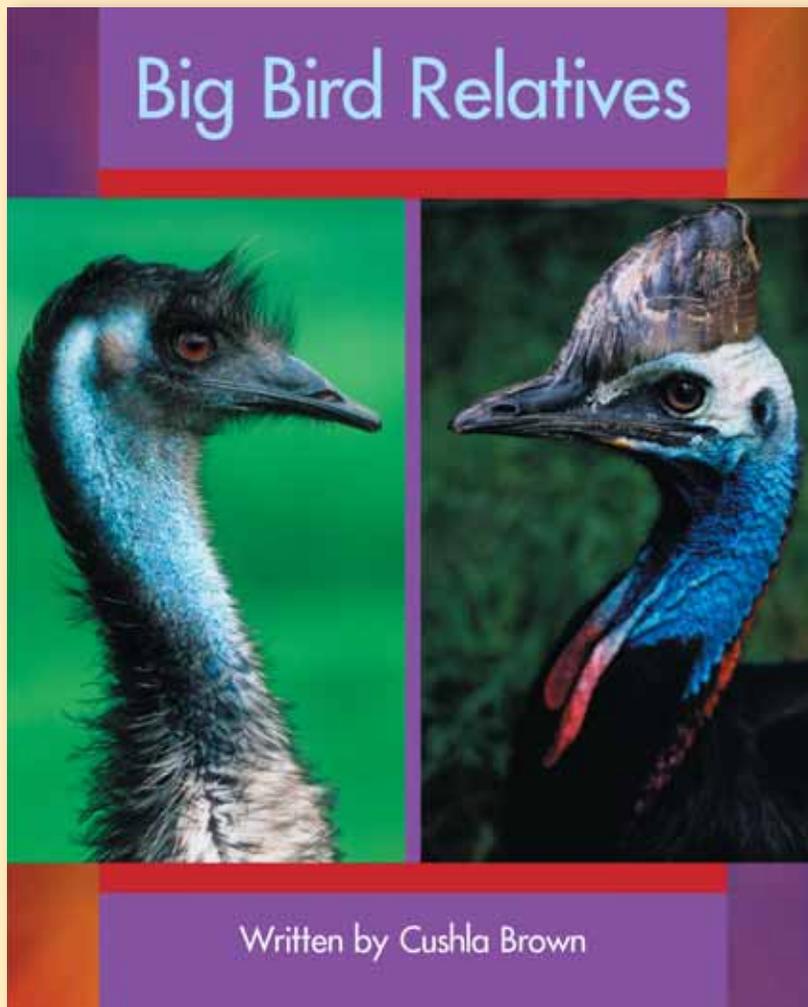




# Level 18

## Book f



Level	18
Word Count	430
Text Type	Factual description
High-Frequency Word/s Introduced	both



The Maze Race

Ice-Cream

Carla Crocodile's  
Adventure

An Interview  
with Alan Ant

Bisai's First Gallop

Big Bird Relatives

A Very Good Idea

Amazing  
Mudskippers

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, asking students if they recognise the birds in the photographs.

Ask students what they know about big birds. Do they have enough information to make comparisons about the two species of birds? What more information do they need to compare and contrast?

Have students read the contents and predict if they will find the information they need in the book.

Read the glossary and index and ask students to comment on which of the entries will add information to the contents page.

Introduce and explain the *Venn Diagram* BLM. Discuss unfamiliar concepts, with reference to photographs and illustrations in the book.

## DURING READING

Ask students to read the introduction, and expect to tell the group three facts about the birds.

**Pages 4–5** Have students read and then be able to make a comparison between the two species of Australian large birds.

**Pages 6–11** Tell students they will be expected to describe what the emus and cassowaries look like after reading this chapter. How are they the same and how they are different?

**Pages 12–13** Have students read the chapter to find out what emu and cassowaries eat, and if they eat the same or different food.

**Pages 14–15** Ask students to read and then tell the group the similarities between the two types of birds and their eggs.

Continue reading the book, asking students questions before they read each sample of text and expecting them to reply after they have read the sample.

Provide guidance and support as they read silently for the information.

## AFTER READING

Discuss with students if the questions they made before they read have now been answered. Do they now have sufficient information to compare and contrast the two species of birds?

Discuss any difficulties students may have had. Were they resolved? What did you try? What else could you have tried?

Have students reread the book, consolidating information and extending strategies.

Have students complete the *Venn Diagram* BLM.

### Developing Specific Skills

Adjectives

Bullets (page 20)

Prefixes – *ex* – except; *un* – undigested; *in* – incubates; *al* – almost

Suffixes – *en* – hidden; *ly* – mostly; *er* – blacker, shinier

Hyphen – grey-brown, blue-black, three-toed

Make predictions about text.

Use text features such as the contents page, glossary, index, and charts.

Read the text and use text features to compare and contrast information on the *Venn Diagram*.

## MEANING MAKER



Relate the information about the two species of birds to the students' experiences and information about emus and cassowaries.

Measure height, weight, time, and speed – 2 m, 60 kg, 120 mm, 83 kg, 1 km, 50 km an hour, six to nine months.

Have students paint grey-brown and blue-black.

Interpret the chart on page 11.

## TEXT CRITIC



Ask students why they think the author chose the title.

Have students comment if they knew more about one type of bird than the other before they read the book. Has this changed now that they have read the book? Why? Which bird do they know the most about now?

# 18f Big Bird Relatives

Name \_\_\_\_\_

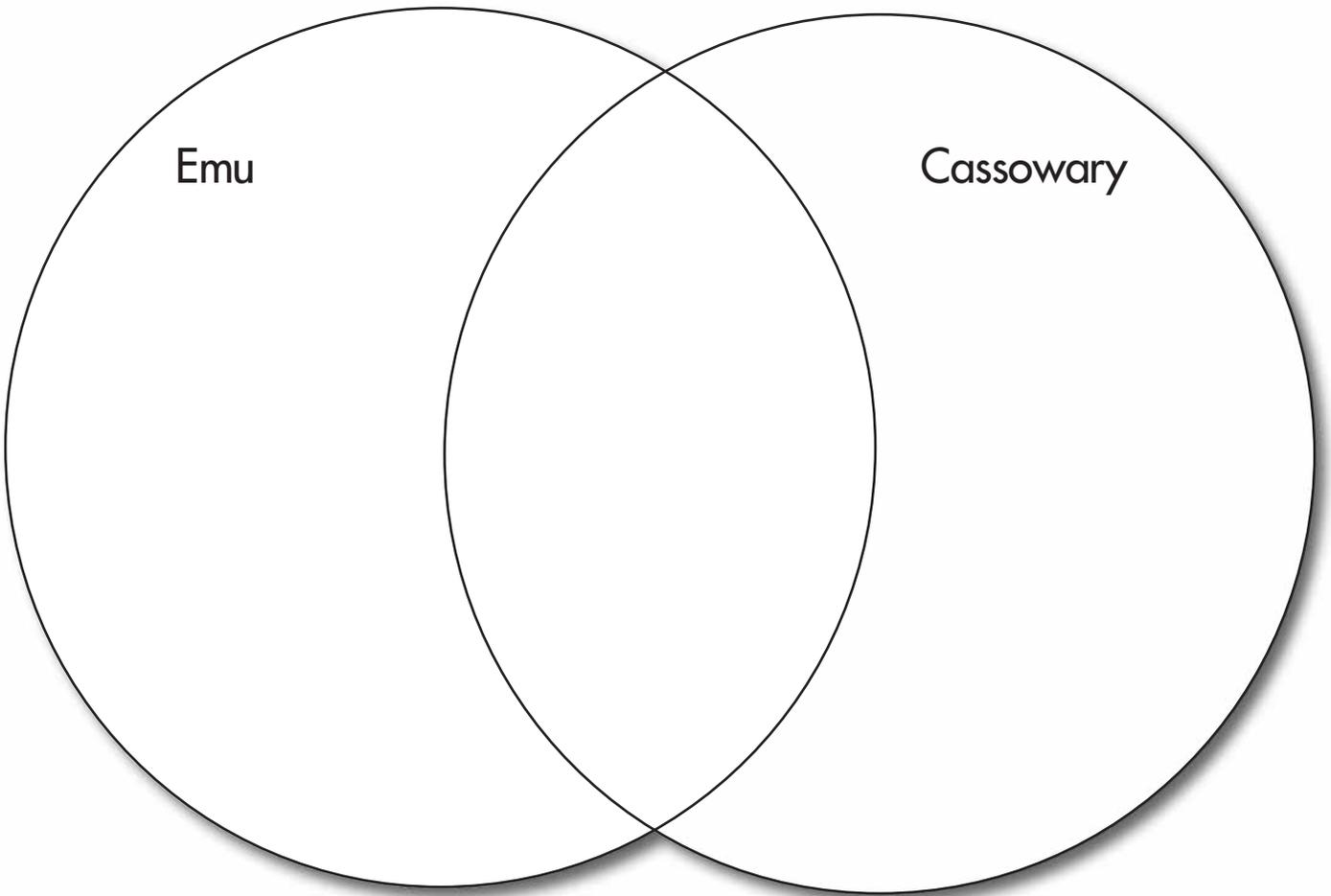
1. Use your book to find adjectives for these nouns.

\_\_\_\_\_ - \_\_\_\_\_ feathers  
\_\_\_\_\_ \_\_\_\_\_ necks  
\_\_\_\_\_ wings  
\_\_\_\_\_ helmet  
\_\_\_\_\_ - \_\_\_\_\_ feet  
\_\_\_\_\_ claws  
\_\_\_\_\_ bird  
\_\_\_\_\_ eggs  
\_\_\_\_\_ rains \_\_\_\_\_ legs

2. Draw a picture that includes all the above information.



**Venn Diagram**



# 18f Big Bird Relatives

Name \_\_\_\_\_

1. Combine the correct prefixes with the words.

ex      be      in      al      de      pre

- a. The male birds \_\_\_\_\_ cubate the eggs.
- b. Emu and cassowary chicks \_\_\_\_\_most look the same.
- c. Both \_\_\_\_\_ fend themselves by using their feet to kick their \_\_\_\_\_dators.
- d. You may never see a cassowary \_\_\_\_\_cause it is a very shy bird.
- e. Emus are found everywhere in Australia \_\_\_\_\_cept Tasmania.

2. Open your dictionary at the letter **b**. List 10 nouns. Now write 1 adjective for each of these nouns.

adjective	noun	adjective	noun
colourful	bird		