

Springboard 5



Steve Irwin

Fact

| Text Type | 1900–2400 words | 2400–3000 words | 3100–3500 words |
|---|--------------------------------|--|---------------------------------|
| Information Report (Compare/Contrast) | Simpson Desert, Mojave Desert | Daintree Rainforest, Amazon Rainforest | Murray River, Mississippi River |
| Biography | Steve Irwin | Douglas Mawson | Fred Hollows |
| Explanation | How Things Work on a Farm | How Things Work on a Plane | How Things Work at a Hospital |
| Recount (Disaster) | The King's Cross Fire Disaster | The Beaconsfield Mine Disaster | The New Orleans Flood Disaster |

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.



STEVE IRWIN

Lower level fact

Text type: Biography

Reading age 9.5–10

Word count 1900–2400

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students if they know what a biography is. Guide the discussion to build understanding that a biography is an account of someone's life or part of their life that is told by someone else.

What kinds of people do you think others like to read about? Invite responses. Support students to understand that biographies can be about people who have achieved great things, overcome odds, done things for others, have special talents, or are famous.

COVER

Before Reading

Read the title and examine the cover photograph.

Who is Steve Irwin?

What is he famous for?

What is happening in the picture on the cover?

In addition to his work with crocodiles, what else is Steve Irwin famous for?

Do you know any of Steve's family members?

What do you know about them?

What do you expect to learn from this book?

Spend two minutes browsing the book and be ready to share some of the interesting things you find. Discuss.

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page.

What can you expect to read about in this book?

What special features does this book have?

Discuss the terms *glossary* and *index*. Ask students to explain what each term means and to predict some of the words they would expect to see in the glossary in this book. Have students visit the index and glossary. Clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which will help us read the book. *Do you think this might be a useful place to start?*

INTRODUCTION

Before Reading

Read the introduction to find out a bit about Steve Irwin. Be on the lookout for the creature that Steve was frightened of. Be ready to share why.

After Reading

Which animals was Steve most comfortable with? Why do you think he wasn't afraid of these animals?

Which animal was Steve frightened of? Why?

Discuss the caption. *What does it mean to be a wildlife warrior? What does Steve mean when he says, I will fight, fight to the death for wildlife? Do you think he means this literally?*

GROWING UP IRWIN STYLE

Before Reading

Discuss the bold word and have students give their understanding of this word. Instruct students to check the glossary meaning.

Read this chapter and find out a bit about Steve's childhood. Be thinking about how his childhood influenced Steve's love of animals and the environment.

After Reading

What did you find out about Steve's childhood? How was it different from yours?

How do you think Steve's parents helped to shape Steve's view of animals? Discuss some of the things his parents did to foster Steve's love of nature.

If Steve were alive today, how old would he be?

*What is the word for the study of reptiles? Explain that word origins and histories can help us to work out what some words mean. Tell students that *herpeton* means *reptile* and *-ology* means *the study of*.*

TRAPPING CROCODILES, MATE

Before Reading

Have students flick through this chapter to discuss the photographs, illustrations and captions. Have students consider what they think of trapping wildlife.

Discuss the bold words and check their meanings.

Read this chapter and think about when you might agree or disagree with trapping taking place.

After Reading

Is there a time that trapping would be necessary? On what occasions? When do think trapping should not be allowed? Explain.

Do you know of other animals that are trapped and killed for their skin or other body parts?

Discuss.

Look at the diagram on page 13. Find the words on the diagram that are related to the topic of trapping. Have students brainstorm other topic words.

BIRTH OF THE AUSTRALIA ZOO

Before Reading

Discuss the photo. Discuss the title *Beerwah Reptile Park*. *What is Beerwah? What do you know about the Australia Zoo?*

Read this page to find out the history of the Australia Zoo.

After Reading

Who originally owned the zoo?

Why do you think the zoo grew in popularity?

As the zoo grew, it needed more space. What kinds of things needed extra space?

What else would the zoo need as it continued to grow?

If Steve's parents didn't turn the zoo over to Steve, do you think it would have been so popular? Why/why not?

Why do you think Steve renamed the zoo?

STEVE THE FAMILY MAN

Before Reading

What does the title suggest to you? What is happening in the photo on page 16? Who are the people with Steve on page 17?

Read this chapter to find out about the personal side of Steve. Be ready to share your thoughts on the kind of father Steve would have been.

After Reading

What did you learn about Terri Irwin?

In what ways was she well suited to Steve?

What might have made their marriage tricky for them?

What is a honeymoon?

What was different about Steve and Terri's honeymoon?

Something happened on the honeymoon that would change Steve's life. What was it?

Have students share what they learned about Bindi and Bob.

THE CROCODILE HUNTER IS BORN

Before Reading

Invite students to look at the photos and captions before reading.

As you read this chapter, jot down the important things that happened to Steve after he made the show "The Crocodile Hunter."

After Reading

What does the first sentence mean when it says, The Crocodile Hunter was born in 1991? Invite students to share their notes about the big moments in Steve's career.

What do you think the highlight might have been for Steve? What do you think motivated Steve to keep doing performances, television shows, and movies? Have students reread the last sentence if needed.

Have students locate the word *deadliest* on page 18. Discuss the ending *-est*. Have students brainstorm other words ending in *-est* that might describe the snakes featured on the show "The Ten Deadliest Snakes in the World."

CONSERVATION ACHIEVEMENTS

Before Reading

What does the title mean? Discuss and check the glossary meanings of the bold words.

Before reading, have students flick through this chapter to find out more about the conservation work initiated by Steve. Have students jot down some of Steve's conservation achievements as they read.

After Reading

What have you learned about Steve Irwin that you didn't know before? Has it changed the way you think of him?

Discuss the achievements identified by students during reading. Prompt a discussion about conservation.

What kind of human behaviour endangers animals and the environment?

What are some things humans can do to conserve these things?

What is a poacher? Is there another meaning for this word? What other words have more than one meaning?

BAD PUBLICITY

Before Reading

What does the title tell you? What is bad publicity? Invite students to share what they think the bad publicity might refer to. Have them look at the photos in this chapter to give them some ideas.

After Reading

What are the incidences of bad publicity presented? How did Steve justify his behaviour? What did others think and why? Invite students to share their thoughts on the incident with Bob and the filming in Antarctica.

Have students identify the base word in *publicity*. *What does the base word public mean? What does the word publicity mean?* Explore other words in this group, such as *publicist*.

AUSTRALIA ZOO TODAY

Before Reading

What do you know about Australia Zoo today?

Read the caption and discuss what the *Crocoseum* might be. Have students predict who might do the crocodile shows now that Steve cannot.

Read this page and be ready to share some interesting information about Australia Zoo.

After Reading

Invite students to share what they have learned about Australia Zoo. Have them reflect on the features of the zoo and why they were important to Steve. *Why do you think so many people visit Australia Zoo? How is this zoo different to lots of others?*

What else could the Crocoseum have been called?

Discuss the words *mausoleum*, *coliseum*, etc.

DEATH OF THE CROCODILE HUNTER

Before Reading

What do you know about Steve Irwin's death?

What was unusual about it?

Read the captions and look at the photos.

Have students read this chapter to find out about Steve's death.

After Reading

Invite students to share what they have learned about Steve Irwin's death.

Have them reflect on how Steve's death impacts on other people, wildlife, and the environment.

What message do you think Steve would like to leave the world? What legacy has he left?

⬆️ CODE BREAKER

Direct students to the glossary. Ask students to look at the words and identify whether they are nouns, verbs, or adjectives.

Read through each of the definitions and think of other words or phrases that mean the same thing as each one. Have students think of suitable adjectives for the nouns, adverbs for the verbs, and nouns for the adjectives.

📌 MEANING MAKER

The vocabulary used in the book is important. The words used to describe Steve Irwin help us to know the sort of person he was.

Work through the book and record all the words that are used to describe Steve Irwin or his abilities and skills. Sort the words into groups: words that describe his character, and words that describe his abilities and skills.

Write a general statement about Steve Irwin that sums up your feelings about him as a person or a conservationist.

🔍 TEXT USER

A biography is the story of a real person's life, or part of their life, that is written or told by another person. Since it is based on real events, photographs are used to illustrate and captions are added. This enables us to get a real picture of things as they actually happened.

Discuss how you think your knowledge of this book would be different if the pictures were drawn or painted, instead of being photos. Why do you think captions are often added to photographs? Discuss.

👁️ TEXT CRITIC

Because this is a biography, the reader is getting the story about Steve Irwin from Nicole Bogue. Nicole Bogue may have spent time interviewing Steve Irwin, or she may have conducted research to gather the information.

The reader must be aware that the information may be true and unbiased, may be someone's understanding of what is true, or may be the opinion of the writer.

USING MULTIPLE INTELLIGENCES

Brainstorm: Sketch Steve Irwin. Around the sketch, brainstorm and record the important things that Steve did. (V, S)

Write: Record notes about three things Steve Irwin did that you think were very important. (V)

Draw: Draw the things that Steve Irwin needed to take with him on his crocodile trapping expeditions. (S)

Think: Think about things that Steve Irwin did that you would like to do. (I)

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

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical 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.

Steve Irwin

Name _____

Graphic Organizer (before and during reading)

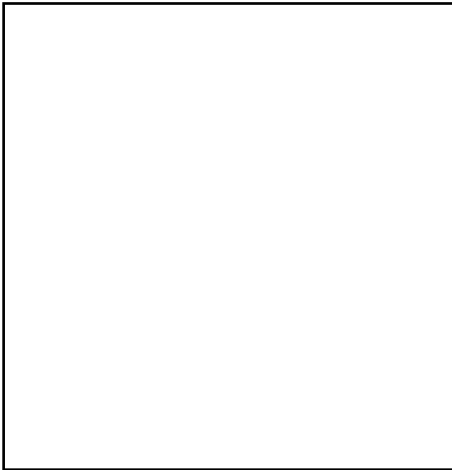
| Chapter | Main ideas |
|----------------------------------|------------|
| Introduction | |
| Growing Up Irwin Style | |
| Trapping Crocodiles, Mate | |
| Birth of the Australia Zoo | |
| Steve the Family Man | |
| The Crocodile Hunter Is Born | |
| Conservation Achievements | |
| Bad Publicity | |
| Australia Zoo Today | |
| Death of the Crocodile Hunter | |

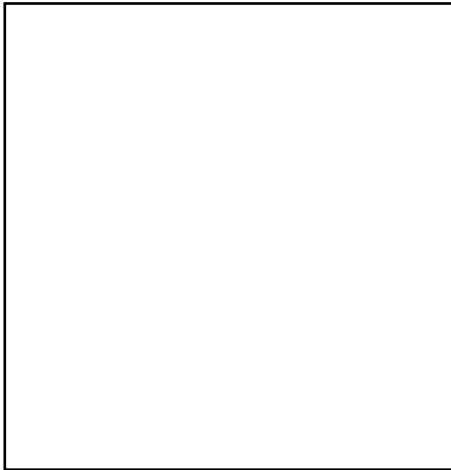
Steve Irwin

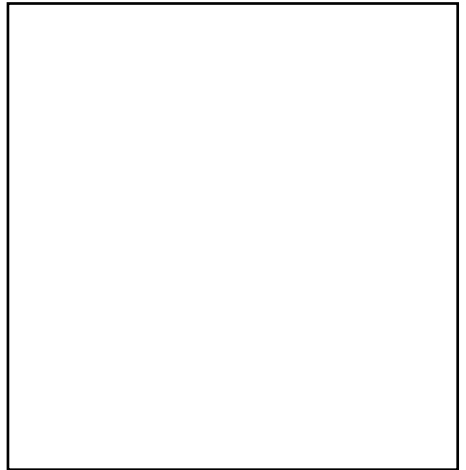
Name _____

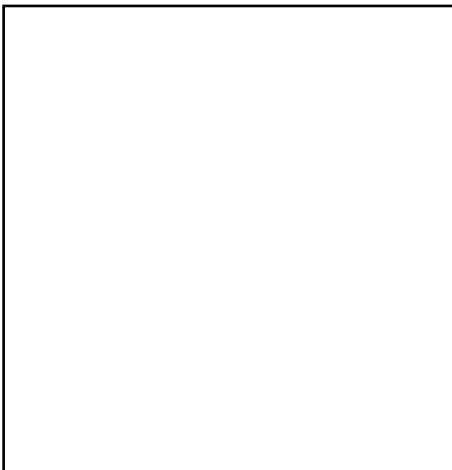
Multiple Intelligences
Intrapersonal

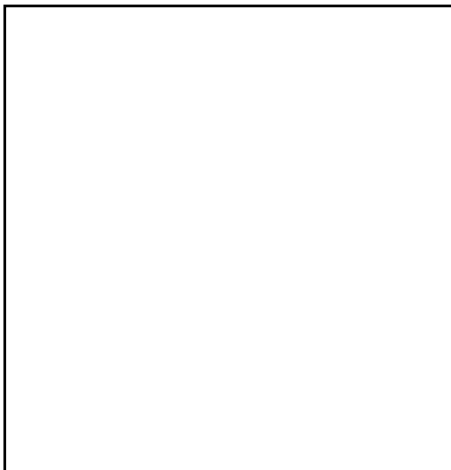
Steve Irwin enjoyed many rewarding experiences. Draw some “photographs” of him doing some of the things you have read about. Write captions for your photo

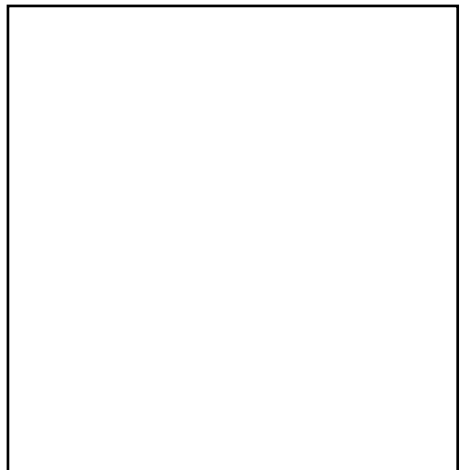












Steve Irwin

Name _____

🕒 Code Breaker

Write these words from the book in reverse alphabetical order. Some will be easy, but for others you will need to look past the first letters.

| | | | | |
|-----------|-----------|---------|--------------|----------|
| relocate | Irwin | reptile | conservation | Bindi |
| crocodile | family | Beerwah | Australia | trapping |
| wildlife | Crocoseum | hunter | extinct | poachers |

Turn these nouns into verbs.

| | | | |
|--------------|-------|--------------|-------|
| achievement | _____ | poacher | _____ |
| celebrity | _____ | preparations | _____ |
| conservation | _____ | researcher | _____ |
| film | _____ | trapper | _____ |
| plan | _____ | work | _____ |

How many words can you build from Steve Irwin's name? Use each letter only the number of times it appears in his name.

STEVE IRWIN

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Steve Irwin

Name _____

Meaning Maker

What is your greatest achievement or most rewarding moment? Draw and write about it.

Steve Irwin

Name _____

⦿ Text User

1. Do the title and cover photograph tell you what this book is about? Why or why not?

2. Who is the book about?

3. What has Steve Irwin done to have someone write about him?

4. How has Steve Irwin contributed to the world?

5. How might the author have acquired the information about Steve Irwin?

6. Was the book about Steve Irwin's whole life or just part of it?

7. How did the places mentioned in the book affect Steve Irwin's life?

8. Who do you think may have influenced Steve Irwin as a boy?

9. How did this book help you to learn more about the world?

10. Who do you think would enjoy a book like this? Why?

Steve Irwin

Name _____

● Text Critic

This book is a biography. The reader learns about Steve Irwin from the author's perspective. How did you view Steve Irwin?

1. What was your first impression of Steve Irwin when you saw the cover?

2. Do you think the title and cover photograph portray Steve Irwin in a positive way? Explain.

3. Do you think the biographer respects Steve Irwin? Give reasons.

4. Do you think the biographer likes Steve Irwin? Give reasons.

5. Which words, phrases, or sentences make you think the biographer likes and respects Steve Irwin?

6. Do you think readers of this book will be inspired by this story? How do you feel after reading this book?

7. Who do you know who might enjoy this book? Why would they enjoy it?

8. Write words that tell how you feel about Steve Irwin.

Steve Irwin

Name _____

Biography

Write an interesting fact from each of these chapters in the book.

Growing Up Irwin Style

Trapping Crocodiles, Mate

Birth of the Australia Zoo

Steve the Family Man

The Crocodile Hunter Is Born

Conservation Achievements

Bad Publicity

Australia Zoo Today

Death of the Crocodile Hunter
