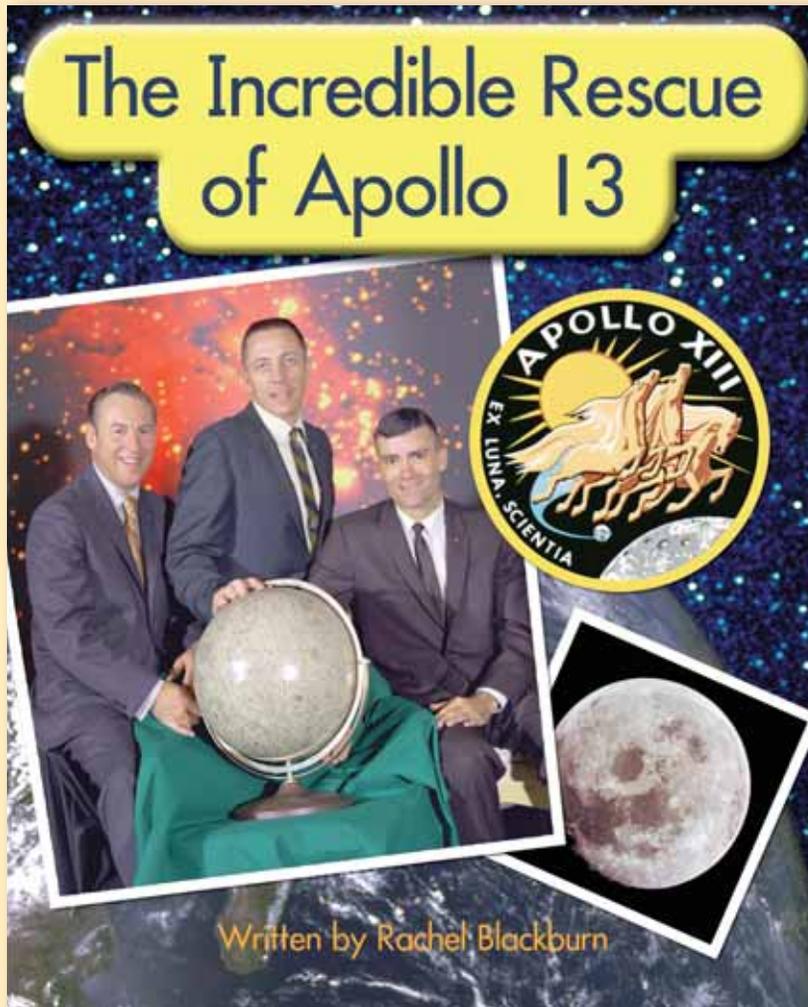




Level 21

Book h



Level	21
Word Count	529
Text Type	Factual recount
High-Frequency 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

Ask students to check the title, cover images, and photograph on page 3, to discuss the setting and astronauts in the report, and to make predictions about the main events.

Ask students what they know about the history of space travel.

Explain to students that a factual recount retells past events, usually in the order in which they happened. The purpose of a factual recount is to give the reader a description of what occurred, and when it occurred.

Ask students to read the contents page and be prepared to tell the group how it matches with the characteristics of a factual recount. Read the glossary and index, and ask students which of the glossary and index headings would add to the information on the contents page.

Discuss unfamiliar concepts in the book, with reference to photographs, captions, and the labelled diagram on page 17.

Introduce and explain the *Time Line* BLM to students.

DURING READING

Explain to students that a factual recount begins with an introduction that provides an orientation, and is followed by a sequence of events.

Pages 2–3 Ask students to read the introduction and then be prepared to answer When? What? Where? Who? Why?

Pages 4–7 Have students read the next chapter, and then be able to state the main event and problems.

Pages 8–11 Tell students to be prepared to discuss the implications of the explosion and the plans being made to overcome them after reading the chapter.

Continue guiding the students as they read for information and apply critical thinking skills, by setting clear purposes for reading each chapter.

Provide guidance and support as necessary, as they read silently and independently.

AFTER READING

Ask students to reread the opening and closing sentences of the factual recount and encourage them to relate the main events between, in the order they occurred.

Have students find words in the concluding sentence that use the past tense.

Ask students to complete their *Time Line* BLM.

Developing Specific Skills

Sentence paragraphs (page 18)

Past tense

Words showing the order of events

Adverbs that tell how – suddenly, smoothly (page 4), safely (page 22)

Adverbs that tell when – again (page 6), before (page 18)

Adverbs that tell where – up, towards (page 10), down (page 18)

Prefixes – *ex* – explosion, *un* – unwanted, *re* – removed, *in* – instructions, incredible

Analyse the structure of a factual recount.

Have students use the table of contents, glossary, index, headings, photographs, captions, and labelled diagram on page 17 to assist the reading of text for particular information.

Use a time line to organise and record information on the rescue of Apollo 13.

MEANING MAKER



Ask students to make a chart of topic-related vocabulary – *space*.

Discuss the meaning of the word *incredible* and check this with the dictionary.

Use a world map or globe to locate Florida and the Pacific Ocean.

Set up oxygen or carbon dioxide experiments, e.g. to show a candle will go out once oxygen is depleted.

Compare the distance of 320,000 km with distances on Earth.

Explore the concept of setting a course using the sun.

TEXT CRITIC



Ask students why the author, Rachel Blackburn, chose this event to write about.

How did the conclusion of the factual recount make the reader feel? Ask students to find the paragraph in the text where anxiety for the reader, the rescue mission, and the people all around Earth was greatest.

21h The Incredible Rescue of Apollo 13

Name _____

Change the verbs from present tense to past tense.

Present tense	Past tense	Present tense	Past tense
blast	_____	thin	_____
explode	_____	look	_____
cause	_____	use	_____
work	_____	decide	_____
call	_____	attach	_____
guide	_____	remove	_____
need	_____	give	_____
follow	_____	check	_____
build	_____	land	_____
splash	_____	find	_____
cheer	_____	see	_____

21h The Incredible Rescue of Apollo 13

Name _____

Time Line

Write the events that took place between the take off and landing.

1. April 11, 1970

2.

3.

4.

5.

6.

7. April 17, 1970

21h The Incredible Rescue of Apollo13

Name _____

Text – Factual Recount

a. What is the purpose of this text?	
b. Give an example from the text of words showing <i>when</i> .	
c. Give an example from the text of the use of past tense.	
d. What does the first paragraph tell the reader?	
e. What do paragraphs 3 and 4 tell the reader?	
f. What is the last paragraph called and why?	