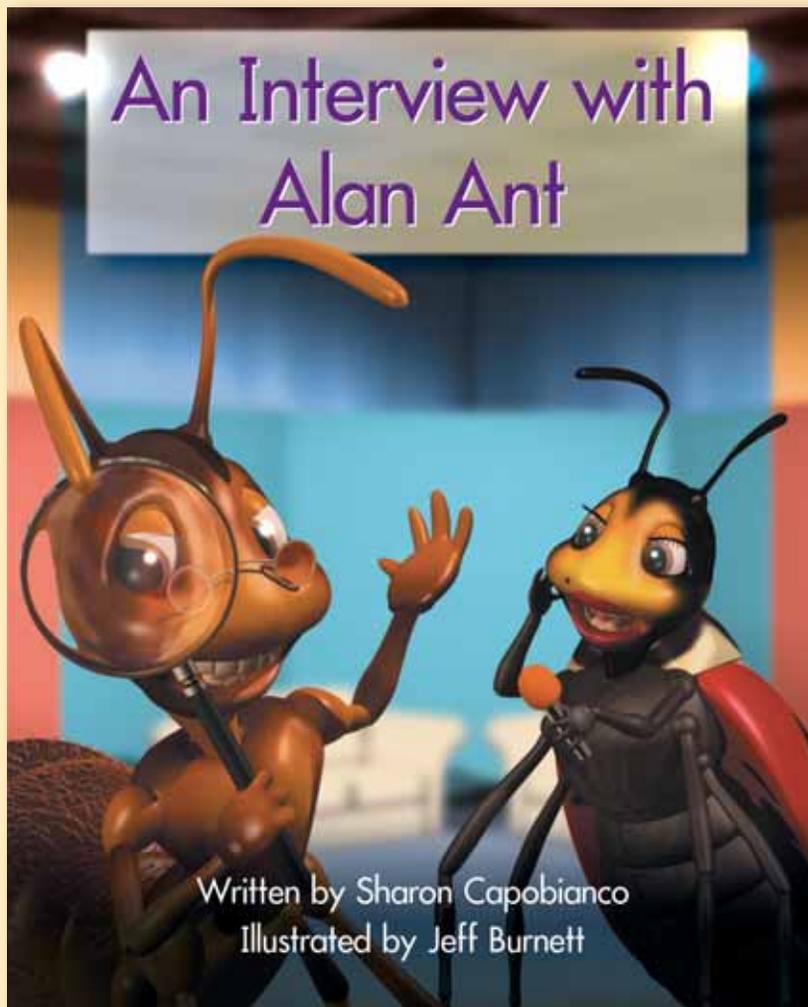




Level 18

Book d



Level	18
Word Count	441
Text Type	Information report (interview)
High-Frequency	different, Earth,
Word/s Introduced	more, together

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Discuss the front cover with students. Read the title and talk about what an interview is. Ask students which character could be Alan Ant, and what the characters are doing.

Ask students what they know about interviews. Explain to students that interviews inform people about the interesting experiences and thoughts and feelings of the person being interviewed. Interviews can be written in questions and answers.

Tell students that the interview with Alan Ant is on television. Ask students if they have seen presenters interviewing on TV. Who have they seen interviewed?

Read the title page, glossary, and index. Discuss with students how these features can help their reading for information.

Introduce and explain the *Graphic Organiser* BLM.

DURING READING

Explain to students that you are going to ask a question at the beginning of each page to focus their reading on key information. Tell them you will expect an answer when they have read the page.

Pages 2–3 What is Sharon asking Alan Ant about?

Pages 4–5 Are there more ants or people on Earth?

Pages 6–7 Are all ant colonies the same?

Pages 8–9 What do ants do in winter and where?

Continue through the book, setting purposes for students to read closely for information.

Monitor and support students as necessary. Observe and note independent reading behaviour.

AFTER READING

Ask students to recall information from the interview. Have students recall key information to form headings for the teacher to write on the board, e.g. *Where Ants Live*.

Ask students to reread the book and complete the *Graphic Organiser* BLM.

CODE BREAKER



Developing Specific Skills

Base words – different, morning, although

Synonyms – build – make, construct, erect

Prefixes – *inter* – interview; *pro* – provide, protein; *sub* – substance; *in* – insects

Suffix – *ent* – different

y to *i* and add *er* – heavy/heavier

Digraph at the end of a word – growth

TEXT USER



Discuss with students what they notice about how the interview has been written.

Compare the interview to other text forms the students have read.

Discuss the purpose of the interview and the intended audience.

MEANING MAKER



Talk about the information that the interview has gathered.

Have students prepare questions to interview an interesting person and record the responses.

Ask students to draw the life cycle of the ant.

TEXT CRITIC



Have students consider whether they enjoy watching and listening to an interview. Ask them to give reasons.

Have students as a group or class make a list of qualities that make a successful interview. Ask them to discuss examples that they have seen in interviews.

18d An Interview with Alan Ant Name _____

1. Write the base words from these words.

different	_____	morning	_____
although	_____	worker	_____
about	_____	talking	_____
interview	_____	asking	_____

2. Replace *y* with *i* and add *er*, *ed*, or *es*, to these words.

heavy	_____	bunny	_____
funny	_____	happy	_____
cry	_____	fly	_____
sunny	_____	pretty	_____

3. Choose from the prefixes to make words.

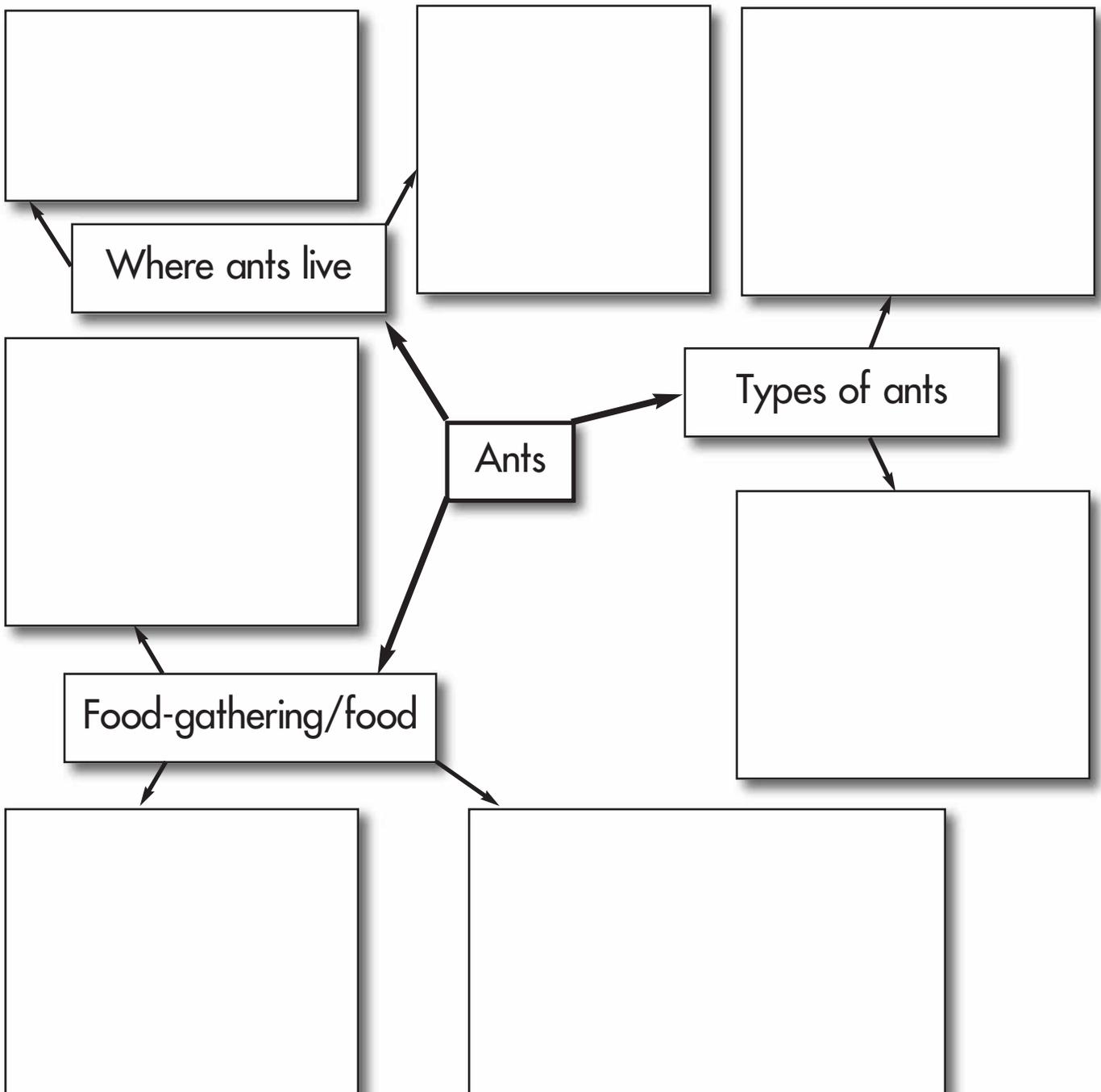
pro sub in be inter al a

_____sects	_____stance
_____vide	_____cause
_____tect	_____view
_____so	_____gain

18d An Interview with Alan Ant Name _____

Graphic Organiser

Read the book to find out about ants. Fill in the boxes to organise the information that you learn.



18d An Interview with Alan Ant Name _____

Interview an interesting person and record their responses,
e.g. gardener, caretaker, nurse, speech therapist, secretary.

My Interview with _____ (write the name)

What is your job?

Why did you choose it?

What is the best thing about your job?

Turn the page over and write more questions.