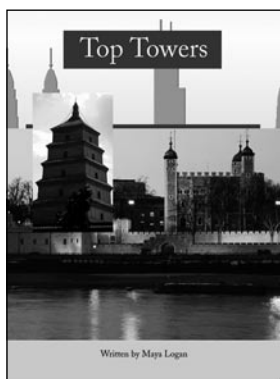




# Top Towers

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



## TOP TOWERS

### Upper level fact

**Text type: Information Report**

**Reading age 10.2**

**Word count 2,541**

### Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that it is an explanation. The subject of the report is introduced at the start. The rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic. The information in these reports is true, accurate, and not just one person's opinion.

Show students a range of texts. Include a narrative, advertisement, information report, procedure, biography, and a recount. Examine each text and discuss the features that identify each text type. Ask students to identify the information report and give reasons for their decision.

## COVER

### Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What do the photographs and the title suggest about this book? What is a tower? What does the title Top Towers mean?* Discuss each of the photographs on the front cover. *What kind of towers are they and where are they located?*

*Read the blurb. What additional information does it give you? What do you expect to find inside this book?* Guide the discussion to build understandings that this book will provide information about well-known towers.

Question guide:

- *What are the kinds of towers in this book?*
- *What are a pagoda and a medieval fortress?*
- *Is it common for a tower to lean?*
- *What does the word skyscraper mean?*
- *What is the purpose of this book?*

## CONTENTS PAGE

*Open the book. Discuss the features of the contents page. Where would I go to read about The Eiffel Tower?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses.

*What do you know about information books?*  
Students should indicate that the reader can choose where they'd like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic, which will help us read the book.

## INTRODUCTION

### During Reading

*What do you notice first about this page?*  
Guide students to discuss the information contained in the photo and caption. *Which tower is this? Why was it built? What is pertinent about this tower? Does anyone know where this tower is?*

*What do you notice about the text on page 10?* Students should notice the bold text on *freestanding*, and suggest that this word is located in the glossary. Direct students to the glossary and ask them to read the definition aloud.

*Read page 4 and find out about some of the most famous towers. Jot down what a tower is, why they have been built, and where some of the most famous are located.*

### After Reading

*What is a tower?* Students should indicate that it is a structure that is taller than it is wide at the base. *What is a structure? Have you seen lots of towers before? Where?*  
Students should indicate that they have seen tall buildings before.

*What did it mean that they can be freestanding or attached to other buildings or walls?* Ask students whether they have ever seen a castle. *In which part of the castle are damsels in distress usually found? These towers are attached to the rest of the castle. We will see examples of this in this book.*

*What have towers been constructed for in the past? What about in modern times?*

*Where are some famous towers located?*

## THE LIGHTHOUSE OF ALEXANDRIA

### During Reading

Read the title. Direct students to look at the photos and diagrams on pages 6 and 7. *What does the photo and caption on page 6 tell you? What do you think the term Lost Wonders of the Ancient World means?*

Tell students that this lighthouse once existed but is not standing today. *What do you notice about the Lighthouse of Alexandria on the picture on page 7? Discuss.*

*What do you notice about the text on page 6?*  
Students should notice the bold text on *tiers*. Direct students to the glossary and ask them to read the definition aloud.

*As you read pages 6 and 7, take note of when this lighthouse was built and where it is. Why do you think this tower is considered a wonder?*

*Does the place that this tower is located, have other things that are considered wonders?*

## **After Reading**

*Where is the Lighthouse of Alexandria? When was it built? What other wonders have been constructed in Egypt? What does this suggest about Egypt and the people of ancient Egypt?*

*Why do you think this tower is considered to be a wonder? Without cranes and modern machinery, how do you think something 117 m high could be built? Help students build an understanding of 117 m.*

*How are the different levels connected? What does the word spiral mean?*

*What is inside the tower? Direct students to the second paragraph to look for details if needed.*

*How did the lighthouse work? What made the light?*

## **THE BIG WILD GOOSE PAGODA**

### **During Reading**

*What do the title, photos, and captions tell you? What is the relevance of the words big wild goose? Invite inferences. Discuss each photo. Turn over to pages 10 and 11 and discuss the other photos and captions.*

*What do you notice about the text on page 11? Students should notice the bold text on panoramic. Direct students to the glossary and ask them to read the definition aloud.*

*Read pages 8 to 11. As you read, take note of what this tower is made of, what a pagoda is, and where they are commonly found. Jot down significant details about The Big Wild Goose Pagoda.*

## **After Reading**

*What is a pagoda? Where are they commonly found? What are they made of?*

*What is the feature of the roof lines on a pagoda? Direct students to page 8 to check if needed.*

*Why were pagodas first built? What is a memorial? What is a shrine? What were these towers thought to bring to a community?*

*When was The Big Goose Pagoda built? What other feature is China famous for? Students should indicate the Great Wall.*

*What was the city like when the Big Goose Pagoda was originally built? Do you think the pagoda was built as a feature of the city?*

*Who was the pagoda built for? Why?*

*How high was the pagoda? After its collapse, how high was the newer version? How high does it stand today? Why do you think the pagoda collapsed?*

*What is special about the pagoda today?*

## **THE TOWER OF LONDON**

### **During Reading**

*Read the title and look at the photos and captions. What is the next tower? Turn over to pages 14 and 15. What does this show? How do you think this tower is different from the first two? How many towers are in the complex? What does the complex look like? Guide students to infer that it looks like a fort. Why would it be a fort? Invite inferences.*

*What do you notice about the text on page 12? Students should notice the bold text on fortress. Direct students to the glossary and ask them to read the definition aloud.*

*Read pages 12 and 13 and find out about the Tower of London. Jot down why the fortress was needed.*

Note other interesting aspects of its construction and use.

## After Reading

What was the purpose of the Tower of London? Students should indicate that it was built for military defence. Where was it built?

When was it built? Did it always look like it does now? Students should indicate that the White Tower was built in 1066 and over the next 200 years other monarchs added to the tower. What else did the tower serve as?

It says that the tower contained rooms for guards, apartments, crypts, and a chapel. What are crypts?

How high was it? The walls were quite thick. Why do you think that they were almost 4.5 m thick in places?

What interesting things happened in the tower over the centuries?

What is the tower used for today?

What lives in the tower? What is the superstition?

## THE LEANING TOWER OF PISA

### During Reading

Read the title and examine the photo on page 17. What is interesting about the Leaning Tower of Pisa? Why do you think it leans? How would you feel going up to the top?

What do you notice about the text on page 16? Students should notice the bold text on *complex*. Direct students to the glossary and ask them to read the definition aloud.

Read page 16 and find out why the tower leans. Jot down what it was built for and where it is. Find out the features of the tower, for example its size, what it is built from, and any other interesting things you learn.

## After Reading

Where is the Leaning Tower of Pisa? Why was it built? What is a cathedral?

What is a belltower? On which floor is the belltower?

What is it made from? What does it mean that the external walls are clad in white marble? What is marble?

How high is it?

How long ago was it built? What causes it to lean?

How much longer do engineers think the tower will stand? Why?

What does World Heritage Site mean? Why do you think it stands in a square named The Field of Miracles?

Would you go up the Leaning Tower?

## THE EIFFEL TOWER

### During Reading

What do the title and the illustration tell you? Have you heard of the Eiffel Tower? Where is it?

Are there words that need to be checked in the glossary on this page? Discuss the meanings of *wrought-iron* and *antenna*. Ask students whether they know either of these words. Navigate quickly to the glossary and read the definitions given.

Read about the Eiffel Tower. As you read, jot down why the tower was built, who designed it, and how high it is. Have people always liked this tower? Look for the answer as you read.

Be ready to explain the levels of the tower and chat about what is inside it.

## After Reading

*Where is the Eiffel Tower? Who designed it? What was it built for? When was it built?*

*Have people always liked the tower? How do you know? Encourage students to locate words from the text that describe the controversy, such as *opposed*, *it was built regardless*, *it was saved due to its practicality* (antenna was being used for sending long-distance radio messages). *Why do you think some people were opposed to it?* Discuss. Encourage students to find the answer in the text.*

*How many levels are there to the tower? How high is it? How many steps does it have? What is inside each of the levels?*

## IRON AND STEEL SKYSCRAPERS

### During Reading

*Read the title, and look at the photos and read the captions. What do you think this section is about?*

*What is a skyscraper? Navigate to the glossary to check students' predictions.*

*Which tower was already built of steel? Why do you think steel became a common building material for these types of structures?*

*Read pages 20–23 and find out why iron and steel have become common building materials for skyscrapers. Jot down the main points as you read, and be ready for discussion. When you get to page 22, use your glossary to help you understand the tricky word.*

### After Reading

*Why was the Eiffel Tower able to be built so tall? What did architects discover about using iron and steel? Do you think this changed the way buildings were constructed? Why?*

*What are vertical columns and horizontal beams? Explain that columns are vertical and*

*beams are horizontal. Explain that these add strength to structures.*

*Which building was the first modern steel skyscraper? How tall was it? Is that tall by today's standards? Discuss.*

*What is a building? How is this different to an observation tower, TV or radio tower, flagpole, antennae, or spires on a building? Clarify what these are for students.*

*Is there a lot of competition to have the tallest tower in the world? Why do you think this is?*

## THE CN TOWER

### During Reading

*What do you think the CN Tower is? Where is it?*

*Read page 24 and find out what the tower has been built for and how old it is. Jot down the reasons for building this tower, when it was built, and how it has helped to solve a significant problem.*

*Besides the purpose for which it was built, the CN Tower has many other benefits for the city it is situated in. Find out what these benefits are.*

*This is a very tall tower. Find out exactly how tall and think about whether you would go up this tower.*

### After Reading

*Where is the CN Tower? How high is it? Help students build understandings of how high 553.33 m is.*

*Would you go to the top of this tower? How do you think it might feel to be that high? What would be great about the view?*

*Why was the CN Tower constructed? Why do you think other tall buildings caused problems for the communications industry? Direct students to the book to find the answer if needed.*

*What other purposes does the CN Tower have?*



*Why is it advantageous for Toronto to have this tower? How many tourists visit the tower every year? What else earns the city money?*

## THE SYDNEY TOWER

### During Reading

*Read the title and look at the photo and caption. How tall is the Sydney Tower? How does it compare to the others so far? What is interesting about its design?*

*As you read about the Sydney Tower, take note of which other tower is around the same height.*

*Jot down interesting features of the tower, and be ready for discussion. Things to note are when it was built, how long it took to build, what makes it stable, what is at the top, and what special things are inside.*

### After Reading

*Which other tower is roughly the same height? What else do the structures have in common?*

*When was Sydney Tower built? How long did the building take?*

*It says that it consists of a tall shaft and a turret. What are these things?*

*Why do you think it has been carefully designed and constructed to stabilize the tower? What can the tower withstand? What could happen to the Sydney Tower without this stabilizing?*

*What are some of the features of the tower? Direct students to the final paragraph on page 26 for more information if needed. They should indicate the observation tower, revolving restaurants, and the Sky Lounge. What is a revolving restaurant? Why do you think the Sky Lounge was assigned that name? How many steps are there in the tower? Would you be interested in going up?*

## TAIPEI 101

### During Reading

*Read the title. What do the photos and captions tell you?*

*Why do you think Tapei 101 was designed to withstand typhoons and earthquakes? Invite inferences. How many storeys does it have above the ground? What do the words above the ground suggest? Students should infer that there must be storeys below the ground.*

*As you read pages 28 and 29, find out when this building was built and how many other storeys it has. As you read the second paragraph you will find that the strength of this building was tested during construction. Be ready to share what happened.*

*Jot down how high this building is and what it is used for. Will buildings continue to be built taller than this and if so, by how much? Be ready to chat about what you find out.*

### After Reading

*When was Tapei 101 built? Were you correct? Does it have more storeys beneath the ground? How many?*

*What happened in 2002 that tested the strength of this structure? How strong was the earthquake? Something sad happened during the earthquake. What was it? What is a typhoon? Do you think Tapei may be in an area that gets typhoons also? What makes you think this?*

*How tall is this building? Is it the tallest building in the world? How high will the Burj Dubai Tower be when it is complete? How many storeys is that?*

*How would you feel going up something that tall? Build understandings of how high it is. Do you expect that buildings will continue to be built taller and taller?*

## ▲ CODE BREAKER

Revisit the magic-e rule with students. Ask students to articulate what the magic-e rule is, and to give some examples of words using this rule. Record the words on the board in a list. Tell students that you are going to work backwards from the magic-e rule. *We will begin with the word containing the magic e, and then remove it and work out how the word will sound. Remember that the magic e tells the vowel to say its name (long sound). What will happen when we take it off?*

Have students suggest that the vowel will change to the short sound. Do the words that students suggested together. Ask students to think about these words from the book on their own, and imagine that the magic e is gone.

note	time	fire	shrine
fine	these	five	write
rose	shape	base	white
cradle	wake	site	age

*What will these words sound like now? Are they all real words? Discuss.*

## ■ MEANING MAKER

*Discuss some of the towers that were constructed a long time ago. What do we have today that makes it easier to construct large buildings?* Students should indicate a range of machine-made building tools, as well as machines such as cranes, bull dozers, cement mixers, and trucks.

Ask students to consider the difficulties of constructing large towers. Brainstorm responses. *How do you think these difficulties were overcome?* Discuss inferences.

Direct students to check the book to find out how long it took to build:

- The Lighthouse of Alexandria

- The Tower of London
- The Leaning Tower of Pisa.

Do modern buildings take this long to build? What sorts of things do you think we may have in the future to make buildings easier to erect than they are today? *Invite predictions.*

## ◆ TEXT USER

*An information report is usually set out with the main topic identified at the start, and is then broken down into a series of subheadings that are discussed in more detail. Top Towers follows this structure. The main topic is identified at the start and the reader gathers general information about towers as they read the introduction. The rest of the book is written so that the reader learns about a variety of different types of towers.*

Ask students what this information report has that makes it easy to build a mental picture of the towers. Students should identify the photos. *Why do you think that these are so important on a topic like this?* Students should indicate that they haven't been to see most of these towers, so the photos and captions give them extra information. Reinforce that it is much easier to understand what storeys, spires, and tiers are when you can see them. *Would it have been harder to understand the report without these?*

## ● TEXT CRITIC

Show students a variety of brochures about holiday places and special attractions.

As you share each one, discuss the common features. For example, they are attractive to look at, contain photos, and perhaps have other interesting things to look at like maps and artwork.



They may provides prices and details about where the place is.

Discuss the purpose of a brochure. Tell students that they are designed to provide information, but also to encourage people to either buy the item in the brochure or visit the place in the brochure.

Ask students to take a brochure and look at it with a friend. *Chat to your partner about whether the brochure makes you interested in going to that place. What are the things that make you want to go there? What is in the brochure that attracts you?* Share students' responses.

## USING MULTIPLE INTELLIGENCES

Class activity

**Brainstorm:** the names of other towers. These may be towers where you live or other famous towers.

Group students in pairs:

**Research:** Conduct some research about one of the towers. If it is a tower in your city, you may be able to telephone them for information. (V)

**Record:** information about the material it is constructed from, its height, and its location. List any other interesting features about this tower. (V)

**Construct:** a model of this tower. (S)

**Compare:** this tower to one from the book. Find an interesting way to display the similarities and differences of the two towers. (L)

## 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.

# Top Towers

Name \_\_\_\_\_

Jot down the main points about each tower.

Taipei 101

The Sydney Tower

The CN Tower

The Eiffel Tower

Petronas Twin Towers

The Tower of London

The Leaning Tower of Pisa

The Lighthouse of Alexandria

The Big Wild Goose Pagoda



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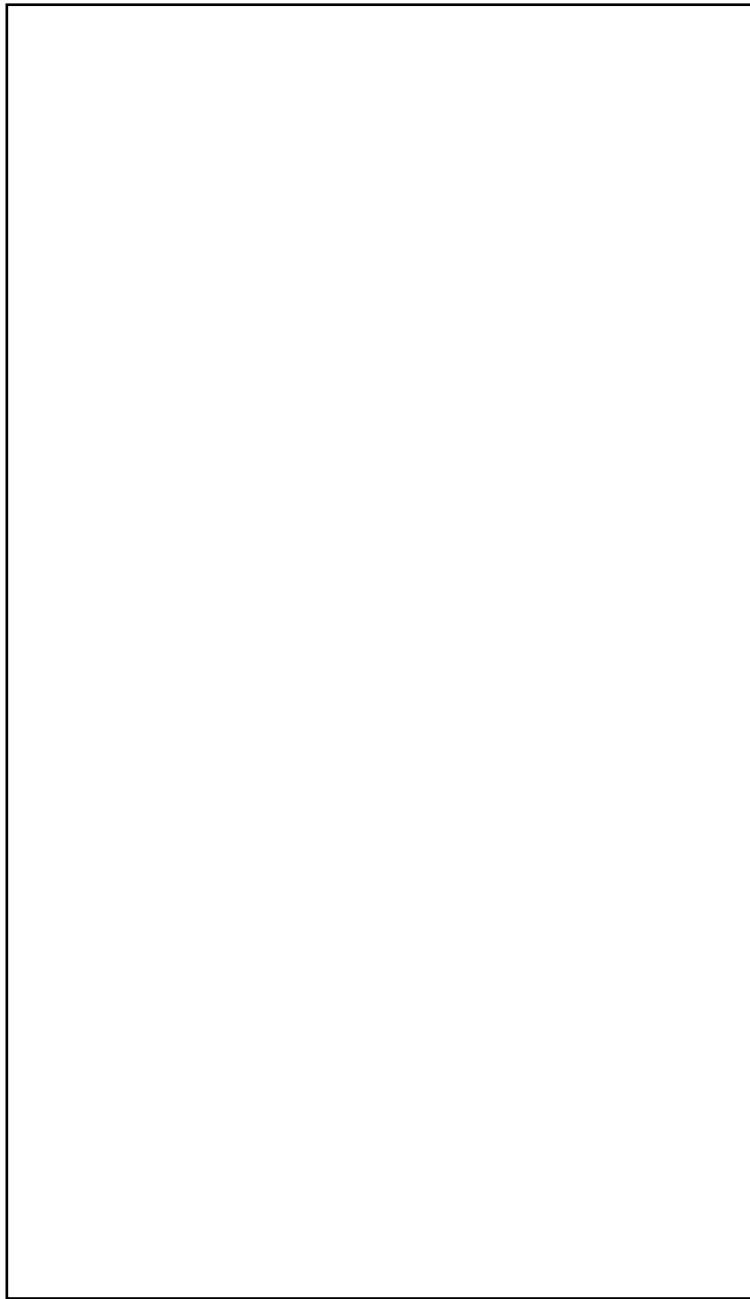


# Top Towers

Name \_\_\_\_\_

Multiple Intelligences (visual-spatial)

Design an interesting-looking tower. Remember that it must be taller than it is wide at the base. Add labels to show special features, such as restaurants and observation decks. List all the special features and interesting details.



Name of tower:

---

Height:

---

Storeys or levels:

---

Constructed from:

---

Location:

---

Purpose:

---

---

Special features:

---

---

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# Top Towers

Name \_\_\_\_\_

True or False? Circle the correct answer. Use your book to help you.

A tower is a structure that is taller than it is wide at the base. True/False

Towers are always freestanding. True/False

A lighthouse is a tower. True/False

The Lighthouse of Alexandria is still standing today. True/False

The Lighthouse of Alexandria has four tiers. True/False

The Big Wild Goose Pagoda is a home for geese. True/False

Pagodas are found in Japan, China, and Australia. True/False

Each element of a pagoda once had a religious meaning. True/False

Today the Big Wild Goose Pagoda is a tourist attraction. True/False

The Tower of London is one great big building. True/False

Write a True or False statement for each tower in the book. When you are finished, give your sheet to a friend to solve.

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False

\_\_\_\_\_ True/False



# Top Towers

Name \_\_\_\_\_

For each word from the book, write its base word and add other words that can be built from the base word.

Word	Base Word	Other words
shopping	shop	shops, shopped
constructed		
trading		
built		
designed		
carved		
arch		
visitors		
conquered		
completed		

Unjumble the names of these towers:

eTh enigLan oeTwr fo iPsa \_\_\_\_\_

ehT uiLhthgose fo anladAxeri \_\_\_\_\_



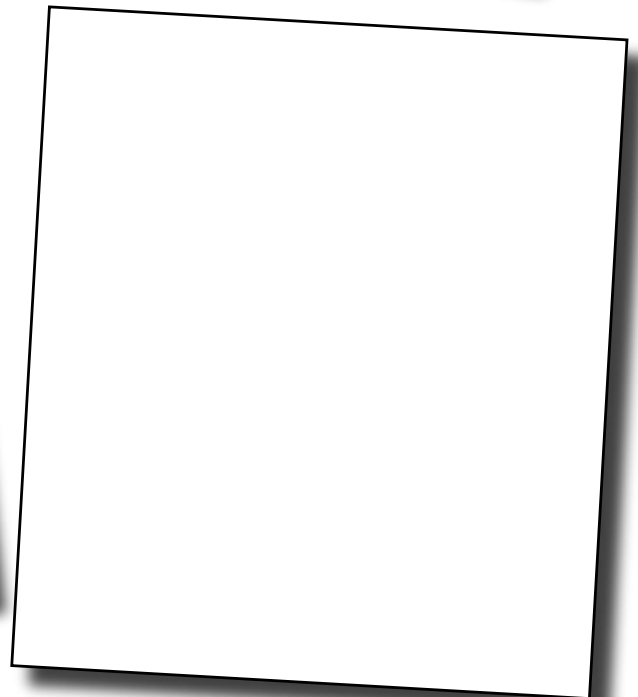
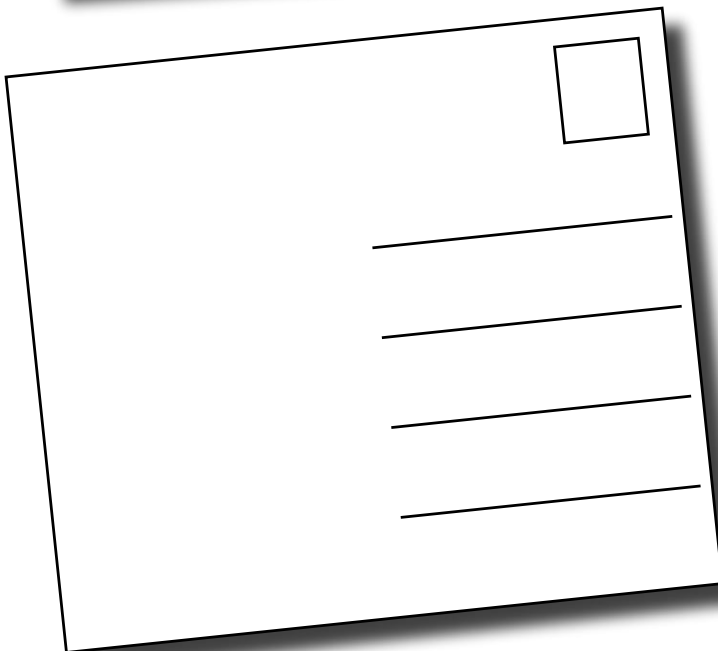
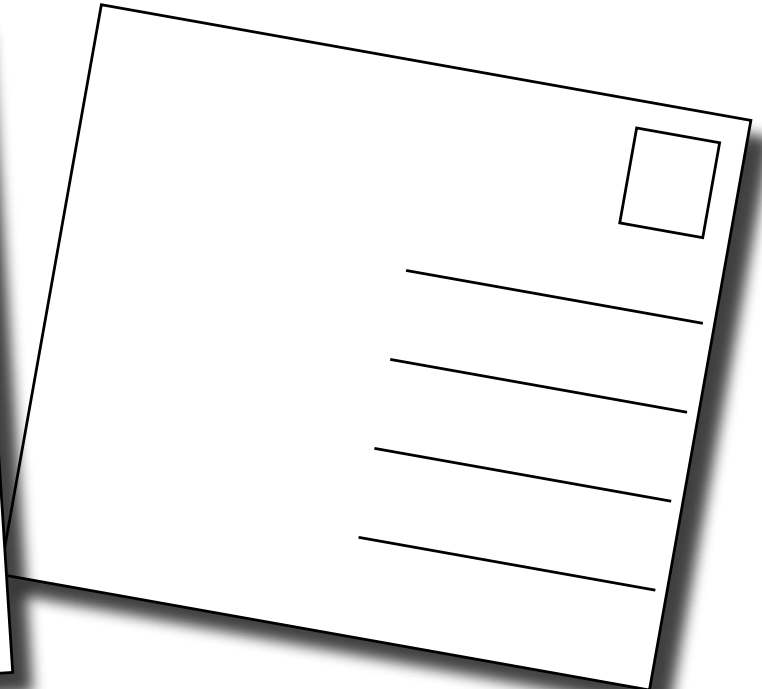
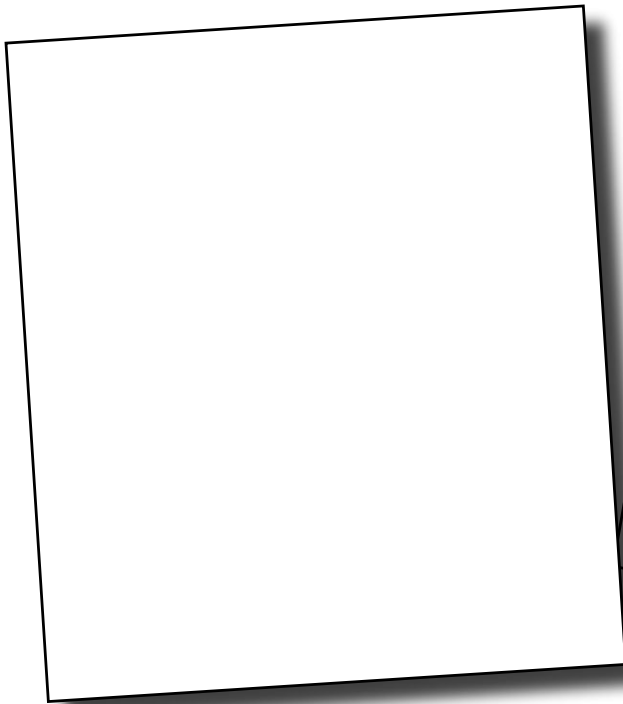
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# Top Towers

Name \_\_\_\_\_

Choose the two towers you like best. Design a postcard for each of these towers. Now imagine that you are there, seeing the towers. On the back of each postcard, write to someone about your visit to the tower. Address the postcard and draw the stamp.



# Top Towers

Name \_\_\_\_\_

The purpose of this book is to provide information. If the purpose of the book was to attract people to come to see them, it would contain many describing words, such as “spectacular”, “stunning”, “remarkable”, and “see the breathtaking views”.

Choose one tower and check the book to find all the interesting features, details, and history about the tower. Jot key words and points below.

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Now write some sentences about these features. Use words to describe the features that will make people want to see them.

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---

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---

Draw some tourists. Add details to your drawing to make it clear that these people are tourists.





# Top Towers

Name \_\_\_\_\_

Read the clues below to work out which tower each one relates to. Record the name of the tower and then write two interesting facts about that tower.

Clues:

Answer:

This tower is actually a group of buildings.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

One of the uses of this tower is a communications centre.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

This tower is has an overhanging roof that curves upwards.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

Some people think that this tower will topple over.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

There is a revolving restaurant in this tower.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

This tower was built in around 270 BC.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

Engineer Gustave Eiffel designed this tower.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

This tower has five storeys under the ground.

Fact: \_\_\_\_\_

\_\_\_\_\_

Fact: \_\_\_\_\_

