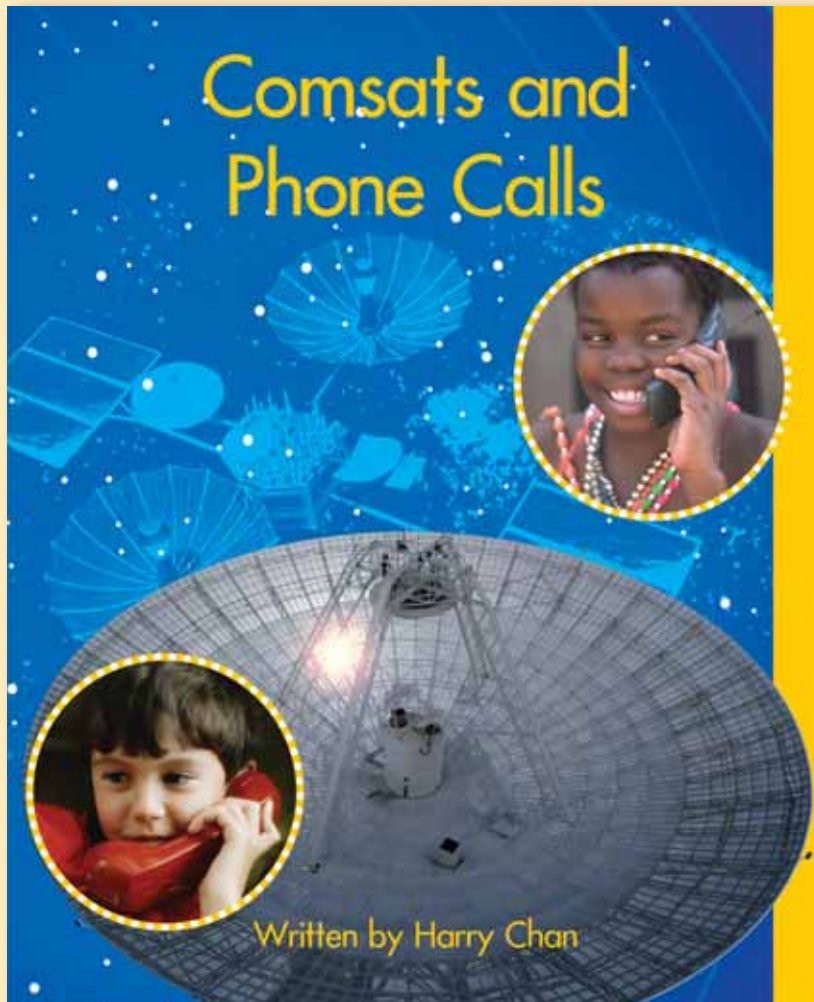




Level 20 Book h



Level	20
Word Count	485
Text Type	Explanation
High-Frequency	another
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

Comsats 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

Read the title and talk about the meaning of the word *Comsats* and the connection with phone calls. Reinforce the discussion by referring to the supporting photographs and digital images.

Ask students what they know about the subject. Encourage students to talk about the friends they telephone, and where they live.

Explain that the book is presented in the form of an explanation. Revise the structure and features students expect to find in the book.

Establish with students the purpose of reading the book.

Read the contents page and make predictions about how the chapter Making a Phone Call will be written. Will the information be in chronological order?

Read the glossary and index, and revise with students how these features can support their understanding of the meaning of the words they are reading.

Introduce and explain the *Flow Chart* BLM to students.

DURING READING

Ask students what information they would like to find out about phone calls. Explain that they are to read the book to answer their questions on how phone call communications are made, and to find information to be entered on their *Flow Charts*.

Tell students that you will guide their silent reading by giving them a key focus before they read each sample of text, and that you will expect them to contribute an answer after reading each sample.

Pages 2–3 What is a satellite?

Pages 4–5 What machines use a communication satellite?

Pages 6–7 What will help you make a telephone call to a friend in another country?

Pages 8–9 Discuss the photograph captions on page 9. Write the school phone number on the board including the area and country code, before students read page 8.

Pages 10–11 Read and discuss page 11, before students read page 10.

Pages 12–13 Read both pages and then describe a cable to the person next to you.

Continue through the book, guiding and supporting students as they read for information.

AFTER READING

Ask students to reread the book independently, and then with a partner turn to pages 20 and 21 to follow the phone call's path.

Write technical vocabulary on the board as students recall it from the book. Discuss any of the words students are still unsure about.

Have students complete their *Flow Chart* BLM.

**Developing Specific Skills**

Bullets, dash (page 10), hyphen (page 13), ellipsis (page 23)

Compound words – handset, outside, sometimes

Prefixes – *ex* – exchange (page 10), *exactly* (page 18); *trans* – transmitted (page 14); *an* – antenna, another (page 14)

Synonym – orbit, around, revolve, circle, encircle

Word building – able, cable

Technical vocabulary



Use text features to assist reading – charts, flow diagrams, dashes, hyphens, bullets, numbers, arrows, captions, headings, photographs, glossary, and index.

Use a flow chart to organise and record information about the route of a phone call.

MEANING MAKER



Locate Australia and Kenya on a world map or globe.

Ask students to record their phone number including the area and country code. Have students find the code for several countries and the code for several areas in Australia.

Have students discuss the meaning of these words and confirm with the dictionary – orbit, planet, communication, scientist, antenna, transmit, fibre-optic.

TEXT CRITIC



Ask students to discuss why the subject of this book is interesting to them.

Have students reflect on how and why the text features in the book increased their interest and understanding. Ask students to decide which text feature was the most important to them.

Make another glossary for the book using these words.

Glossary

antenna... _____

cable... _____

communication... _____

fibre-optic... _____

orbit... _____

scientist... _____

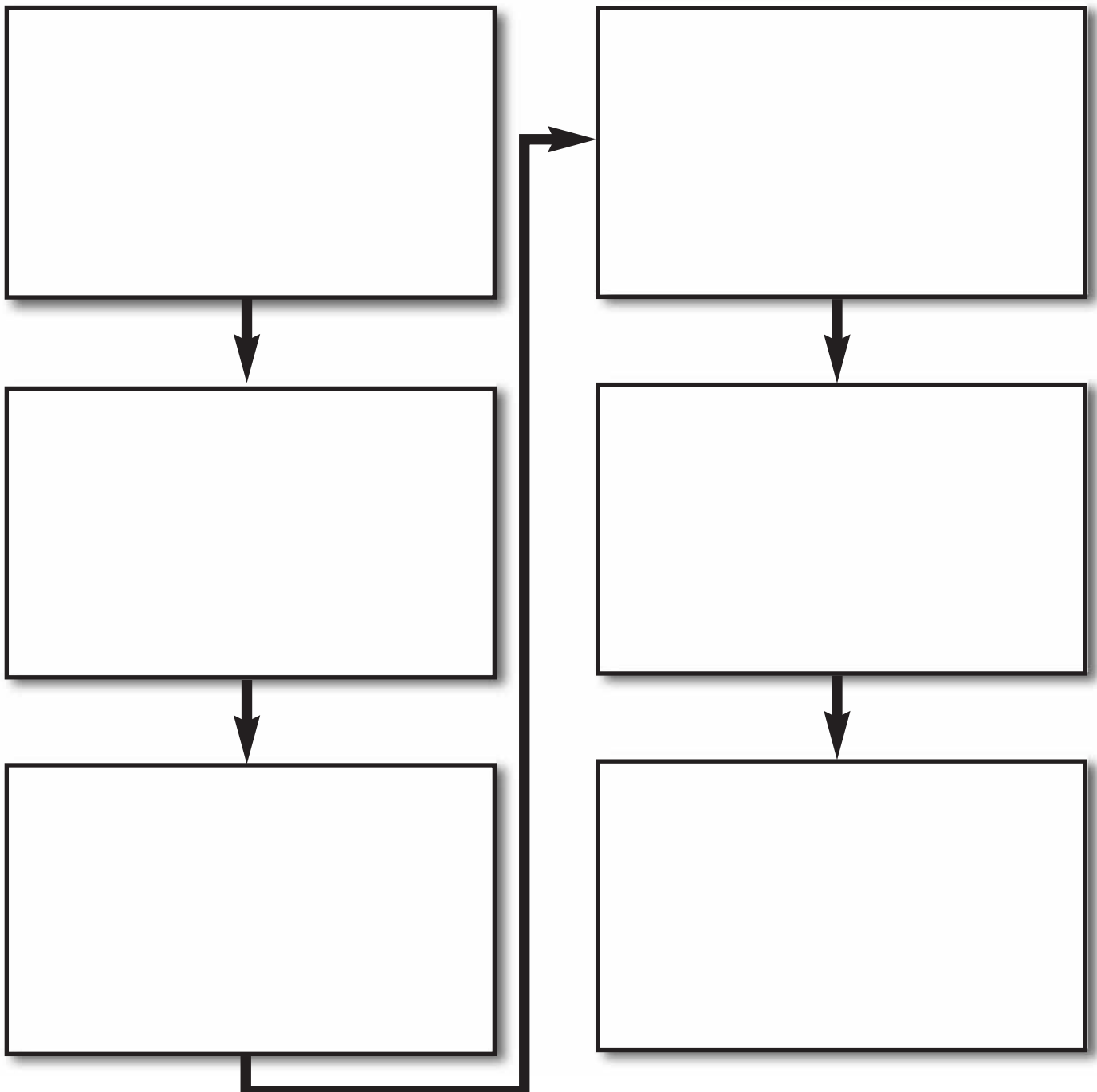
transmit... _____

20h Comsats and Phone Calls

Name _____

Flow Chart

Describe each stage of the route of a phone call from you to a friend in Tokyo, by writing a sentence and drawing a picture in each box.



20h Comsats and Phone Calls

Name _____

1. Put these words in order, as you would find them in the dictionary.

a. telephone cable handset code exchange satellite

b. transmit antenna optic Comsat orbit scientist

2. Match the prefixes to the root words. Write the completed words.

tele	most	_____
an	change	_____
ex	phone	_____
trans	other	_____
al	port	_____