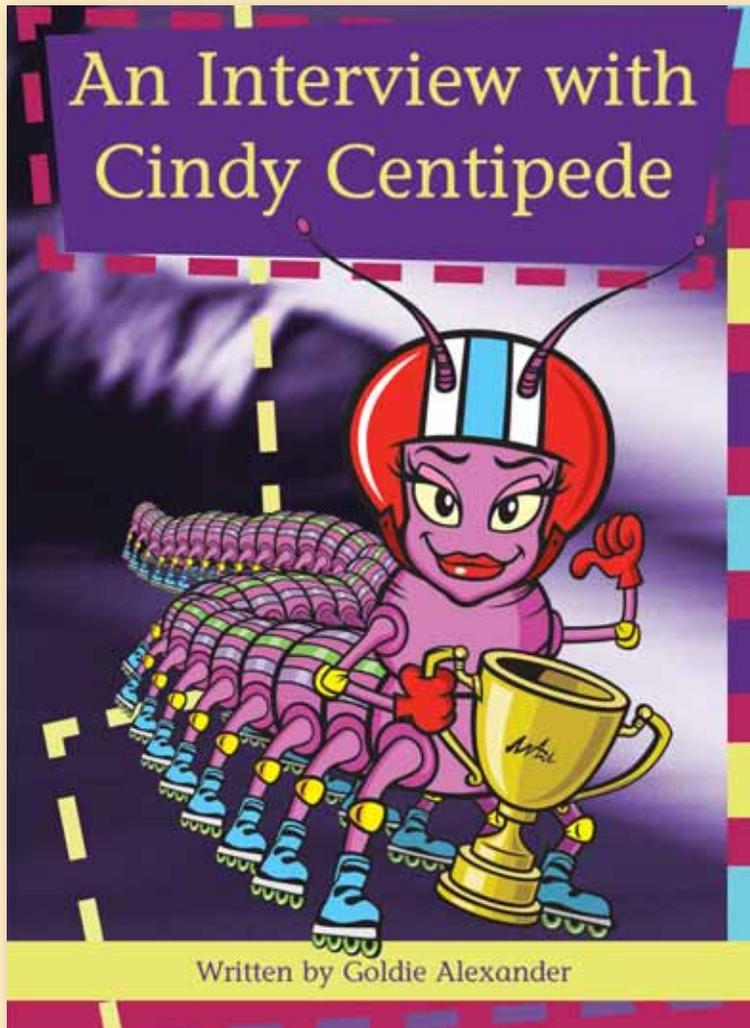




Level 28

Book b



Level	28
Word Count	875
Text Type	Information Report (Interview)
High-Frequency	fall, hurt, turn
Word/s Introduced	

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 an interview? Do you think Cindy Centipede is a real person? Why or why not?* Have the students turn to the title page. Ask them – *What do the photographs tell you about this book?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. 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 the students read each section, ask –

Pages 2–3 *What is Skate Special? Who is Cindy Centipede?*

Pages 4–5 *What surfaces can people skate on? Name two skating sports.*

Pages 6–7 *What is in-line skating? What were the original Dutch skates called?*

Pages 8–9 *When were four-wheeled skates first made? Why did Scott and Brennan Olsen invent in-line skates?*

Pages 10–11 *Why do you need to have correct posture when skating?*

Pages 12–13 *Name three ways to help you stop when skating.*

Pages 14–15 *What is edging? How can marching on your skates help you skate properly?*

Pages 16–17 *How can skating on one foot help you when skating? Why is it a good idea to practise skating around a circle?*

Pages 18–19 *Why is skating backwards difficult?*

Pages 20–22 *Name two in-line skating rules.*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Have the students read the book as an interview, with one student asking the questions and the other student reading the responses. The students can then swap the parts they have read and reread the text.

CODE BREAKER



Developing Specific Skills

Word building – *ing* – revise with the students the rules when adding *ing* –
skate | skating, travel | travelling, fall | falling

Have the students locate all the words in the text that end in *ing* and check which rule has been applied to each word.

TEXT USER



Ask the students – *Have you ever tried in-line skating or any other kind of skating? Did you find it difficult to do? Do you know anyone who is a very good skater? Have you ever watched a sport that involves skating? Which Olympic sports include skating?*

See the BLM.

MEANING MAKER

Ask the students – *Why is it important to follow safety rules when skating? How have skates changed and developed since they were first invented? What do you know about centipedes? Do you think it is funny to think about a centipede skating? Explain your answers.*

TEXT CRITIC

The author has chosen to write this book in the style of an interview. Ask the students – *What is the structure of an interview? Do you think this is a good way to set out the book and to present information?*

Have the students explain their answers, giving two examples from the book.

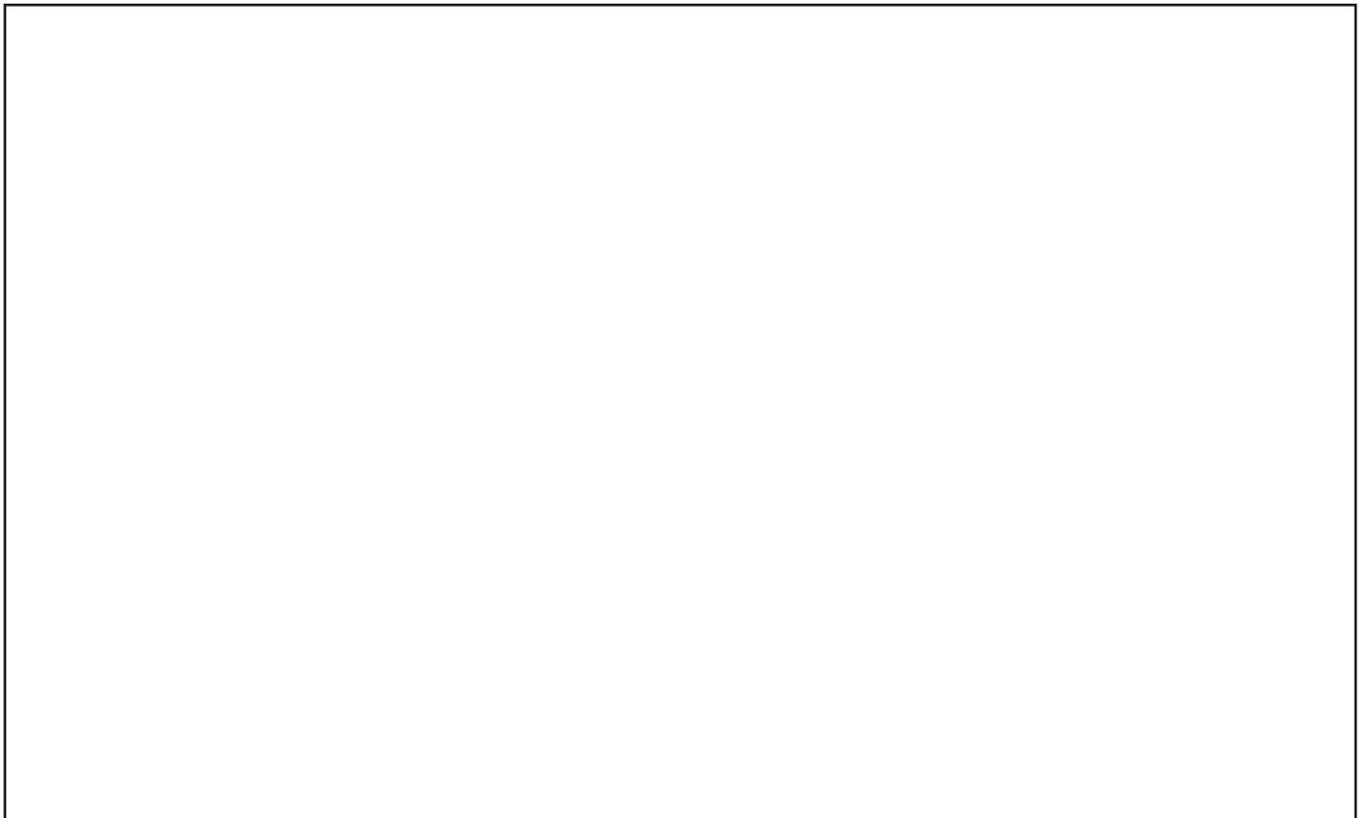
28b An Interview with Cindy Centipede

Name _____

Look carefully at the photograph on page 9 of the book *An Interview with Cindy Centipede*. This photograph shows the safety gear that in-line skaters wear. Now read the safety rules for in-line skating on page 20.

Choose another sport that you know about. It can be a sport that you play or one that you enjoy watching. Draw a diagram that shows all the safety gear that must be worn when playing this sport. Use an encyclopedia or the Internet to help you.

Name of sport _____



On the back of this sheet, list the safety rules for the sport you have chosen.

28b An Interview with Cindy Centipede

Name _____

Using the style of an interview, write about your chosen sport. You can invent the names of the magazine and the person being interviewed. Before you begin, look again at the book *An Interview with Cindy Centipede* to see how an interview works.

It may help to write all your questions first. Look at the type of questions used in the book. You may need to refer to an encyclopedia or the Internet if you are not sure of the correct answers.

Record your interview onto a tape. Ask your partner to read the questions and you can read the answers. Play the tape to the class.

Here are some starting questions for you –

Magazine: How long have you been playing _____ ?

Famous person: About _____ years.

Magazine: Please tell us a bit about _____ .

28b An Interview with Cindy Centipede

Name _____

Use an encyclopedia, books, or the Internet to find out the answers to the questions written below.

1. Which Olympic sports include skating? _____

2. Who were some famous Olympic skaters?

3. When did skating first become an Olympic sport? _____

4. What are some world records in speed skating?

Make a poster with your information to present to the class. Your poster should include –

- A clear heading
- Drawings
- Information in your words
- Your name
- The name of the book, encyclopedia, or Internet site where you found your information