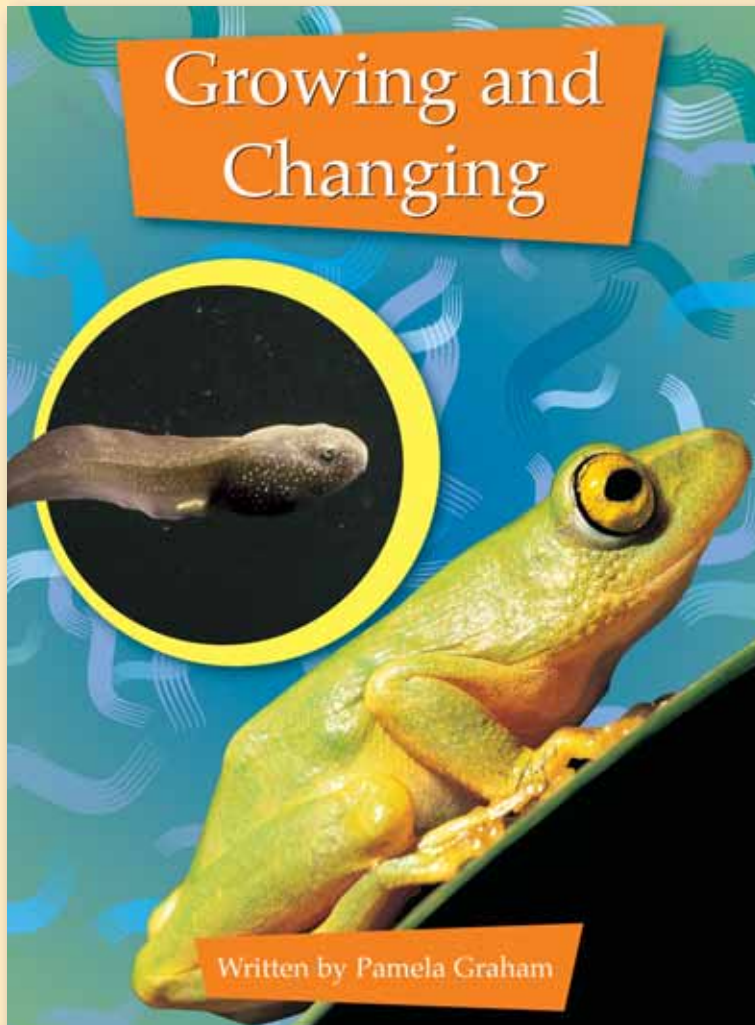




Level 28

Book f



Level	28
Word Count	870
Text Type	Information Report
High-Frequency	anything
Word/s Introduced	



Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

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, and the headings on the contents page. Ask the students – *What do you think this book is about? What do tadpoles grow into? What do caterpillars grow into? What do nymphs grow into?*

Record their responses on the board.

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 *Were your predictions correct about tadpoles, caterpillars, and nymphs? What do these three young creatures have in common?*

Pages 4–5 *Why does a jelly-like coat surround frogs' eggs?*

Pages 6–7 *What do the bumps on a tadpole grow into? What do the gills turn into?*

Pages 8–10 *What do tadpoles eat? What do frogs eat? How long does it take for a tadpole to change into a frog?*

Pages 11–13 *Why does a female butterfly choose carefully where to lay her eggs? What happens when the caterpillar grows bigger?*

Pages 14–17 *What happens to the caterpillar inside the chrysalis? What do caterpillars eat? What do butterflies eat?*

Pages 18–19 *What happens as a nymph grows? What does a nymph eat?*

Pages 20–22 *What does a locust eat? What is a large group of locusts called?*

Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

AFTER READING

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

Direct the students to focus on the labels and captions that accompany the diagrams, photographs, and illustrations.

CODE BREAKER



Developing Specific Skills

Word patterns – *nymph* – has no vowel.

See the BLM.

Discuss the words listed in the glossary. Ask the students to add these words to their spelling lists. Have the students practise the spelling and meanings of these words with a partner.

TEXT USER



Human babies look similar to adults but they are not able to do all the things that adults can do. Discuss this with the students and list some of these things on the board, e.g., *walk*, *talk*.

MEANING MAKER

This book describes animals and insects that do not look like their parents when they are young. Discuss with the students examples of other insects or animals they know that do not look like their parents.

TEXT CRITIC

Discuss with the students the use of diagrams, photographs, and illustrations throughout the book. Ask the students – *How do these features add to the information presented in the book?*

Ask the students to think about reading this book without the visual features. Ask – *Would it be easier or harder to learn and understand information about the animals and insects?*

Find a book on a similar topic. Read it to the students without showing the visual features, to compare the effect.

Vowels and Consonants

There are five vowels in the English language – a, e, i, o, u.
All the other letters are consonants. Write all the consonants
below.

Underline all the vowels in the words below. The first one has been
done for you.

tadpole frog caterpillar butterfly locust pupa

chrysalis egg larva gills sheds skin change

Most words in the English language have at least one vowel. Look
at the words on this page to see if that is true. There is one word in
the book *Growing and Changing* that does not have a vowel at all –
nymph. Do you know any other words without vowels?

Some words do not have any consonants, for example – *a*. Do you
know any other words without consonants?

28f Growing and Changing

Name _____

Read the book *Growing and Changing* to find the information to complete the chart below. Some of the information is included for you. Look at the diagrams, photographs, and illustrations to help you.

	Food	Habitat (Where They Live)	Description (What They Look Like)
Tadpole		water	
Frog			
Caterpillar			
Butterfly	nectar		
Nymph			
Locust			long thin body, grey-brown colour, wings

28f Growing and Changing

Name _____

Draw a picture and include all the animals listed below. Remember to place the animals in their correct habitat – a tadpole in water, a caterpillar on leaves, and so on. Look at the colours and patterns on the animals illustrated in the book *Growing and Changing* to make your picture realistic.

Tadpole

Frog

Caterpillar

Butterfly

Nymph

Locust

