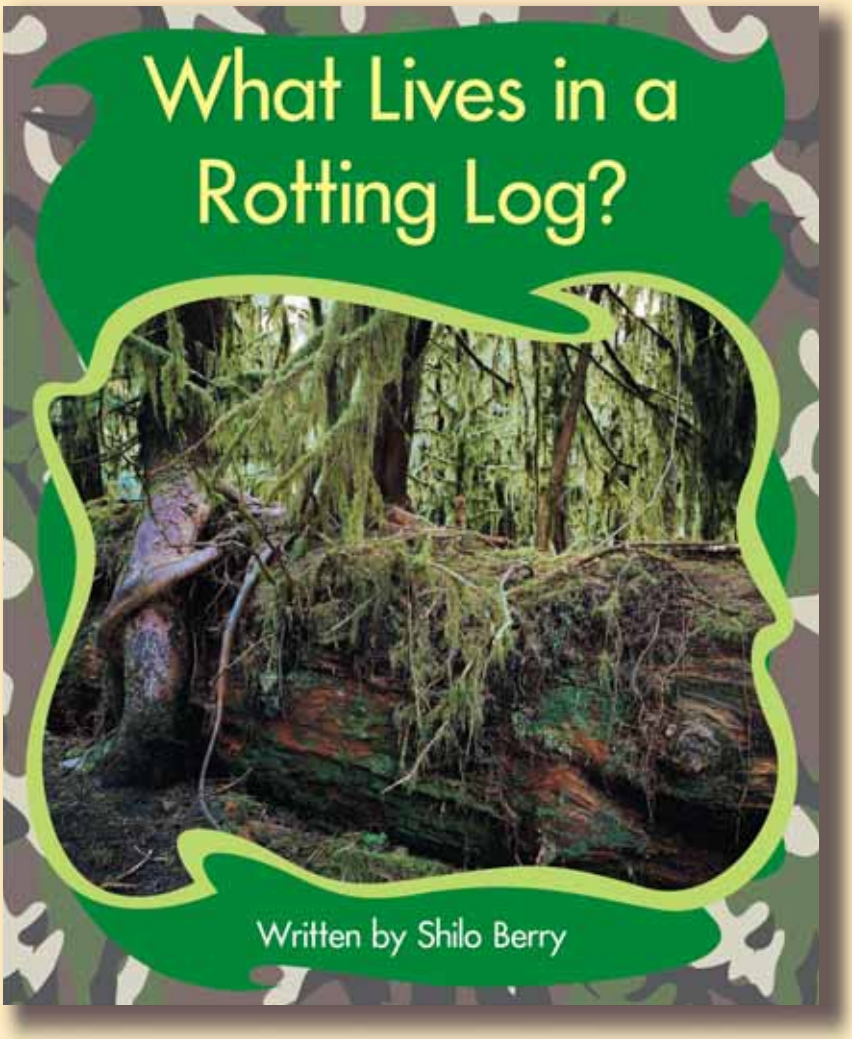
Springboard

Level 19
Book d



Level	19
Word Count	465
Text Type	Information report
High-Frequency Word/s Introduced	into, place

MACMILLAN

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. Make predictions about what will be in the book that lives under a rotting log.

Read the contents page and check students' predictions with the chapter headings.

Explain to students that after they have read the introduction they may select which heading they would be most interested in reading first, because the chapters aren't in chronological order.

Introduce and explain the *Information Summary Chart* BLM.

DURING READING

Ask students to read the introduction and then be prepared to tell the group why a rotting log is a good place for animals, insects, and plants to live.

Ask students which chapter most students are interested in reading first, e.g. Toads.

Turn to page 10. Ask students to read and find out why toads live under rotting logs, and to be prepared to share the answer with the group when they have read the page.

Continue through the book, following the process of selecting a chapter from the table of contents, and setting students a focus to read for, and respond to, with information.

When vocabulary in the glossary appears in the text, turn to the glossary to reinforce the meaning of the word.

AFTER READING

Have students reread the book, focusing on the information they will need to record on the *Information Summary Chart* BLM.

Ask students to choose two animals, insects, or plants that live in a rotting log and, with a partner, compare the two.

Have students complete the *Information Summary Chart* BLM.

CODE BREAKER

Developing Specific Skills

Dictionary work – rot, peel, grubs, bright, bark (tree), silk, toadstools

Prefix – un – unlike

Word building – umble – crumble; age – stage

Connectives – because, but

TEXT USER

Preview the text by using text features such as the front cover and table of contents.

Locate and extract relevant information. Organise and record information.

Ask students to discuss how the report genre affects the information, the format, and purpose of the book.

MEANING MAKER

Set purposes for students to read for, before they read each sample of text.

Tell students you expect a response after they have read the sample.

Ask students what is central to the information. What do the animals, insects, and plants have in common?

Take students outside to find a rotting log.

TEXT CRITIC

Discuss with students why the photographs are important in this book. Would all the information make sense if there were no photographs in this book?

Ask students if the cross-section of the rotting log on page 22 helped them understand the wildlife community.

19d What Lives in a Rotting Log? Name _____

1. Add the prefix un to a word to change it to the opposite meaning, e.g. unlike. Add un to these words to make new words.

happy	____happy	make	____make
lace	_____	kind	_____
lucky	_____	lock	_____
load	_____	known	_____

2. Write a sentence to include one pair of words, e.g. kind/unkind.

_____

_____

3. Write word families.

umble	age
t_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	
_____	

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19d What Lives in a Rotting Log? Name _____

Information Summary Chart

	Reasons for living in a rotting log	Supporting information
Fungi		
Snails		
Toads		
Spiders		
Millipedes		
Centipedes		
Stag Beetles		

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19d What Lives in a Rotting Log? Name _____

1. Use a dictionary to write the meanings of these words.

rotting – _____

toadstools – _____

peel – _____

bark (tree) – _____

bright (colour) – _____

grubs – _____

2. Write sentences using the words.

a. _____

_____

b. _____

_____

c. _____

_____

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