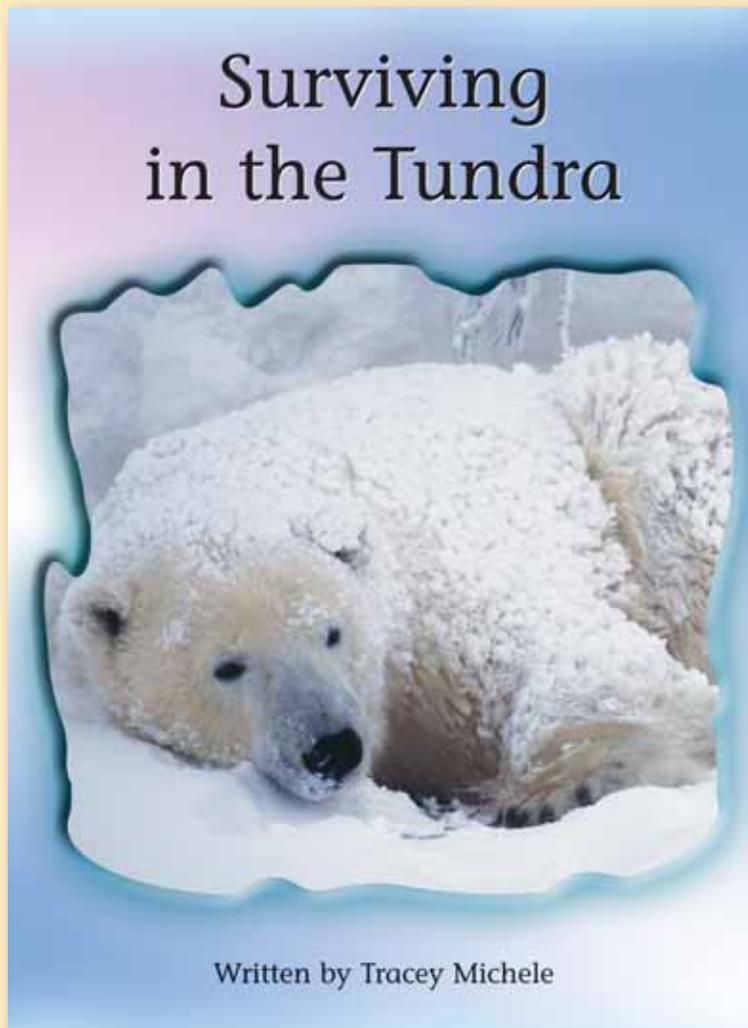




Level 25

Book b



Level	25
Word Count	747
Text Type	Information Report
High-Frequency	animal, found, summer,
Word/s Introduced	under, winter



MACMILLAN

The Jungle
Adventure Story

Surviving in
the Tundra

Accident on the
Bike Track

Rice - From Paddy
Field to Plate

Eat Your Vegies

So You Want to
Be a Teacher?

The Little Mermaid

Nocturnal Animals

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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the name of the author on the front cover.

Ask the students – *What is the tundra?*

Have the students turn to the contents page and read the chapter headings.

Ask – *What do these headings tell you about the tundra?*

Ask the students to predict where the tundra might be located. List their responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or section. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before students read each section, ask –

Pages 2–5 *What is the tundra? Where is the tundra located? Use the map to help you. What is the climate of the tundra?*

Pages 6–7 *Name three ways in which animals adapt to the tundra climate.*

Pages 8–10 *What do musk oxen grow in order to keep warm?*

Pages 11–13 *What are the two reasons that polar bears have hair on the bottom of their paws?*

Pages 14–16 *Why do lemmings make tunnels?*

Pages 17–19 *Why does the colour of the Arctic hare's coat change in winter?*

Pages 20–22 *What are two uses for the antlers of reindeer?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book, then write down their answer to the following question –

Can you name two things that the tundra animals have in common?

Discuss the students' responses.

Developing Specific Skills

Plurals – not ending in s – *oxen* (page 8), *reindeer* (page 20)
– ending in es – *mosses*, *grasses* (page 10)

Use of commas – at end of introductory phrase (pages 10 and 15)
– to separate lists of nouns (pages 14 and 19)

Adjectives – describing words (for example, three words to describe hair on page 12)

Ask the students to discuss with their partner whether they think people live in the tundra. Then discuss with the class. Have the students give reasons for their responses.

MEANING MAKER



Use a dictionary to find out the meaning of the word *herbivore* (*herbivores*, page 16).

There is one tundra animal that is not a herbivore. Ask – *Which animal is not a herbivore? How do you know that the animal is not a herbivore?*

TEXT CRITIC



Ask the students – *Why does the author use the word surviving in the title of this book? What does surviving suggest to you?*

25b Surviving in the Tundra Name _____

Use the book *Surviving in the Tundra* to complete the table below.
(Some of the information has been provided for you.)

Animal	Size	Food	Shelter	Interesting fact
Musk oxen	2.3 m long 1.4 m tall	grasses, mosses	standing close together	loose woolly undercoat in spring
Polar bears				
Lemmings		plants, mosses		
Arctic hares	50 cm long			
Reindeer				sometimes called caribou

25b Surviving in the Tundra

Name _____

In the box below the country name, write the tundra animals that live there. Two examples have been given for you.

Norway

Greenland

Canada

Siberia

reindeer

Russia

Northern Europe

reindeer

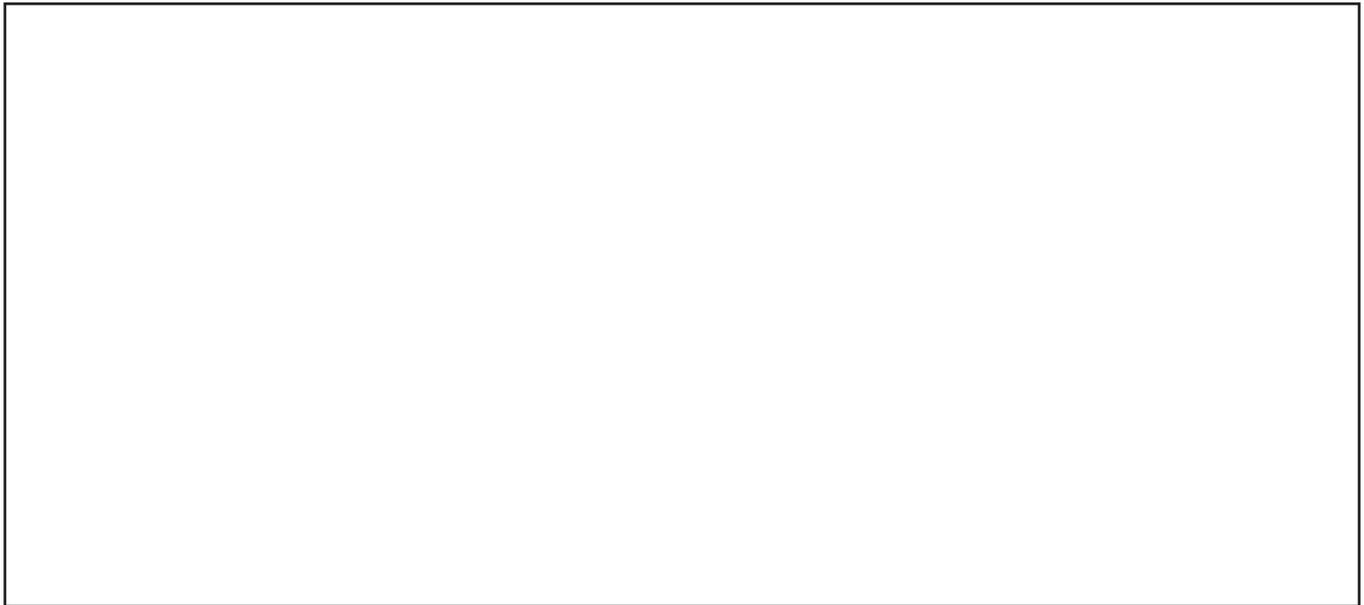
Alaska

On a separate sheet of paper, write the names of the countries in alphabetical order.

25b Surviving in the Tundra **Name** _____

Using the information you have found out about the tundra, draw a picture of the tundra in summer and the tundra in winter. Include in each picture some animals and plants that you have read about in the book.

Tundra in summer



Tundra in winter

