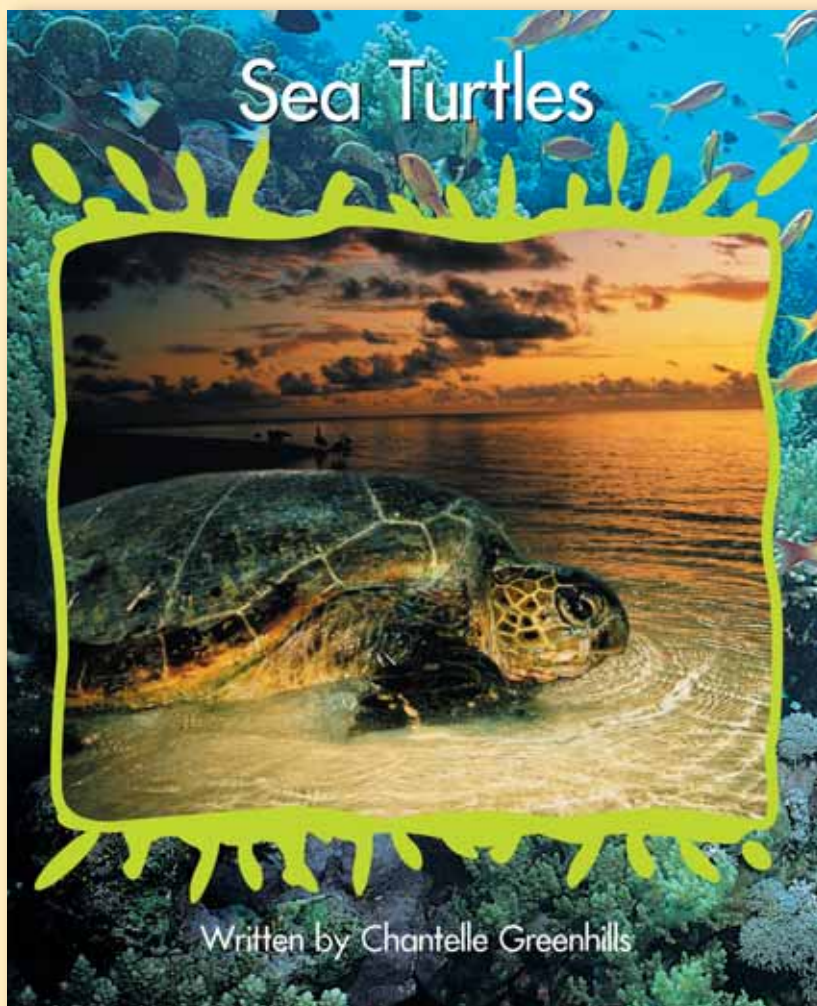




Level 20 Book f



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



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

Share the front cover with students, and ask them what they know about sea turtles. Ask students to preview the text by reading the table of contents. Model how to use the table of contents by asking students on what page they will find information on a particular subject, e.g. The Most Eggs. Have students turn to page 10. Discuss the heading and how it introduces this chapter. Turn to the glossary and index and discuss how these features are used to help them read and understand an unfamiliar word.

Explain that the book is a description of sea turtles, and that there will be an introduction followed by details about sea turtles.

Ask students what key questions interest them about sea turtles. Explain that the book will answer their questions and that will enable them to summarise the information.

Enlarge a page of the book and together with students highlight the key facts on the page, explaining that that is how to prepare a summary.

DURING READING

Ask students to read the introduction, and when they have finished be prepared to tell the group where sea turtles spend most of their lives and why they come ashore.

Pages 6–7 Ask students to read and find out the names of the smallest and largest sea turtles.

Pages 8–9 Read and be prepared to tell the group one fact about the fastest turtle.

Pages 10–13 Find out details about where the sea turtle lays her eggs.

Continue through the book, guiding students by setting key information to read for.

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AFTER READING

Have students study the map and key on page 21. Ask them to check if sea turtles live near where they live, and if so, use the key to identify which species.

Discuss with students the information they found most interesting, and that was new to them.

Give students the *Information Web* BLM. Ask them to reread the book, focusing on the information required to complete the BLM. Remind students to utilise the captions and labelled photographs.

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CODE BREAKER



Developing Specific Skills

Prefixes – *a/* – almost, *a* – ashore

Suffix – *ery* – leathery

Hyphen – high-tide, built-in

f changes to *ves* – himself, themselves

Doubling rule – flip/flipper, flat/flatter

TEXT USER



Interpreting a map with a key.

Preview the text using text features such as table of contents, glossary, index, headings, photographs, and labels.

Locate and extract relevant information from this description.

Read the text and record information on the *Information Web* BLM.

MEANING MAKER



Understand mathematical data – weights, measurement, distance, quantity.

Make a table to compare the weight and length of the leatherback sea turtle and the olive ridley turtle.

Discuss the high-tide line and why the female turtle lays her eggs above this line.

Ask students to work as a group to make a quiz for the class, using the facts about sea turtles.

TEXT CRITIC



Discuss with students whether the author gave a clear and well-organised message to describe the sea turtle. Which text features did students find most helpful to gain information?

1. Write words with the same prefixes.

ashore

almost

because

2. Write a sentence using 1 word from each set of words.

3. Make the following words plural.

shelf

hatch

baby

clutch

4. Double the consonant and add er to the following words.

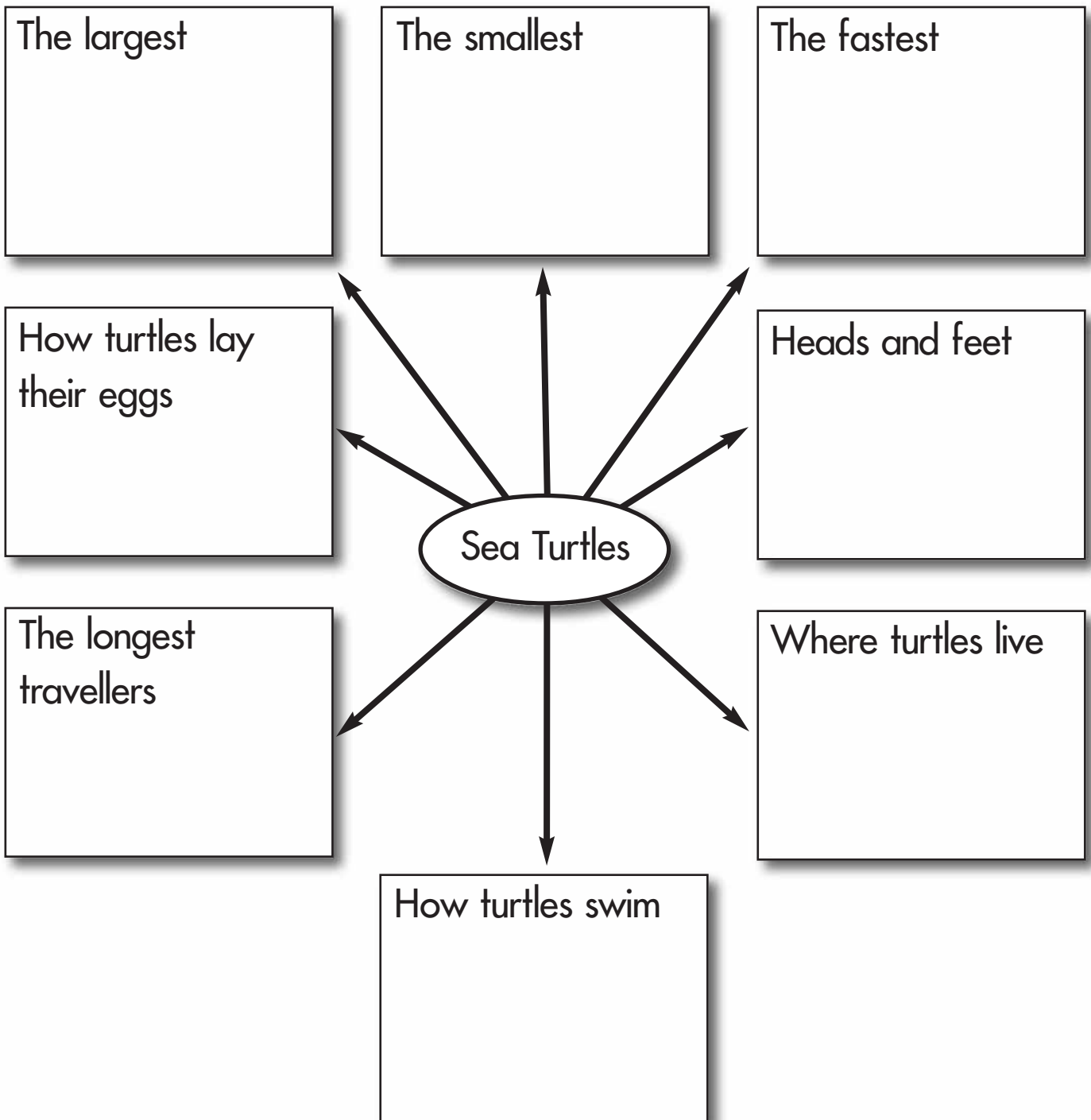
flip _____

flat _____

skip _____

Information Web

Use the information from the book to fill in the boxes.



I. Match the words with a line to make sentences.

- | | |
|--------------------------------|---|
| a. This is because their shell | or species, of turtles in the world. |
| b. Sea turtles are | almost all of their lives in water. |
| c. These turtles have | ashore to lay their eggs. |
| d. There are many types, | the fastest of all turtles. |
| e. Female sea turtles swim | push them onto the beach. |
| f. Sea turtles spend | been known to travel up to
4,830 km. |
| g. They use the waves to | is flatter than a land turtle's shell. |

2. Draw a picture about one of the sentences.

