/13

Ask the children what is happening in this photo and how the boy is being green. Why do the children think we need trees? Talk about the trees in the children's environment.



AFTER READING

Ask the children to locate in the text two things that can happen when we cut down trees.

Have the children find the word *help* and place it in sentences to clarify meaning. Then find the word *breathe*. What is the vowel digraph here? List words with the same sound.

Ask the children how these people are being green. Ask the children how they felt last time they planted something or helped look after a garden. What else could we do?

Ask the children to think about the message as they read. Has the author made a good case for going green?



Have the children point out words and tell you how many syllables each one has.

Talk to the children about how they feel about Earth and what we all need to do to look after it. What might happen if we do nothing? What changes are we already seeing on the planet?



Ask the children to make a list of the things they want to do. They could take it home, present it to the student committee at the next meeting, or initiate a class project.

Ask the children what they liked most about this book and whether they might recommend this book to their friends.

15 h Go Green

Name _____

Fill in the **What can I do?** box to list your actions.

Heading	What can I do?
Cars	
Water	
Rubbish	
Power	
Trees	

15 h Go Green

Name _____

Write **true** or **false** beside the sentences.

I can help save Earth.

Planting trees is bad for Earth.

Riding bikes makes the air dirty.

People can recycle plastic.

People sometimes waste water.

I am green.

I can tell people about being green.

Draw a poster telling people to go green.

