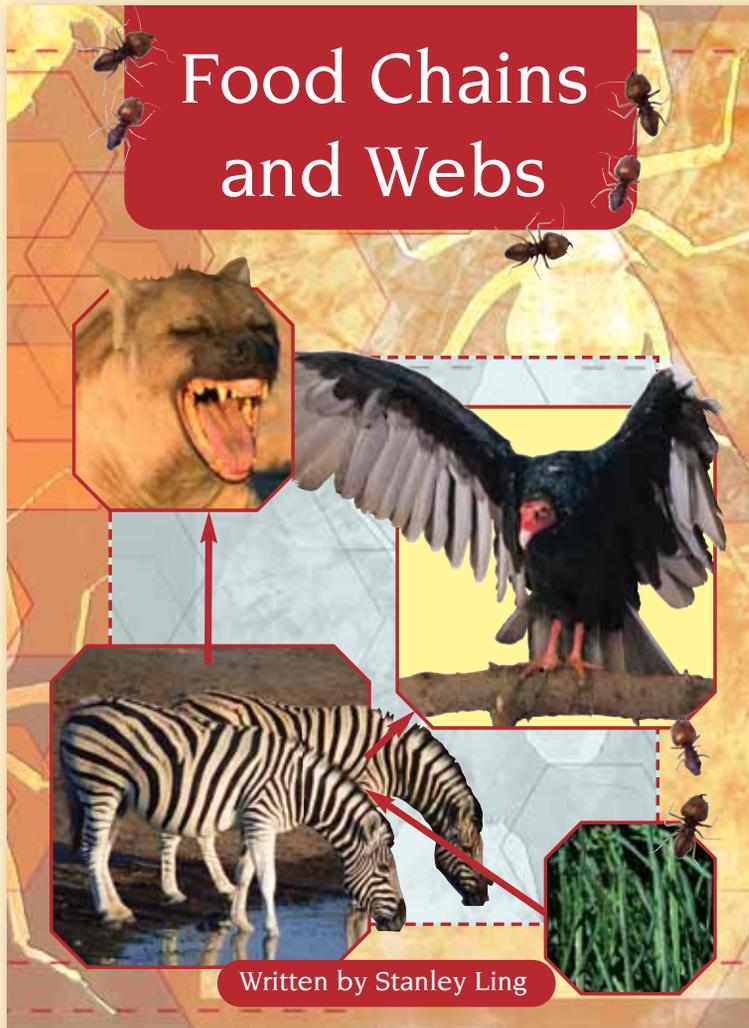




Level 30 Book h



Level	30
Word Count	975
Text Type	Information Report
High-Frequency Word/s Introduced	



Lost in English

Sadako and the
Thousand Cranes

Lost in Space

The History of
Bread

Cole, the Outback
Giant

Disaster around the
Indian Ocean

Window to the Past

Food Chains
and Webs

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 – *Have you heard of food chains and webs? What are they? What will this book tell us about?*

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 do animals in communities compete for?*

Pages 4–5 *What do herbivores eat? What do carnivores eat? What do omnivores eat?*

Pages 6–7 *What do scavengers and decomposers feed on?*

Pages 8–9 *Describe a simple food chain. What are producers?*

Pages 10–11 *What are the third consumers in the example on this page?*

Pages 12–13 *What is a food web?*

Pages 14–15 *What are savannas? What are the producers on a savanna? What are the first consumers?*

Pages 16–17 *What are the second and third consumers on the savanna?*

Pages 18–19 *What is the link forming the web on page 19?*

Pages 20–22 *Where are coral reefs found? What are the producers on coral reefs? What are the final consumers in a coral reef food chain?*

AFTER READING

Ask the students to work in groups. Have them each take turns to reread the book aloud. Remind the students to use the glossary when they read words in bold type.

Have the students draw large pictures of the plants and animals from one food chain or web. Ask the students to act out the web or chain – the students can stand behind the animal that consumes it.

CODE BREAKER



Developing Specific Skills

Add these words to spelling lists – *herbivore, carnivore, omnivore, scavenger, producer, consumer, community, decomposer.*

Discuss with the students the meanings of these words.

See the BLM.

TEXT USER



Ask the students – *What food chains or webs exist in your backyard? Do humans interfere with food chains that exist close to their homes? Think of two or three examples. What part do humans play in food chains?*

As a class, draw a food chain that involves humans as consumers.

MEANING MAKER



Ask the students – *Why are food chains and webs important in an animal community? What happens if there is an imbalance in the food chain or web? Are humans carnivores, herbivores, or omnivores? Explain your answer.*

TEXT CRITIC



Food chains and webs can be very complicated. Ask the students – *Do you think the author has explained food chains and webs simply? Do you understand the basic ideas? Are there any parts you do not understand? Discuss these with your partner to clarify your knowledge.*

30h Food Chains and Webs

Name _____

Add the following words to your spelling list and practise spelling them with your partner –

herbivore

carnivore

omnivore

scavenger

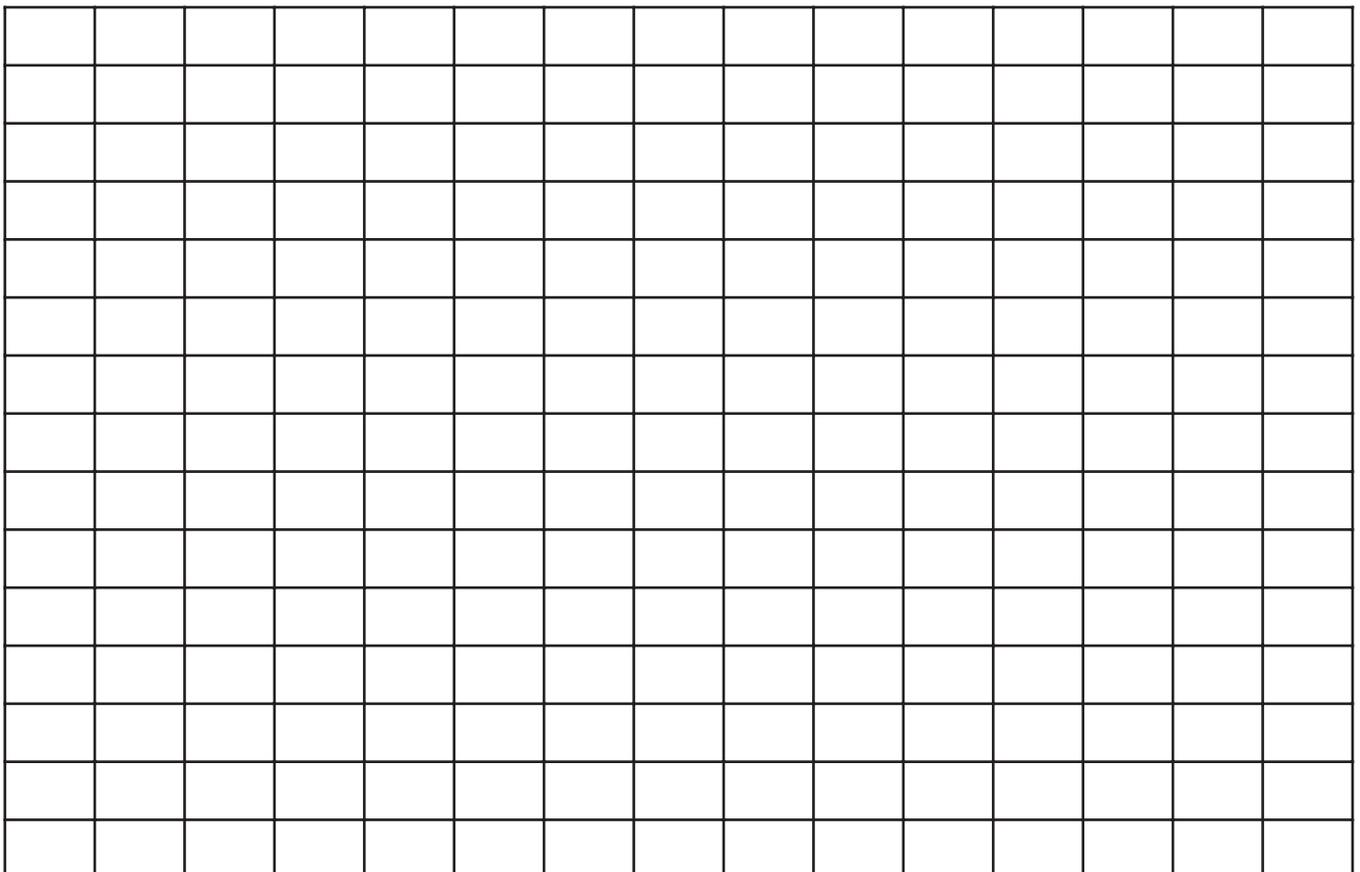
producer

consumer

community

decomposer

Make a word search puzzle using these words. See if your partner can solve your puzzle.



30h Food Chains and Webs **Name** _____

Use an encyclopedia, books, or the Internet to find out about other food chains and webs that exist in rainforests or deserts. Find out the producer, first consumer, second consumer, and third consumer.

Draw a diagram of the food chain or web you have found out about.



30h Food Chains and Webs Name _____

Draw a coral reef environment. Use the book *Food Chains and Webs* and other books to help you. Include the following items in your drawing –

- A coral reef – using correct colours
- Phytoplankton
- Zooplankton
- Coral polyps
- Small fish
- Large fish
- A person snorkelling

