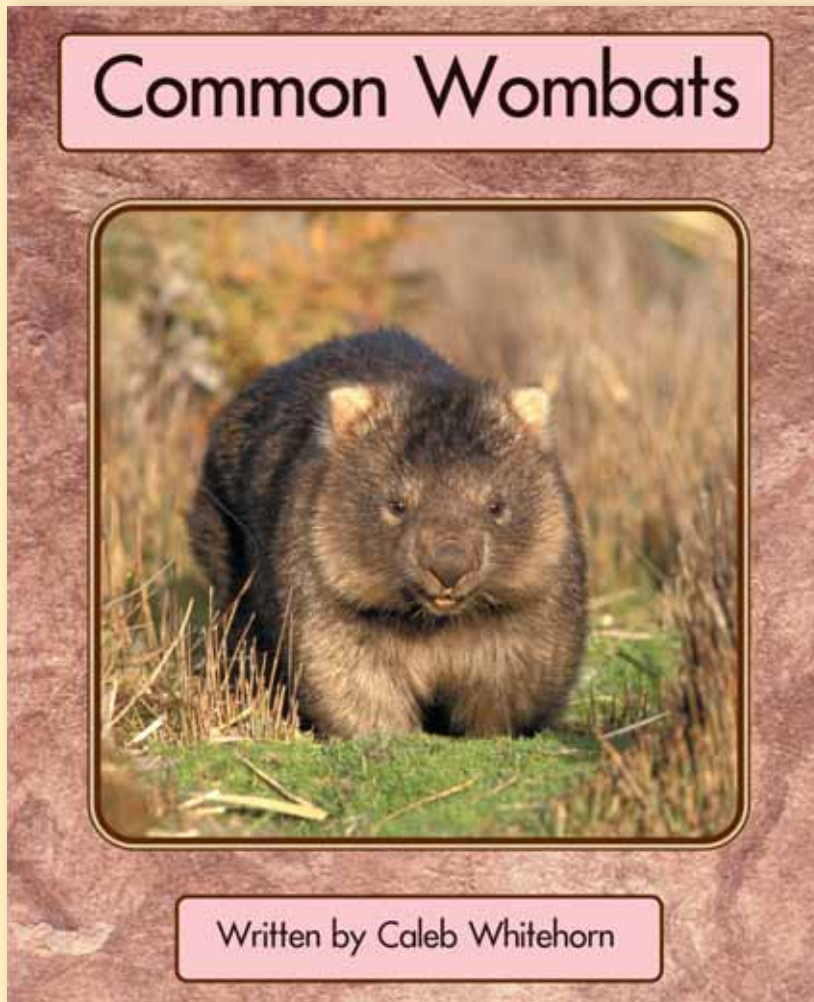




# Level 20 Book b



Level	20
Word Count	489
Text Type	Factual description
High-Frequency	mostly
Word/s Introduced	



MACMILLAN

Jamila Joins  
the Team

Common Wombats

The Secret  
Fishing Gear

The Tree of Life

Cobber Dog and  
Old Mary

Sea Turtles

Shooting the Sun

Consats and  
Phone Calls

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

Explain to students that the book is a factual description about wombats. Share the front cover with students.

Ask students what they know about wombats.

Introduce the KWL chart and ask students to write what they know about common wombats in the *K* section of the chart.

Turn to the contents page and model how it is used to find specific information in the book.

Together read the glossary and index, and explain that both features assist with unknown words and word meanings they will encounter while reading the text independently. Discuss unfamiliar concepts with reference to photos, tables, headings, captions, diagrams, and maps in the book.

Revise the text structure of a factual description.

## DURING READING

Ask students what information they would like to find out about wombats. Have them write their questions under the *W* section of the chart.

Explain that they are to read the book silently to answer their questions on wombats, and to find out further information. Tell students that you will guide them through the book by setting a key question for them to read for on each page.

**Pages 2–3** Read and discuss the map on page 3. Ask students to read the introduction to find out what wombats are.

**Pages 4–5** Ask students to read about the wombat and then refer to the chart to compare the information with other marsupials. Have them find out which is the heaviest, shortest, etc.

**Pages 6–7** Ask students to use the labels as they read page 6 to reinforce the information. Ask them what the wombat's short legs are good for.

**Pages 8–9** Ask students to read and find out about a wombat's home, and how it is made.

Continue through the book guiding their silent reading for information, by setting purposes for them to read for on each page.

## AFTER READING

Ask students to reread the book independently, reminding them of the questions on their KWL chart.

Have students discuss any difficulties they had, and how the structure and supporting details helped them.

Ask students to write their new information in the *L* section of their KWL chart.

**Developing Specific Skills**

Place names

Hyphen – south-east, plant-eating

Suffix – *ly* – mostly

Prefixes – *be* – between; *un* – until

Digraph as a final sound – *th* – teeth; *ch* – pouch

Compound words – mainland, sometimes, zookeeper, herself, another, belong

**Paragraphs**

Find the general opening statement in the first paragraph.

Find the topic sentence at the beginning of each paragraph.

Find the details about one feature, after the topic sentence, in each paragraph.



## MEANING MAKER

**Pages 4–5** Have students measure lengths of string or tape the length and height of each animal. Weigh items in kilograms, to reinforce understanding of the animals' weights.

Ask students to draw, colour, and label a wombat.

Make a quiz using the factual information in the book.



## TEXT CRITIC

Ask students if the structural model of this factual description could act as a scaffold for them to write about another animal.

Have students comment on whether the table, labelled photo, and cross-section diagram are linked to the text or not. Ask students to return to the text to find those links.

## 20b Common Wombats

Name \_\_\_\_\_

1. Write the placenames beginning with capital letters.

zoo tasmania marsupials koalas victoria australia

queensland wombat south-east coast new south wales

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2. Write two words together to make a compound word.

keeper be land zoo self other  
long main times her an some

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## 20b Common Wombats

Name \_\_\_\_\_

### KWL Chart

Fill in this chart before, during and after you read **Common Wombats**.

What I know	What I want to know	What I learned

Word Search

1. Find and circle the following words – chubby, marsupials, pouch, burrows, wombats, entrance, predators, territory.

s	o	l	s	i	t	c	e	f	g	q	p
k	t	u	p	d	e	n	g	t	n	e	r
j	y	e	o	i	r	z	v	e	l	d	e
n	o	s	u	b	m	i	t	r	b	f	d
r	f	k	c	h	w	c	v	r	u	f	a
q	f	d	h	z	o	u	x	i	r	t	t
v	i	o	g	y	m	s	h	t	r	w	o
e	c	h	u	b	b	y	c	o	o	s	r
k	e	r	t	b	a	v	y	r	w	m	s
q	r	a	z	s	t	b	u	y	s	u	e
v	s	m	a	r	s	u	p	i	a	l	s
c	c	w	h	e	n	t	r	a	n	c	e

2. Turn to the other side of the page and draw a wombat in a burrow.