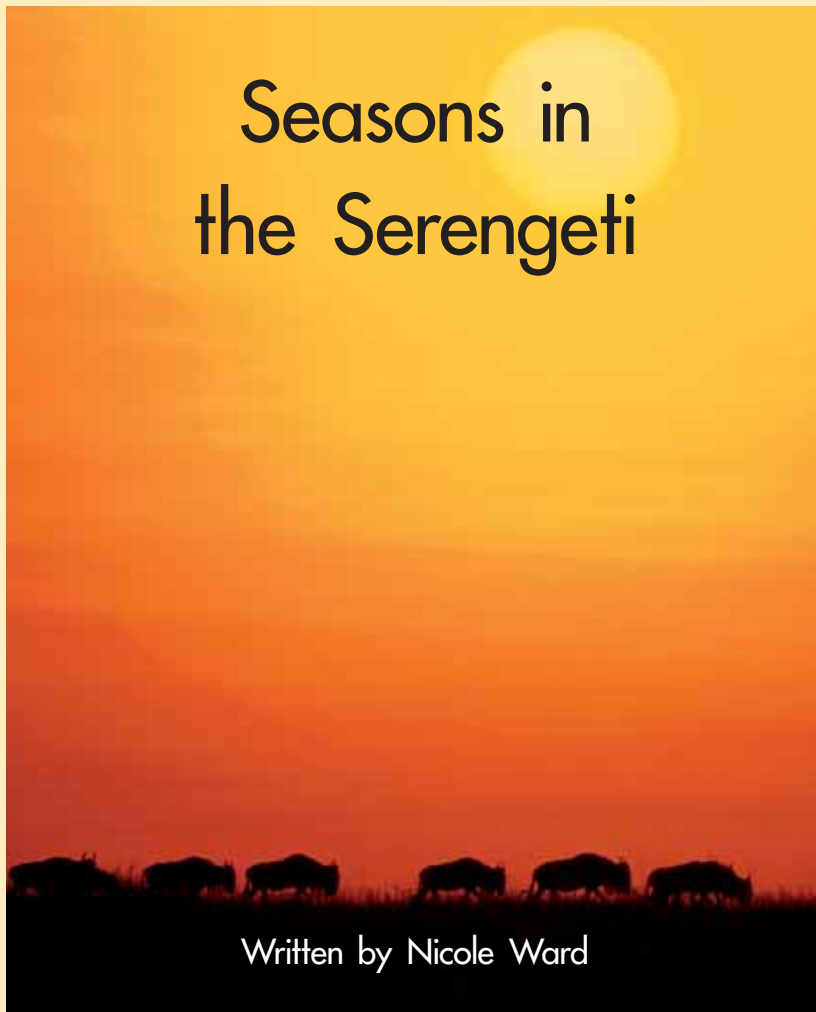




# Level 16 Book c



Level	16
Word Count	364
Text Type	Information report
High Frequency	sometimes
Word/s Introduced	



Making a  
Worm Farm

Humphrey - World  
Champion Camel Spitter

Seasons in  
the Serengeti

The Biggest  
Fish Ever

Colourful Snakes

Don't Let the Mice  
Drive the Bus!

Market Tools

The Grey Wolf

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

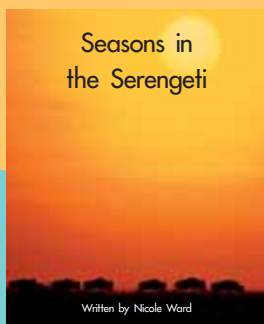
## Cover & Title Page



Ask the children to describe the cover and contents page. Discuss whether this book is fiction or nonfiction. Have the children justify their answers.



Talk about the purpose of the contents page. How does it help people find the information they need? Is it the same as an index? How are they different?



AFTER READING



Ask the children to tell you where they think the Serengeti is. Discuss what you can tell about the Serengeti from the cover. What type of environment is it? How is it different from the environment the children live in?



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

Ask the children to look at the time line along the bottom of the pages. What information does it show us? What can we learn from the time line? Ask the children to tell you which months of the year are wet and which ones are dry.

**Introduction**  
The Serengeti National Park is in Africa. A lot of animals live in the park. The seasons have an effect on the animals. They affect how they eat. They affect where they live.

**The Weather**  
It is hot in the Serengeti. Sometimes, it is very dry. Sometimes, it is very wet. Most of the rain is between March and May. There is a lot of rain in November and December, too. The rest of the months are mainly dry, even those in the wet season.

Wet season			Dry season						Wet season		
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

Ask the children what the headings tell us. How do they help the reader? In which part of the world is the Serengeti found? How do the seasons affect the animals there? Have the children refer to the text.

Ask the children to identify *Sometimes*, and spell it without looking at the text. Discuss compound words. Look at the word *seasons*. Discuss the vowel digraph *ea*. Make a list of similar words.

Ask the children what animals they can see in the photo. Do these animals live in Australia? Talk about how animals are adapted to different climates.

Encourage the children to use the book's features, such as the time line and captions, to help with their reading.

**The Wet Season**  
It rains a lot in the wet season. All of the waterholes fill up with water. A lot of the animals in the Serengeti go to the waterholes to drink. Some of them go in the water. Crocodiles and hippopotamuses can spend days in the water.

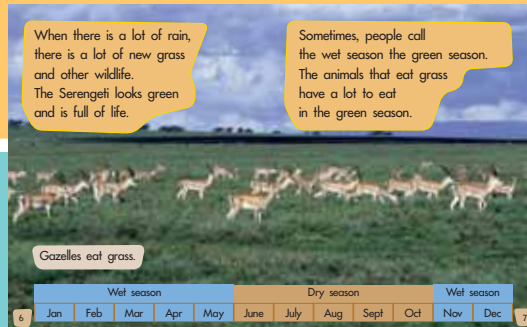
Animals at a waterhole sometimes have to wait their turn to drink.

Wet season			Dry season						Wet season		
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

Ask the children what happens in the wet season. Gather as much information as possible. Ask them how captions help readers. What does this caption say?

Discuss with the children how knowing the two small words in *waterholes* helped them read the word and understand the text. Have them identify the words with the largest number of syllables.

Ask the children to identify these animals. Have the children seen these animals before? What words can we use to describe these animals? Brainstorm adjectives and list them on the board.



Ask the children what happens when there is a lot of rain. Talk about how the rain affects the plant growth and how this affects the animals through their food supply. Refer to the text.

See if the children can find the words *eat* and *green*. Can the children identify the vowel digraphs – *ea* and *ee*? List other words with the same sounds.

Ask the children what these animals are and describe their diet and characteristics. Discuss what makes the cheetah special and if the children have seen one before.



Ask the children what animals that eat other animals are called. What might the cheetahs be looking at? What animals might they eat that the children have seen in this book?

Have the children identify *eat*, *plains*, and *season*. Discuss the vowel digraph in each. Ask the children to look at the time line and find the months that have been abbreviated. Why are some abbreviated and some not?

BEFORE READING 10/11

Ask the children to describe this animal and say where they have seen one before. Talk about what is special about this kind of animal. Do the children think the zebra is a herbivore or a carnivore?

**The Dry Season**

When the wet season ends, the dry season starts. There is little rain in the dry season. There is a lot of sunshine. The waterholes start to dry up. The grass dries up, too. There is little for the animals to eat.

In the dry season, the grass dries up and turns brown.



Wet season					Dry season					Wet season	
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

AFTER READING

Ask the children what the heading of this section is. Ask them to find out what happens in the dry season. Talk about how this affects the animals. In which months of the year is it dry?

Ask the children to find the *le* word *little*. Can they think of other words with the same ending? Ask the children to identify all the punctuation used in the text and discuss the function of each kind.

BEFORE READING 12/13

Have the children read the heading and caption. Ask them why they think the animals leave the plains in the dry season.

**Leaving the Plains**

Huge numbers of animals leave the plains in the dry season. They know they have to leave to look for water. They know they have to look for grass or animals to eat. They go to the forests. Some animals travel in herds. Wildebeests and zebras are animals that travel in herds.

Wildebeests leave the Serengeti plains in the dry season.



Wet season					Dry season					Wet season	
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

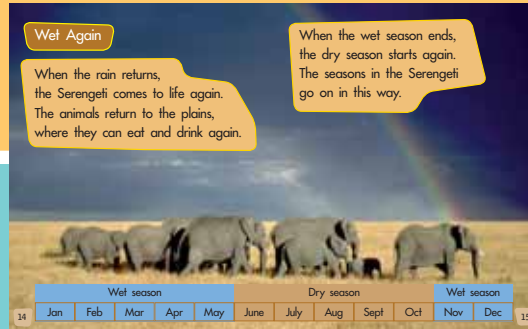
AFTER READING

Ask the children what happens when the dry season comes. Name the two kinds of herd animal that leave in the dry season.

Ask the children to point out the word *know* and place it in sentences to clarify meaning and use. What is the silent letter in this word? Can the children think of other words with a silent *k*? Identify the *ee* digraph in *wildebeests*.

Ask the children what these animals are. What is special about elephants? Have the children seen them close up? What was it like? What else can they see in the sky here?

Ask the children to discuss any words they found difficult. Discuss their strategies.



Ask the children to reread this heading. Discuss what happens when the rain comes to the Serengeti. Why do the animals return?

Ask the children to find the words with the *ai* vowel digraph – *rain*, *again*, and *plains*. List other words with the same sound. Have the children point out the four-syllable word.

Discuss the index, how it is different from the contents page, and what its main purpose is.

Index	
grass	6-8, 10-12
herds	12
plains	8, 9, 12-14
waterhole(s)	4, 5, 10
wildebeest(s)	12, 13
zebras	12

Have the children read the index entries. Have them go back to the relevant pages and reread the sentences in which the words occur.

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

# 16 c Seasons in the Serengeti

Name \_\_\_\_\_

Circle all the months in the dry season.

Put a square around all the months  
in the wet season.

March

December

January

September

April

July

October

February

May

June

August

November

How many syllables do these words have?

seasons

sea-sons

2

Serengeti

wildebeests

zebras

elephants

# 16 c Seasons in the Serengeti

Name \_\_\_\_\_

Use the words to complete the sentences.

## Word Bank

May

waterholes

cheetahs

life

December

Africa

eat

returns

The Serengeti National Park is in \_\_\_\_\_.

Most of the rain is between March and \_\_\_\_\_.

There is a lot of rain

in November and \_\_\_\_\_.

A lot of the animals in the Serengeti

go to the \_\_\_\_\_ to drink.

These \_\_\_\_\_ look for other animals

to \_\_\_\_\_ on the plains.

When the rain \_\_\_\_\_, the Serengeti

comes to \_\_\_\_\_ again.