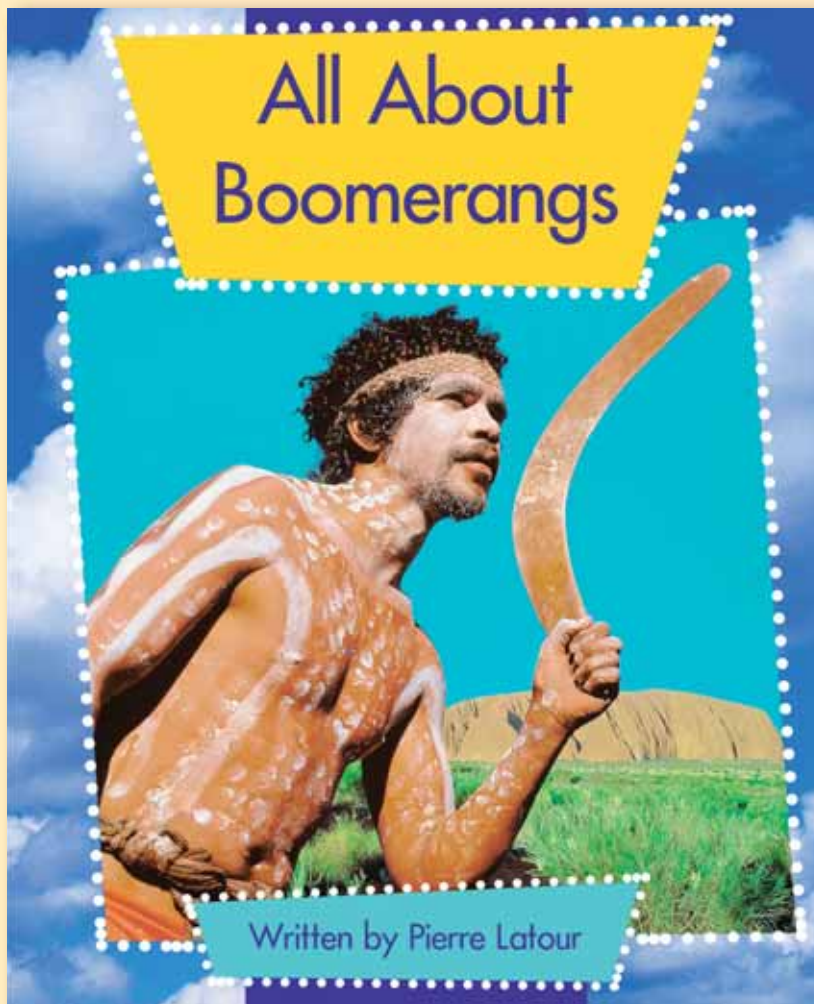




Level 21

Book d



Level	21
Word Count	512
Text Type	Information report
High-Frequency	throw
Word/s Introduced	



MACMILLAN

The Spinach-Eating
Machine

Building a Nest

The Wise Eyes Club

All About
Boomerangs

The Obstacle Course

Three Big Cities

Big Greg
to the Rescue

The Incredible
Rescue of Apollo 13

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. Who is in the photograph and what is he doing? Ask students what they know about boomerangs.

Use the table of contents to help students preview the text. Model how to use the table of contents by asking students to find information on a particular subject, for example, Throwing Boomerangs. Ask students to turn to this page, and discuss the heading and how it gives an overview of the key question for the chapter.

Have students turn to the glossary and discuss how it is used. Look at an entry, such as *overarm*, and read the definition. Ask students how they think the word relates to boomerangs. Remind students to use the glossary to help them as they read the text.

Give students a copy of the *Mind Map*. Explain to students that when they have finished reading *All About Boomerangs* they will organise information they have learned under each heading on the *Mind Map*.

DURING READING

Set students purposes for reading each page or chapter by asking a key question and expecting them to answer when they have read that text.

Pages 2–3 Read to find out what a boomerang is.

Pages 4–5 Find out what returning boomerangs are used for.

Pages 6–7 What did Aborigines use boomerangs for?

Continue through the book asking key questions before students read, to answer after they have read the page or chapter.

Ask students to reread the book independently, and to refer to the questions on their *Mind Map* to focus their reading for information. Remind students to use the features such as labelled pictures, captions, photographs, glossary, and index to reinforce their understanding.

AFTER READING

Ask students to reflect on the reading-for-information strategies they used to help them solve any problems they had while reading.

Have students turn to page 5 and discuss the parts of the boomerang. Relate the information to facts they read in the text.

Ask students what they learned about the different ways Aborigines used the boomerang. What interesting things did they learn about boomerangs they didn't know before?

Have students complete the *Mind Map*.

Developing Specific Skills

Procedural text (pages 16–22)

Hyphen – club-shaped, non-returning, boomerang-throwing

Syllables – Aboriginal, boomerang, decorated, didgeridoos, introduction, traditional, different

Prefixes – *re* – returning, *in* – injure, instruments

Suffix – *al* – traditional, Aboriginal

Tenses – throw, threw, throwing

Word building – angle

Make predictions about text.

Locate, organise, and record information.

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

MEANING MAKER



Share experiences, and write, about boomerangs.

Make comparisons – trailing/leading, thrower/catcher.

Use the dictionary to confirm the meaning of unfamiliar vocabulary – stun, traditional, angle.

Revise the meaning of *right* and *left*.

TEXT CRITIC



Have students discuss and evaluate why the genre changed from report to procedural. How was it helpful to the reader, and how did the procedural writing reinforce the report writing?

Ask students if they think someone who had never heard of boomerangs would enjoy this book. If so, why?

21d All About Boomerangs Name _____

1. Clap the syllables and write the number of syllables next to each word.

Aboriginal _____

boomerang _____

decorated _____

didgeridoos _____

introduction _____

traditional _____

Write the word with the most syllables. _____

2. Write two sentences to compare the words – *trailing leading*.

3. Write words with these prefixes and suffixes.

re

in

al

returning

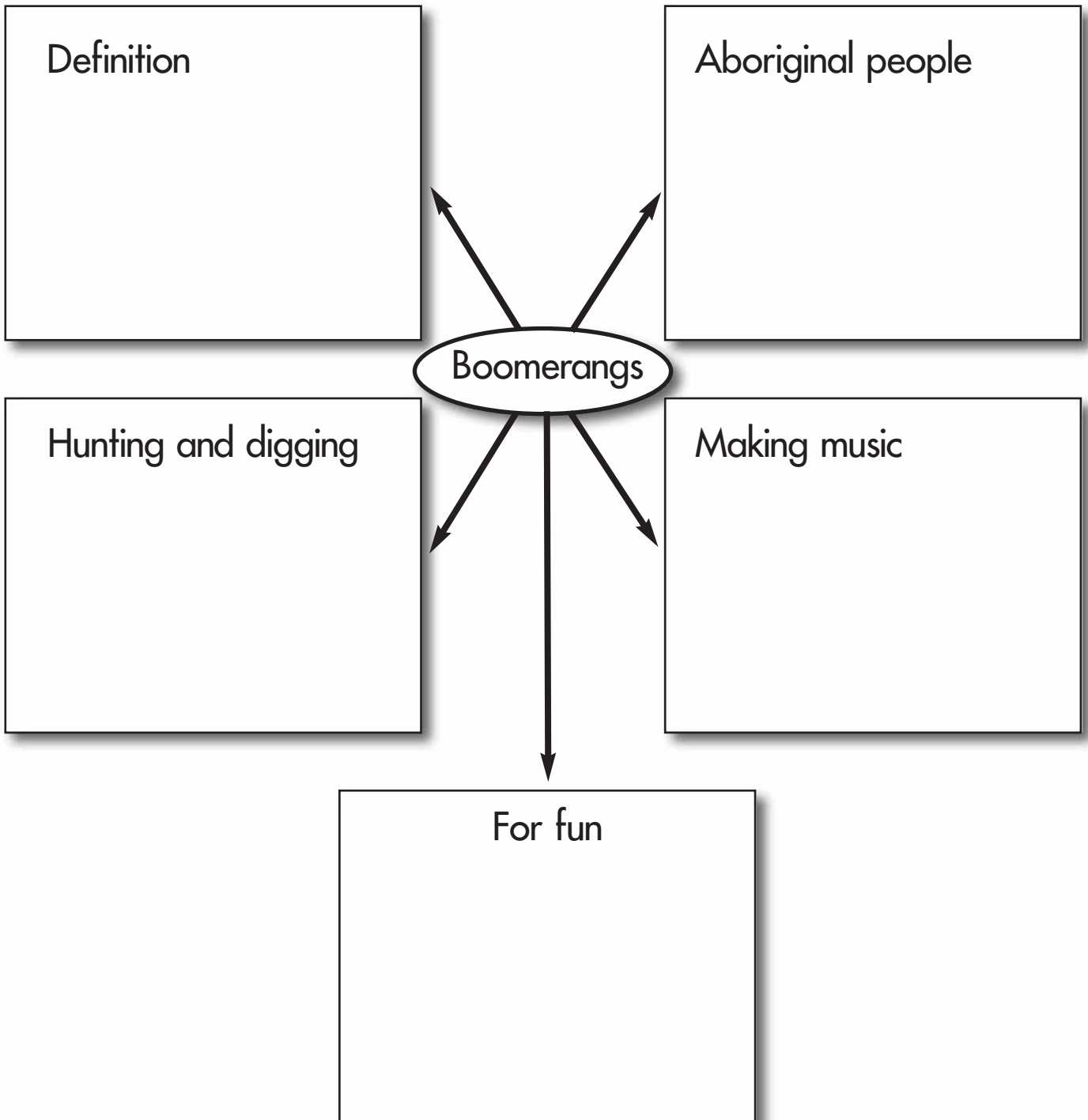
injure

Aboriginal

21d All About Boomerangs Name _____

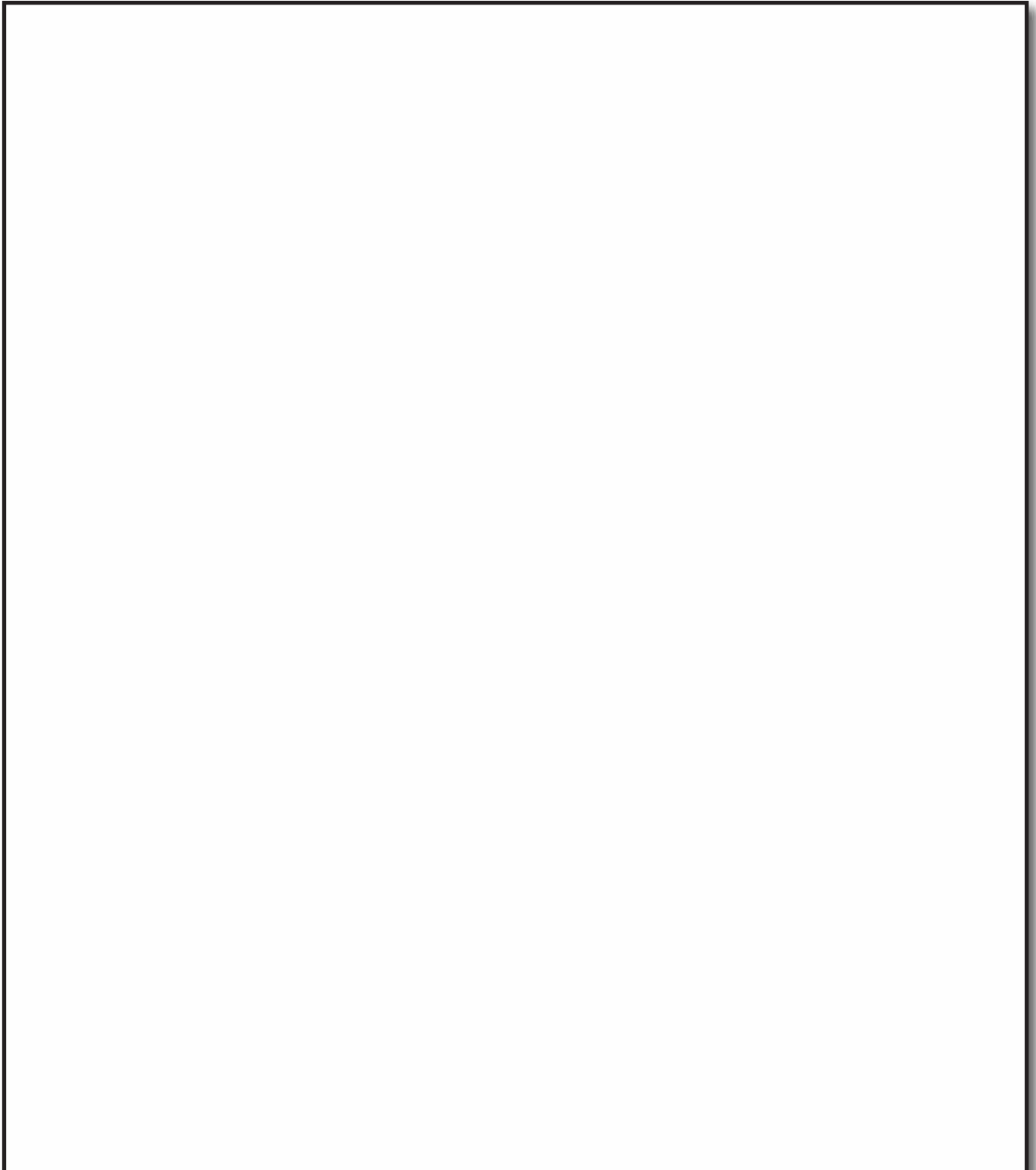
Mind Map

What have you learned from reading the book *All About Boomerangs*? Enter all the information in the spaces on the map.



21d All About Boomerangs Name _____

Design a poster for a boomerang-throwing competition.

A large, empty rectangular box with a black border, intended for a student to draw a poster for a boomerang-throwing competition. The box is centered on the page and occupies most of the lower half of the document.