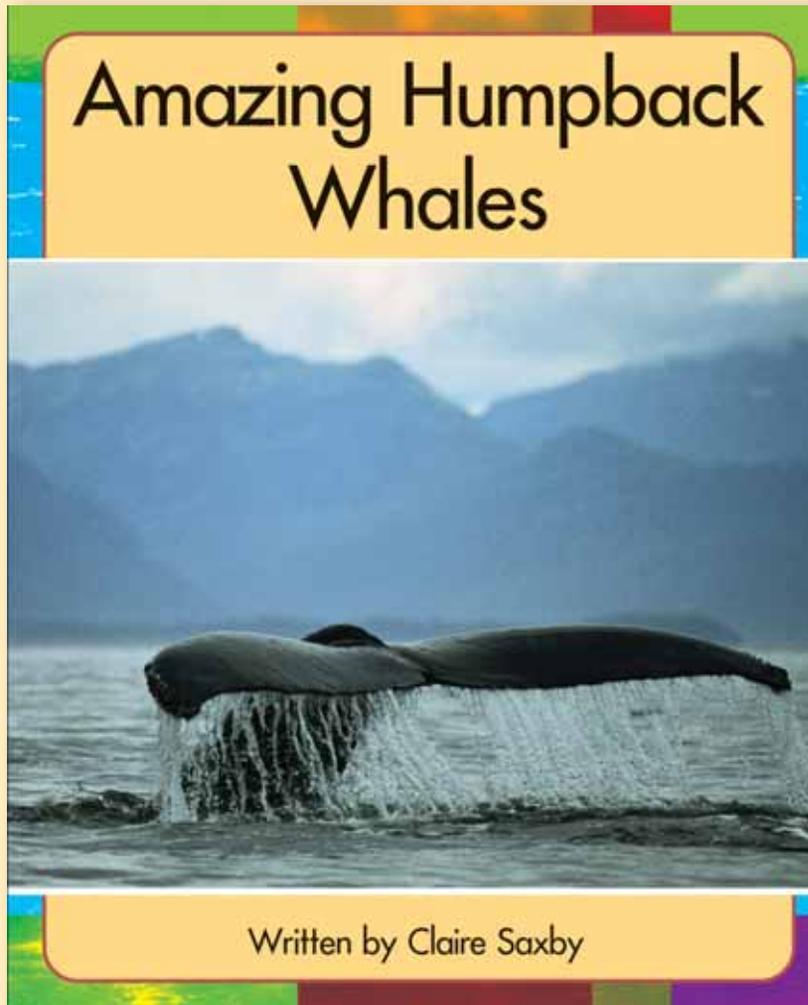




Level 19

Book h



Level	19
Word Count	474
Text Type	Factual description
High-Frequency	
Word/s Introduced	



MACMILLAN

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

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 them what they know about humpback whales, and if they can make predictions about how whales could be amazing.

Tell students the book is written as a factual description, which means that the text structure will begin with an introduction, followed by a series of descriptions told in a personal voice.

Ask students what information they would like to learn about humpback whales. Have them read the table of contents to find out if the book will answer any of their questions. Tell students that as the reader is looking for information, after the introduction they do not need to read in chronological order as in a narrative. Decide as a group which chapter to read first, e.g. How Humpback Whales Move.

Introduce the *Amazing Facts* BLM, asking students to focus on factual information in the description, to record on the BLM.

DURING READING

Explain to students that you will guide their reading for information by setting purposes for them to read for at the beginning of each page and that you expect them to respond to the group with the new information at the end of the page.

Pages 2–7 Read the introduction and then be able to tell the group two amazing facts about the size of a humpback whale.

Page 20–21 What amazing fact/facts can you find about how humpback whales move?

Continue selecting chapters to read from the contents page. Set specific purposes for students' reading, and ask them to respond with an answer to share with the group.

The Mystery of the Flattened Flowers

Have You Ever Seen a Shell Walking?

New Schoolmates

What Lives in a Rotting Log?

AFTER READING

Ask students to reread the book independently and then work in pairs to take turns to share an amazing fact from the book.

Tell students to complete their *Amazing Facts* BLM, and that the information will be used for an *Amazing Facts* wall display, book, or wall story.

The Kite

Worker Magnetic Termites

The Zigzag Kayak Trip

Amazing Humpback Whales

Developing Specific Skills

Base words – amazing/amaze, largest, flipper, easier, releasing, swimming, using

Hyphen – comb-like, song-like, shrimp-like

Compound words – humpback, outstretched, blowholes, sometimes, underwater

Possessive pronoun – its (page 15), their (page 20)

Thesaurus – Synonyms for the word *amazing*

Interpret a labelled diagram (page 13).

Use a key to gain geographic understanding and reinforce information on a world map (page 17).

Make predictions about text.

Make selections from a table of contents.

Locate and extract information from this description.

MEANING MAKER



Measure the following distances and match to information in the text – 5 m, 4 m, 6 cm.

Time 20 minutes and relate the experience to information on page 20.

Read and access information by using the glossary and index.

Use the Internet to extend information about the humpback whale.

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TEXT CRITIC



Have students discuss the relevance of the title to the information in the text. Did the title make them want to read the book? Why?

What amazing information would students like to tell a friend who hasn't read the book?

Ask students if they have been inspired to find out more about humpback whales after reading the book.

19h Amazing Humpback Whales **Name** _____

1. Write the base words from these words.

amazing	_____	largest	_____
flipper	_____	easier	_____
releasing	_____	swimming	_____
using	_____	introduction	_____

2. Write the two words that form these compound words.

humpback	_____	_____
outstretched	_____	_____
blowholes	_____	_____
sometimes	_____	_____
underwater	_____	_____

3. Draw and label the diagram of the whale making a bubble net.



19h Amazing Humpback Whales Name _____

Use your book to write the most amazing facts you can find. Cut out the facts and make them into questions to ask your friends and family, e.g. Where do humpback whales live?

Amazing Facts About Humpback Whales



1. Humpback whales live in cold oceans for most of the year. They migrate to warmer oceans to breed.

2.

3.

4.

5.

6.

19h Amazing Humpback Whales **Name** _____

1. Write information from the book related to the following measurements of length and time.

5 m _____

4 m _____

6 cm _____

20 minutes _____

2. Draw a map of Australia showing where humpback whales go to breed.

