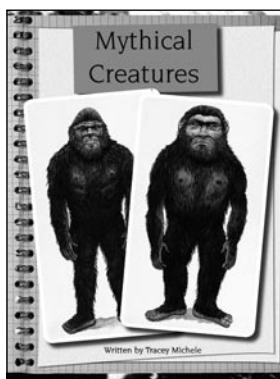


Mythical Creatures

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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 students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



MYTHICAL CREATURES

Lower level fact

**Text type: Information Report
(Description)**

Reading age 9.2

Word count 1,546

Before Reading

Activate prior knowledge by asking students whether they have heard of Bigfoot, the Yowie, the Abominable Snowman or the Loch Ness Monster. *What do you know about these creatures?* Invite students to share their prior knowledge. List characteristics described by students on the board.

Do you think they are real? Support students to understand that many people claim to have seen these creatures, but the reports are not confirmed. This means that no one has found any evidence to show that the creatures really exist. *What kind of evidence would help to confirm their existence?*

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What does this look like? What might it be? What else could it be? What does the word mythical mean?*

Read the blurb. What additional information does this give you? What do you expect to find inside this book? Guide the discussion to build understandings that this book will provide information about several mythical creatures. *Which ones could be in the book?*

Who do you think wrote the descriptions?

What do you think it means to study the evidence?

Is this book telling you that these creatures exist or don't exist? What is the purpose of this book? Guide students to understand that at the end of this book, the reader will have some knowledge upon which to form their own beliefs about the existence or not of these creatures.

SASQUATCH, THE NORTH AMERICAN BIGFOOT

During Reading

Tell me about the images on this page. Discuss the photograph and read the caption. *What do you think about this photo? Does it look real or fake? Discuss students' opinions. What does the word to the left of the photo say? Discuss*

the word *confidential* and ask students to infer its relevance to this page.

What does the sketch on the right show you? Discuss.

As you read about the Sasquatch, take note of what it looks like, how many are said to be roaming around, and where they live. Take note of whether there is any evidence to suggest they exist.

Be ready to discuss some hoaxes over the years as well as factors that make you think these creatures may exist.

Don't forget to check the bold words in the glossary.

After Reading

Describe the Sasquatch. What else do you know about this mythical creature? Invite discussion about what it looks like, where it lives, how many exist, and the sightings over the years.

Turn to the photo on page 8. Who is this man? Do you value the opinion of a scientist? Why? Discuss how, for some people, this may add weight to the case of the existence of the Sasquatch.

What sorts of hoaxes have occurred over the years to make people think this creature exists? Why do you think some people think up a hoax?

What do you think about the film made in 1967? Discuss how technology in 1967 was not like it is today. Would it be more believable if lots of people saw the Sasquatch at that time? Why?

What do you think about the existence of the Sasquatch?

THE HONEY ISLAND SWAMP MONSTER

During Reading

Describe this creature from the sketch. What is the other name for this creature?

Read pages 10 and 11. As you read, make a list of interesting points from the book. You will learn something about the Letiche that makes the folklore very different from that of the Sasquatch. As you read page 10, find what this is.

Be ready to chat about what this creature looks like and consider which information you think may be true and the information you think is untrue.

What do you think is the most compelling information to suggest that the Letiche either exists or does not exist?

After Reading

*What did you learn about the Letiche? Invite students to share information obtained from the text. What is different about the folklore of this creature compared to the Sasquatch? Direct students to page 10 to read what the folklore is. *If this is an abandoned child, would you expect there to be other Letiches roaming around? What would you expect to happen to the sightings over time?* Invite students to infer that when the creature dies, the sightings should stop.*

Of the information you read, did you find anything that suggests to you that this creature could exist? Discuss opinions. Encourage students to revisit the book to reference these points. Did you find anything to suggest that this creature does not exist?

THE YOWIE MAN

During Reading

What does the sketch on page 13 tell you? Describe some of the interesting features you can see. Does anyone know which country this mythical creature is from?

As you read, jot down where this creature has been sighted and take note of whether you have heard of these places. How has this creature been described by the local people at this location? Note any additional information to that on the sketch that you learn about the Yowie.

When you get to page 15, look closely at the photo and find something that does not fit with an earlier description of the creature.

Think about whether you believe the Yowie is real or not.

After Reading

Where is the Yowie claimed to have been seen? Do you know where these places are? Have you been to these places? Did you see a Yowie?

What extra information did you find out that wasn't on the sketch? Discuss that the yellow eyes sometimes glow red, it smells, has long nails and big teeth. Did you notice anything unusual when you looked at the photo on page 15? Invite students to report that the casts of the footprints have 5 toes and not 4 as indicated on the sketch and in the text. Why could this be? Invite inferences.

Some people have a theory about why the sightings are faked. What is it? Direct students to page 15 to check.

Do you think the Yowie is real or fake? Discuss.

YETI – THE ABOMINABLE SNOWMAN

During Reading

Look at the photograph on page 17. Who is the man with the sketch? Who is Sir Edmund Hillary? Prompt students to look at other things in the photo that may give them clues. Ask if they have heard of Mount Everest. Tell them that this is another clue. Invite prediction.

What else is the Yeti called? What does the word abominable mean?

Read pages 16 and 17. Find out what you can about the Yeti. Jot down any interesting things that you discover and be ready to share them. You will learn that the Yeti resembles one of the other creatures. Find out which one.

What events lead you to think that perhaps this creature exists? Look for clues as you read. Has any evidence of the Yeti been found?

After Reading

What other mythical creature does the Yeti resemble? What interesting things did you discover? Invite students to share. Guide the discussion to cover how a Yeti sounds, looks, and where it lives. When was the first sighting? Who else has sighted the Yeti? What have other people seen that make them think it could be real? Discuss the footprints in the snow.

What did Sir Edmund Hillary do? Why do you think he wanted to find out more? Invite students to infer. Was there any evidence of the Yeti to find? What did they find?

What do you think about the Yeti? Is it real or fake?

THE LOCH NESS MONSTER

During Reading

Look at the photograph on page 18. What does the creature resemble? What does the caption suggest? How might the photograph be a fake? Why might someone make a fake photograph?

As you read pages 18 and 19, find out where this creature lives and what it looks like.

When was the first sighting? What would that suggest about this creature? Think about it and be ready to discuss your thoughts.

Find out whether there have been any hoaxes and also whether there have been any studies conducted to find out whether any evidence exists of the Loch Ness Monster. Be ready to share what you learn at the end.

After Reading

If it is a plesiosaur, what does that suggest about dinosaurs or at least plesiosaurs?

Guide the discussion to build understandings that if the Loch Ness Monster is real, then it means that not all plesiosaurs are extinct.

Where is Loch Ness? When did the earliest reports of sightings occur? If these sightings are correct, what does it suggest about the age of Nessie? Could a real creature live this long? Invite students to suggest that the Nessie of the present day would have to be a descendant of the one first reported.

Have there been any hoaxes? Discuss. Has there been any research to find out whether there is anything in the lake? Discuss.

Is the Loch Ness Monster real or fake?

What is your general feeling about mythical creatures?

CODE BREAKER

Explain to students that understanding the meanings of words and working out how to spell them can be made easier if you know what parts of words mean. For example, in the word plesiosaur, if you know that *plesio* means *swimming*, and *-saur* means *lizard* or *reptile*, we can build a picture of what type of creature this was.

Discuss the name *Tyrannosaurus* which means *tyrant lizard*. Draw students' attention to the parts *tyranno*, meaning *tyrant*, and *saur*, meaning *lizard* or *reptile*.

Ask students to infer which dinosaur the Triceratops was. Think about what its name means - *three-horned face*.

MEANING MAKER

Ask students to imagine this scenario. The class is out in the wild together on a camping trip. As you are hiking, you come across some large unidentifiable footprints. You measure them and they are the size of the Yowies'. You notice that the footprint has only four toes, also like the Yowie legend. You and your classmates must decide what to do next.

You vote and the winning vote is to stay and find out whether the footprints are real or a hoax. You need to make plans to either see the Yowie or find the culprits who made the footprints.

Work with a partner and discuss how you could find out the truth.

◉ TEXT USER

Tell students that if we know how an information book is organized it can help us to read the book and understand what it is about.

For example, turn to the Contents page. What is the job of this page? Guide the discussion so that students know that this page helps us to quickly identify the main topics in the book.

What else helps us to read this book? Students should indicate the glossary and index. *What is the role of the glossary? When we read this book, how will we know when to visit the glossary?* Discuss. Explain that when reading an information book, it is important to keep in mind that you may need to quickly visit the glossary to check tricky words. It's then a good idea to turn back and reread the sentence containing the word.

What else helps us? Discuss the index. In this book, it says that footprints can be found on many pages, and lists 14-16. *What does this mean?* Explain that this means from page 14 all the way to and including page 16.

◎ TEXT CRITIC

When reading information that has been reported by others, it is important to remember that these are the opinions and perceptions of others. Think about the purpose of this book. Discuss that it informs the reader of reports about the sightings of mythical creatures. *Is the author trying to suggest to you that the sightings are accurate?* Discuss. *Is the author trying to make you think that the sightings are false? What did the author intend when she wrote this book?* Guide the discussion so that students understand that the author's intent was to provide both sides of the story for each creature, and then let the reader decide what they believe.

Did you like the way the author did this? Explain. Do you think the author's view on mythical creatures is obvious? Explain.

USING MULTIPLE INTELLIGENCES

Class and group activity

Brainstorm: mythical creatures. Include those in the book and include others, for example: angels, bunyips, dragons, gargoyles, mermaids, Pegasus, serpents, Sphinx, unicorns, etc. (V)

Analyze: classify students according to their favourite mythical creature. (P)

Graph: the mythical creatures according to students' favourites. (M)

Evaluate: group students according to favourite mythical creatures. As a group students must write an explanation for liking that mythical creature the best. (P)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Mythical Creatures

Name _____

As you read each chapter, record things about each mythical creature that you believe could be true, and things that you don't believe to be true.

	Things that could be true	Things I don't think are true
Sasquatch		
Honey Island Swamp Monster		
The Yowie Man		
Yeti – The Abominable Snowman		
The Loch Ness Monster		

What I think is true (and why) . . .



Permission is given to teachers to reproduce this page for classroom use.

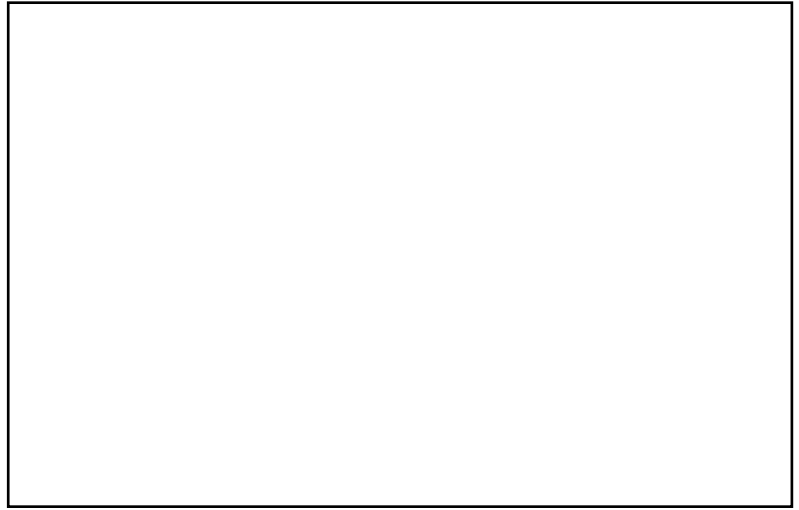


Mythical Creatures

Name _____

Multiple Intelligences (verbal-linguistic, visual-spatial)

Create a mythical creature. Draw and label your creature to show its features. Around your creature, draw its habitat.



My mythical creature is called: _____

Where my mythical creature lives:

A description of my mythical creature:

What the folklore says about my creature:

Sightings of my mythical creature:



Mythical Creatures

Name _____

Complete the table below to record information about the creatures. Mark the column with a dash (-) if the information is not contained in the book.

Mythical Creature	Other names	Country of origin	Many/few sightings	Size (if given)

Mythical Creature	Weight (if given)	Hairy/smooth	Land/sea	Interesting features



Permission is given to teachers to reproduce this page for classroom use.



Mythical Creatures

Name _____

Choose a suitable group of words to complete each sentence.

around the mountains of North America. it would be easy to make a fake film.

but there are many stories about them. offspring of apes.

an abandoned child raised by alligators. found no evidence of Yeti.

New South Wales and the Gold Coast. for nearly 1,500 years.

It is not certain that mythical creatures exist _____

Thousands of people claim to have seen Sasquatches _____

Sasquatches are the _____

With the technology around today, _____

The Letiche is said to be _____

Most sightings of the Yowie have been in _____

Hillary and his team _____

People have reported seeing the Loch Ness Monster _____



Mythical Creatures

Name _____

Each photograph in this book has a caption. A caption is a sentence (or question) that provides information about the topic on the page and in the photo, but which isn't copied directly from the page.

Reread the words and captions on these pages, and write a new caption for each:

Page 6

Page 8

Page 15

Page 17

Page 18



Permission is given to teachers to reproduce this page for classroom use.



Mythical Creatures

Name _____

Go through this book and record the information under two headings: Factual and Opinion.

Factual (entirely true information)	Opinion (May be based on both truth and opinion, or just opinion)
For example: Two men made a film about the Sasquatch.	For example: Sasquatches are the offspring of apes.

Insert the words, facts, or opinions to complete the sentence below.

The information contained in this book is based mostly on _____.



Permission is given to teachers to reproduce this page for classroom use.



Mythical Creatures

Name _____

You have learned a lot about mythical creatures from this book, and there is still more to learn. Revisit each section of the text below. Think of something else you would like to know about each of these things.

Sasquatch – Bigfoot

The Honey Island Swamp Monster

The Yowie Man

Yeti – Abominable Snowman

The Loch Ness Monster

What is the purpose of this book?

Do you think it presents the information in a way that makes it easy for you to know what is fact and what is opinion? Explain.

Would you like to visit these areas to search for the mythical creatures yourself?

Give reasons. _____



Permission is given to teachers to reproduce this page for classroom use.



