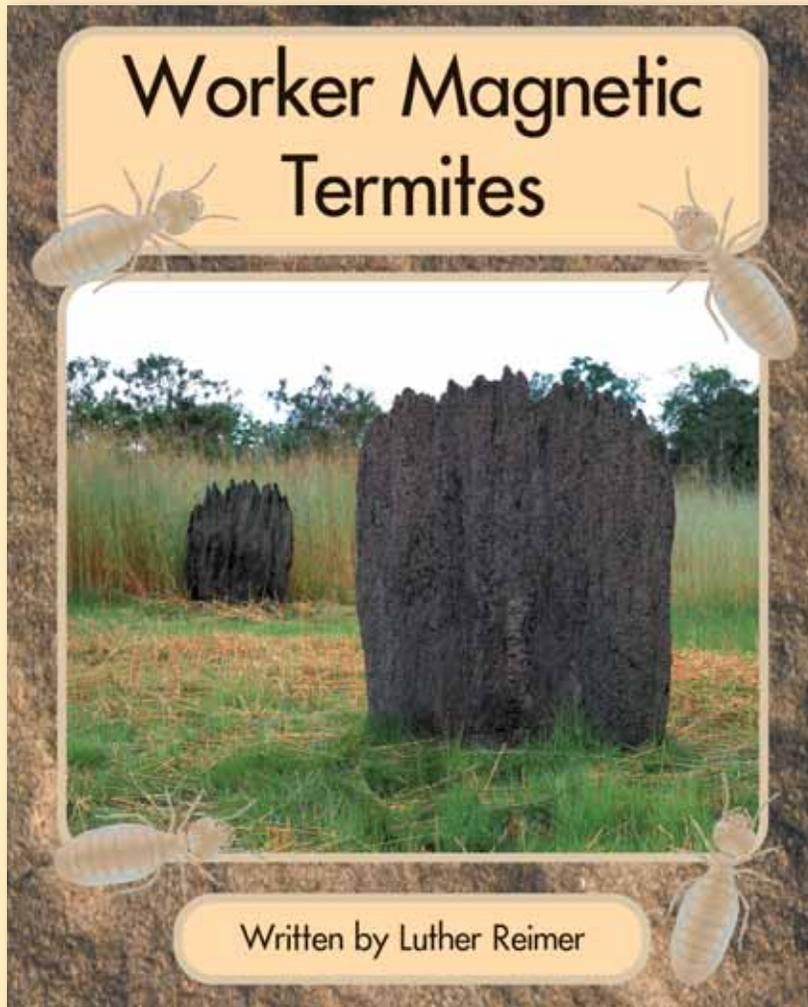




Level 19

Book f



Level	19
Word Count	471
Text Type	Factual description
High-Frequency	side
Word/s Introduced	

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

Share the front cover with students. Ask students what is in the photograph. How does it link to the topic?

Ask students what they know about termites. Do they know why these termites are called magnetic?

Explain to students that the story is told by a worker magnetic termite, who is talking about how magnetic termites live.

Read the glossary and index, and model with students how these features can support their understanding of new vocabulary.

Explain the questions and answers BLM, and remind students that they will need to focus on learning new information as they read the book.

DURING READING

Explain to students that you will be guiding their reading for information by asking key questions before they read each page. Ask students to be prepared to answer the question when they have read the page.

Pages 2–3 Use the key on the map to locate where the termites live, before reading page 2. Ask students to read page 2 and find out where Cape York Peninsula and Eastern Arnhem Land are in Australia.

Pages 4–5 Why are magnetic termites special?

Pages 6–7 What are the magnetic termites' homes?

Pages 8–9 Why do the magnetic termites' towers face north to south?

Continue through the book, guiding students' reading for information by setting a purpose for them to read, at the beginning of each page. Listen to their responses at the end of each page.

Monitor and support their reading as necessary.

The Mystery of the Flattened Flowers

Have You Ever Seen a Shell Walking?

New Schoolmates

What Lives in a Rotting Log?

The Kite

Worker Magnetic Termites

The Zigzag Kayak Trip

Amazing Humpback Whales

AFTER READING

Ask students to reread the book independently, reminding them to read the map, charts, and captions for extra information.

Have students reflect on the information that was new to them. Ask them if they found some information difficult to understand. If so, return to the specific part of the text to revise, consolidate, and extend understanding.

Have students complete the questions and answers BLM.

Developing Specific Skills

Capital letters

Verbs

Syllables

Suffix – *ion* – protection

Use the key with the map of Australia to locate where magnetic termites live.

Relate the magnetic compass with the map of Australia on page 3, to the names of the states and their directional positions. Reread the last sentence on page 2 and match it to the compass information. Ask students who would use compasses for their work.

Ask students to turn to page 13 and discuss how they would use the same behaviour to avoid the heat.

MEANING MAKER



Have students use compasses to locate directional positions from the school.

Reinforce the chart information on page 13, by observing the position of the sun on the school building at the three times of the day, and recording the information in a similar form.

Consolidate the concept in the first paragraph on page 8, after providing students with the above experiences.

TEXT CRITIC



Have students consider whether the book provided other significant information, indirectly, that was not about magnetic worker termites. Discuss how this was achieved.

Ask students why the author chose to use a termite to tell the information. What other form could the information have been written in?

19f Worker Magnetic Termites

Name _____

1. Divide these words into two syllables. The first one is done for you.

termites term ites insects _____

million _____ people _____

compass _____ protect _____

tunnel _____ worker _____

2. Divide these words into three syllables.

different diff er ent magnetic _____

protection _____ colony _____

3. Write the opposites to these words.

king _____ old _____

eastern _____ north _____

tall _____ same _____

19f Worker Magnetic Termites

Name _____

Use the information from the book to answer the questions.

What do the magnetic termites use to make their towers?

Who uses the most special room? _____

What is it used for? _____

What do the termites put in the food storage place, and when?

How long have termites been on Earth? _____

Which way do the termites face their towers, and why?

Which part of the tower do the termites live in?

Why are they called magnetic termites?

19f Worker Magnetic Termites

Name _____

1. Rewrite these sentences putting in the capital letters and full stops.

you can find magnetic termites in cape york peninsula and eastern arnhem land these places are in northern australia

2. Write information about the different types of magnetic termites. Draw the different types of magnetic termites.

	Information	Drawing
Queen		
King		
Worker		
Soldier		