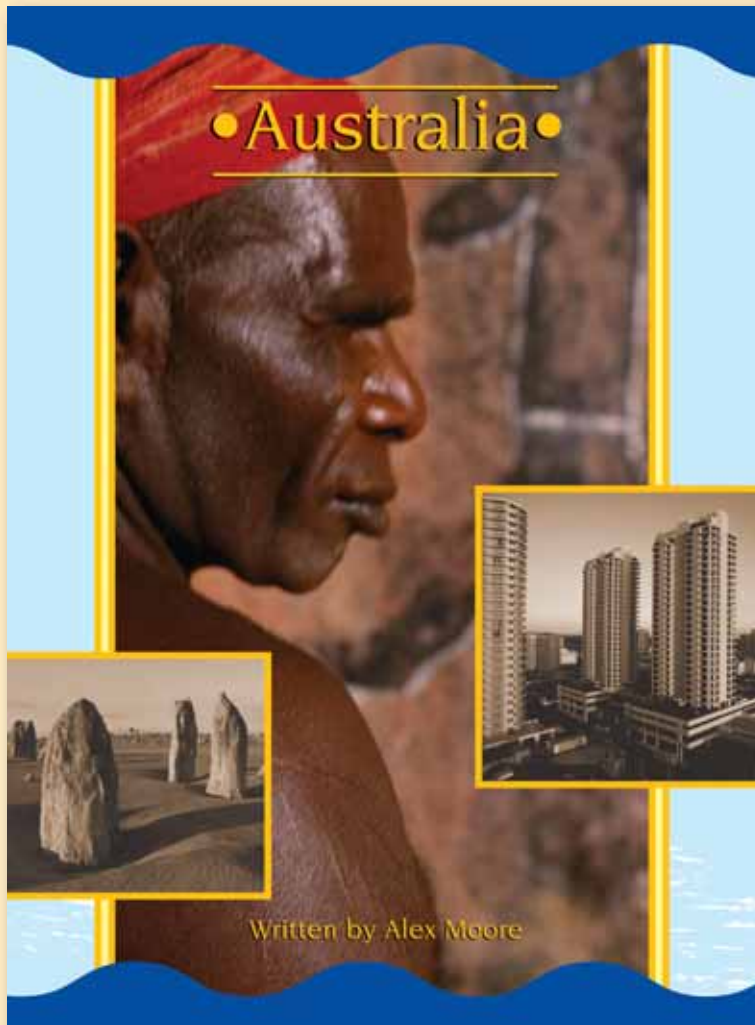




# Level 28

## Book h



Level	28
Word Count	850
Text Type	Factual Description
High-Frequency	country
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 contents page. Ask the students – *What do you notice about the chapter headings?*

## 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 2–5** *How many Aboriginal languages were there in the past? What language is spoken in Arnhem Land? What does it mean to live off the land?*

**Pages 6–7** *What is Uluru? What does Uluru mean?*

**Pages 8–9** *Sydney is the capital of which state in Australia? How many states and territories are there in Australia?*

**Pages 10–11** *What is the capital of Tasmania? What are two special features of Tasmania?*

**Pages 12–13** *What is a rainforest? Which is the largest rainforest in Australia? In which state is the largest rainforest?*

**Pages 14–15** *What is the capital of Australia? When was Parliament House built?*

**Pages 18–19** *Where are many of the islands situated around Australia? What is the name of the largest coral reef in the world?*

**Pages 20–21** *In which state is Adelaide? How many people live in Adelaide?*

**Page 22** *Name two interesting places to visit in Australia.*

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## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students write down all the place names as they read.

Model the pronunciation of the place names for students.

See the BLM.



### Developing Specific Skills

Acrostic poems are a useful way to learn how to spell difficult words. The chapter headings on the contents pages form an acrostic of Australia. Have the students write acrostic poems for other Australian place names, for example, Canberra, Sydney, Adelaide.

See the BLM.



Encourage a class discussion by asking the following questions – *Have you ever been to any of the places mentioned in this book? Which place in Australia would you like to visit the most? Give three reasons why you would like to visit that place.*

Hold a class survey to decide the most popular place to visit.

## MEANING MAKER

Australia is a land of many contrasts – from rainforests to deserts. Discuss all the contrasts the students can think of about Australia. Ask them to try to think of one word to describe the landscape of Australia.

## TEXT CRITIC

Ask the students to look again at the contents page of the book. Ask – *Do you like the way this book has been organised? What are the advantages and disadvantages of choosing to organise the book in this way?*

Have the students look closely at how the words and photographs are placed on each double page. Ask them to choose the double page they think looks the most attractive. Ask them to give two reasons to justify their choice.

## 28h Australia

Name \_\_\_\_\_

Reread the book *Australia* and write down all the place names as you read. The list has been started for you.

Arnhem Land

\_\_\_\_\_

Uluru

\_\_\_\_\_

Northern Territory

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now mark all the places in the correct spot on the map of Australia.



## 28h Australia

Name \_\_\_\_\_

Choose one of the famous Australian places from this list –

Uluru

Sydney Opera House

Sydney Harbour Bridge

Parliament House

Great Barrier Reef

Daintree Forest

Hobart

Canberra

Design a travel brochure to advertise the place you have chosen. Use an encyclopedia, books, or the Internet to find information for your brochure.

Divide your brochure into six sections. The front panel of your brochure should have a heading and illustration of your chosen place. The other sections should have these headings –

- Location in Australia (include a map)
- Historic facts (e.g., when it was discovered or built)
- How to get there (plane, boat, etc)
- Interesting details (why it is famous)
- The best time of year to visit (research the weather)

## 28h Australia

Name \_\_\_\_\_

The chapter headings on the contents page form an acrostic of Australia. Here is an example of an acrostic poem about Melbourne –

- Mighty windy in winter
- Everyone follows the football
- Luna Park is a fun place to visit
- Bayside beaches are plentiful
- Our people came from many lands
- Umbrellas are always necessary
- River Yarra winds through the city
- National Art Gallery is famous
- Everyone loves Melbourne!

Now, try to write an acrostic poem of your name and then a friend's name.