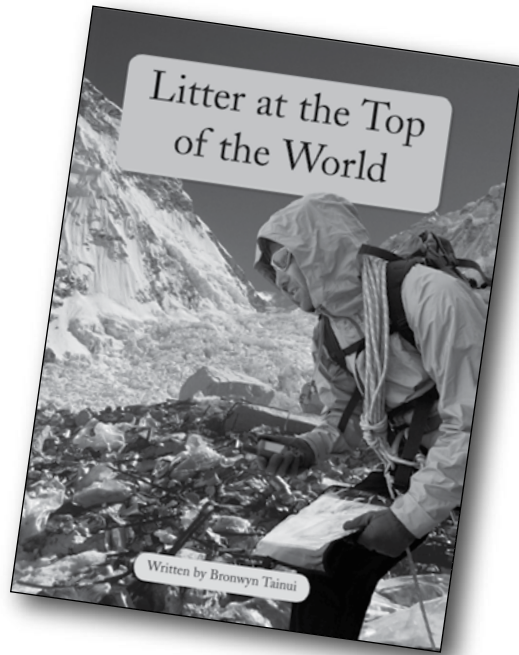


Springboard 6

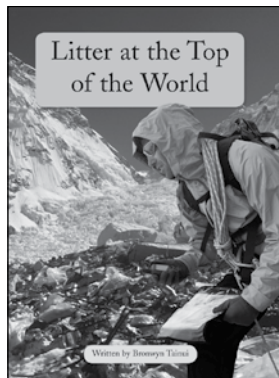


Litter at the Top of the World

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

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.



LITTER AT THE TOP OF THE WORLD

Middle level fact

Text type: Exposition

(Proposition/Support)

Reading age 11.1–11.9

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Discuss a variety of nonfiction text types. Support students to identify that factual information can be presented in a discussion, exposition, information report, or survival story. Explain to students that an exposition is an explanation of facts.

Examine some nonfiction titles and support students to identify the different text types.

Support students to identify that some of the ways factual information can be presented are as a discussion, exposition, information report, or survival story.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What do the cover image and the title suggest about this book?* Have students note the unusual details about the photograph.

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 both the history of mountain climbing and also the litter problem that this has caused.

What do you know about mountain climbing or hiking?

What do people do with their litter when they are climbing or hiking?

Do you think it is right to leave the litter behind?

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to read about rubbish left behind?* Students should respond quickly 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 would 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

Before Reading

What do you notice first about this page? Guide students to discuss the photo. *Where did all this litter come from? Who is responsible? What impact could this have on this environment?*

Read pages 4 and 5 and be ready to discuss what you learn.

After Reading

What did you learn about mountains?

Who are some of the people that live in the mountains?

Why would it be hard to believe that there could be a litter problem in the mountains?

What is the problem with litter in the mountains?

THE FIRST MOUNTAIN CLIMBERS

Before Reading

Read the title. Examine and discuss the photos and map on page 7.

Prompt students to notice the bold words *glaciers*, *mountaineers*, and *summit*. Discuss what these words mean and then visit the glossary to check the definitions.

Read pages 6 and 7. As you read, take note of any interesting facts. Be ready to share your thoughts.

After Reading

What is meant by the term amateur? Why did scientists travel to the top of the mountains? Besides glaciers, what else did the scientists want to gather information about?

What attracted mountaineers to this sport?

What equipment is needed?

MT EVEREST

Before Reading

Read the title. Discuss what students already know about Mt Everest.

Walk through the diagram on page 9. Build content knowledge of this chapter prior to reading.

Prompt students to notice the bold word *fold mountains*. Discuss the possible meaning and then visit the glossary to check.

Read this page and be ready to discuss what you learn about Mt Everest.

After Reading

What is special about Mt Everest? How high is it? Where is it located? Which mountain range is it part of?

How was this mountain formed?

What interesting fact did you learn about the Himalayas? How much higher are these mountains getting each year? Could this have an impact on people living there? Explain.

ON TOP OF THE WORLD

Before Reading

Read the title. Discuss what it might mean. Walk through pages 10 to 13 to build knowledge of this topic. Invite discussion and encourage students to link what they are seeing or hearing to any prior knowledge. *Who is Edmund Hillary? What is he famous for?*

Prompt students to notice the bold words. Discuss their possible meanings and then visit the glossary to check the meanings.

As you read this chapter, find out about the trip to the top of Mt Everest.

After Reading

Why was it such a big event to climb to the top of Mt Everest? What made this journey so hard and dangerous?

Did everyone who set out to climb this mountain succeed? What are some of the things that happened?

What is an expedition?

Why is the weight of the supplies such a big factor?

Why did Sherpa Guides go on each trip?

Describe the conditions at the top of Mt Everest.

Describe how it might feel to stand on top of the world.

MOUNTAIN CLIMBING TODAY

Before Reading

Read the title. Discuss what students can expect to read about in this chapter. Discuss the ice axe and what each of the features labelled might be for.

Read this page and be ready to discuss how mountain climbing is easier today.

After Reading

What equipment do mountain climbers have today that was not available many years ago?

What does modern equipment allow climbers to do?

What does it mean to climb Alpine style?

Why are the frozen bodies of people left on the mountain?

RUBBISH LEFT BEHIND

Before Reading

Read the title. What can you expect to learn from this chapter? Walk through this chapter, discussing the photos and idea webs. Build content knowledge before reading.

Prompt students to notice the bold word *deforestation*. Discuss the possible meaning and then visit the glossary to check.

Read this chapter. As you read, find out about the rubbish problem on Mt Everest.

After Reading

Why do climbers leave their rubbish behind?

Why do the climbers not put their litter into bins?

What was Mt Everest referred to as in 1991?

What is the government doing to minimize the amount of rubbish left on Mt Everest? Why are they encouraging climbers to use metal containers?

What are your thoughts on this issue?

FUJISAN

Before Reading

Discuss the support information on pages 20 to 26 before reading. *Where is Mt Fuji? What do you expect to learn from this chapter?*

How does a volcanic mountain form?

Prompt students to notice the bold words. Discuss the possible meanings and then visit the glossary to check.

Read this chapter and find out about Fujisan.

After Reading

What do you know about this mountain? Where is it? What does it mean to be a sacred mountain?

How did this mountain form?

What is a danger associated with Mt Fuji?

Describe what it looks like from a distance/at the base.

How is litter a problem at Mt Fuji?

Why does it attract so many hikers?

How many stages does the hike have?

Why do volunteers pick up the rubbish from mountains like Fujisan and Mt Everest?

CLEAN-UP PROGRAMS

Before Reading

Discuss the photos throughout this chapter before reading. *What are the main ideas?*

Read this chapter and be ready to discuss the main points the author raises.

After Reading

How do education programs help the litter problem?

What sort of people might be volunteers?

Litter is not just unattractive. What impact does it have on the environment and animals?

Why do people call mountains nature's water towers? What is the impact of litter left by climbers and hikers on waterways?

How do human waste, old batteries, and other litter cause a danger to other life?

LEAVE ONLY FOOTPRINTS

Before Reading

Discuss the images in this chapter before reading. *What is meant by the phrase leave only footprints?*

Read this chapter and be ready to discuss the main points the author raises.

After Reading

What did you take from the last chapter?

What are your feelings after reading about this problem?

What can you take away after reading this book?

▲ CODE BREAKER

Investigate the ways that adding suffixes can change the part of speech of a word. Discuss these words from the book:

- challenge/challenges/challenging
- climb/climber/climbed/climbing
- mountains/mountaineer

■ MEANING MAKER

Have students brainstorm words that describe the beauty of one of the mountains from the book. Record these words on a shared idea web.

Have students brainstorm words that describe one of the photos from the book which shows the mountain's litter problem. Have them record their words on their own idea web.

◆ TEXT USER

Turn to page 19. Ask students what this type of picture is called. Students may respond that it is a idea web. Ask students to explain the purpose of an idea web. Guide the discussion to build understandings that visual organizers, or graphics that help us organize our thinking, are useful tools for reading and writing. They help us plan and organize our ideas. Ask students how they think visual organizers help us do this. Invite discussion.

How is reading this information on the organizer different from reading it in a paragraph? Write a paragraph representing the information from one of the idea webs. Explain that the same information can be presented in different ways.

● TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. Some information books may be written in such a way that the author's feelings about the topic are communicated to the reader through the writing. This is called bias. Readers need to be aware of this possibility, and the possibility that they may be influenced by the author's opinions or feelings.

Scan through this information book and find out whether it gives only the facts, or whether the language shows the author is trying to shape your thinking in some way about the litter problem.

USING MULTIPLE INTELLIGENCES

Partner Activity

Create: Create a simple sign to remind climbers not to litter. (S)

Design: Design a simple system for collecting litter at the base of the mountain. (S)

Record: Record a list of ideas for an education program to teach people to keep the mountains clean. (V)

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.

Litter at the Top of the World

Name _____

Graphic Organizer (before and during reading)

As you read, you will learn of the litter problem caused by hikers and climbers. List each of the habits that contribute to the problem and come up with a set of solutions to make the mountains a cleaner place.

Habits	Solutions

Litter at the Top of the World

Name _____

Multiple Intelligences
Verbal-linguistic, Spatial

Think of an ad campaign to encourage people visiting natural environments to look after them. Design a poster or advertisement for classrooms. Write a jingle for your campaign.

Litter at the Top of the World

Name _____

🔍 Code Breaker

Use the book and a dictionary to write the meanings of these words and build new words.

	Meaning	New words
climb		
clean		
danger		
discover		
form		
freeze		
hike		
altitude		
erupt		
fold		
mountain		
volcano		

Litter at the Top of the World

Name _____

☐ Meaning Maker

Write a list of all the reasons we should look after our environment.

Write a short description of one of the beautiful mountains in the book.

Write a short description of one of the polluted mountains in the book.

Litter at the Top of the World

Name _____

⦿ Text User

Copy the diagram of the ice axe from page 15 of the book. Change the labels to captions to describe how you think each part of the ice axe helps the climber. For example, *Shaft with rubber grip* could become *The rubber grip on the shaft is easy to grip and prevents the axe from slipping out of the climber's hand.*

Litter at the Top of the World

Name _____

● Text Critic

This book is an exposition which highlights the litter problem on some of Earth's mountains. Do you think the author wants you to take any action as a result of reading this book?

1. Did you think that this book would give only the facts about the litter problem? Why or why not?

2. Do you think the author presented only the facts in this book? Explain.

3. Some writers show bias or make their own opinions clear when they present information. Is Bronwyn Tainui showing bias? Scan through this book and look for words and phrases that show bias. Record any evidence.

4. What did the author of this book do to help us to understand the problem?

5. Do you think the message would have been as strong if there were no photos? Explain.

6. Were you aware that there was a litter problem on our mountains before reading this book?

Litter at the Top of the World

Name _____

Exposition (Proposition/Support)

How would the information in this book be different if it were presented in a diary? Imagine that you are a climber on your way to the summit of Mt Everest. Sketch and describe what you see along the way in a diary entry.
