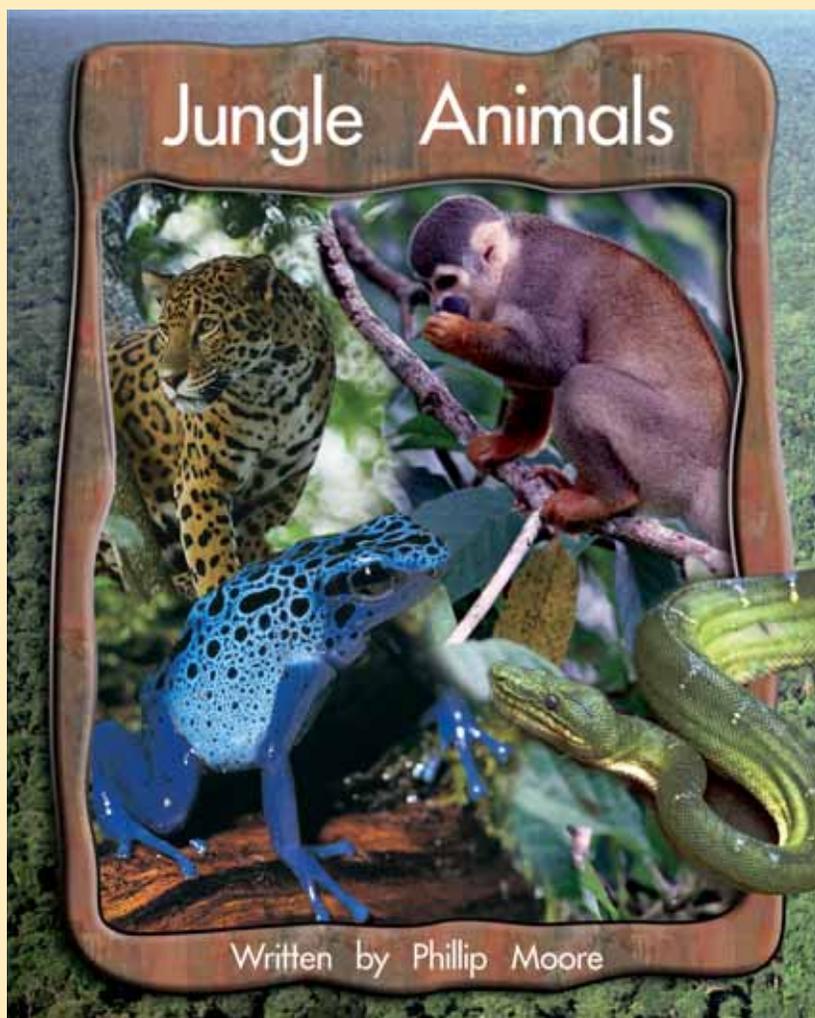




# Level 6 Book 6



Level	6
Word Count	100
Text Type	Information report
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

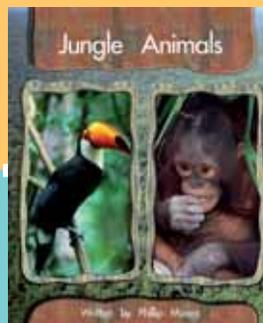
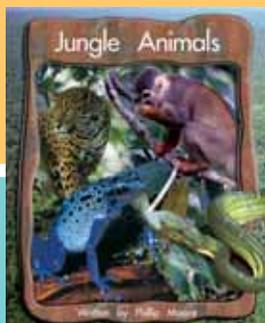
## Cover & Title Page



Direct the children's attention to the pictures and ask if they can name all the animals. Then ask the children what they think this book is going to be about.



Read the author's name. Why is there a name here? Identify book conventions.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.



Discuss the children's favourite animals in the jungle and what traits the animals have that endear them to the children. Discuss issues around jungles that threaten so many species today.

AFTER READING

Encourage the children to look at the picture and describe what they see. Discuss the importance of trees in our world. What do trees provide animals and people?



Talk to the children about why people cut down trees – for wood, and to clear land for growing crops and grazing animals. Ask the children to talk about the advantages and disadvantages of cutting down trees.

Ask the children to point to the word *big*. Talk about words that mean the same – encourage children to use words such as *enormous* and *great*. Ask them to put the new words in their own sentences.

Ask the children to look at the picture and discuss the animal, and any other places or times they may have seen one. Discuss their special qualities and their specific needs for food, shelter, and protection.



Talk more specifically about the trees that protect birds from predators on the jungle floor and what might happen if these trees were cut down.

Ask the children to identify the words *Animals* and *Birds*. Discuss what these words have in common – the letter *s* that makes the plural spelling. Explain that we add *s* to make some words plural. List other words that end in *s* when pluralised.

Can the children identify these animals and where they live in the jungle? Encourage the children to use the pictures to support their ideas. Talk about their place in the food web and what they eat and which animals might eat them.



Ask the children to point to the two words, *frogs* and *on*, that have the same short vowel sound *o*. Spell them and ask the children to put them into sentences of their own to share with the group. Then draw the children's attention to the soft *c* sound of the word *Centipedes*. Compare with the hard *c* sound in other words such as *cat*, *car*.

Do the children know the name of this animal and what family it comes from? Talk to the children about the traits of the jaguar and its food habits.



Talk about the different places in the jungle the jaguar likes to live, using the pictures – what would the jaguar do in the trees and on the ground? Discuss reasons and encourage the children for supporting their ideas with references to the pictures.

Review the plural rule, adding *s*, with the words *jaguars* and *trees*. Discuss the two blend patterns, *fl* and *tr*, referring to the words and discussing their meanings.

BEFORE READING 10/11

Mums Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

Getting Ready for Soccer

Wombat Goes Surfing

A Party Invitation

Ringo Goes Mountain Biking

Invite the children to tell you the name of this animal and what it likes to eat and where it might like to live in the jungle – trees or floor.



Talk to the children about what might happen if loggers came in to take the trees. How would that affect the lives of the lizards?

Ask the children to identify the word *are*, pointing to it in the text and reading it one-for-one. Then place it in a sentence to clarify meaning and share with the group. Discuss the *pl* blend in *place*.

BEFORE READING 12/13

Ask the children to name the animal in this picture, referring to any times or places where they may have seen one before. Ask them to describe a snake and any of its characteristics.



Ask the children to identify the words *on* and *they*, and put them in their own sentences to clarify meaning. Afterwards look at the blends *sn* and *th*. Ask the children to find them in the text and read them out one-for-one. Next, identify the capital letters, full stops, and comma and review their function.

AFTER READING

Ask the children to name and describe these animals, focusing on their diet and place in the food web of the jungle.



Talk to the children about why these animals spend their time mostly in trees – children will need to think about protection from predators and also their food requirements. Encourage the children to support their ideas by referring to the pictures.

Ask the children to point to the three plural words and tell you why they are plural words. Ask them to put each word in a sentence in its singular and plural forms to consolidate learning.

Ask the children to describe what this page is used for. What do these words and numbers mean?

Index	
lizards	10
monkeys	14
snakes	12
trees	2, 8, 10, 12, 14

Ask the children to read through the book again and then tell you their favourite page, giving you reasons why.

Talk about the use of an index and how it helps us locate specific information. Ask the children to locate one of the words on one of the pages using the index.

## 6 b Jungle Animals

Name \_\_\_\_\_

Make these words plural.

frog \_\_\_\_\_

jaguar \_\_\_\_\_

lizard \_\_\_\_\_

monkey \_\_\_\_\_

tree \_\_\_\_\_

Make these words singular.

animals \_\_\_\_\_

birds \_\_\_\_\_

centipedes \_\_\_\_\_

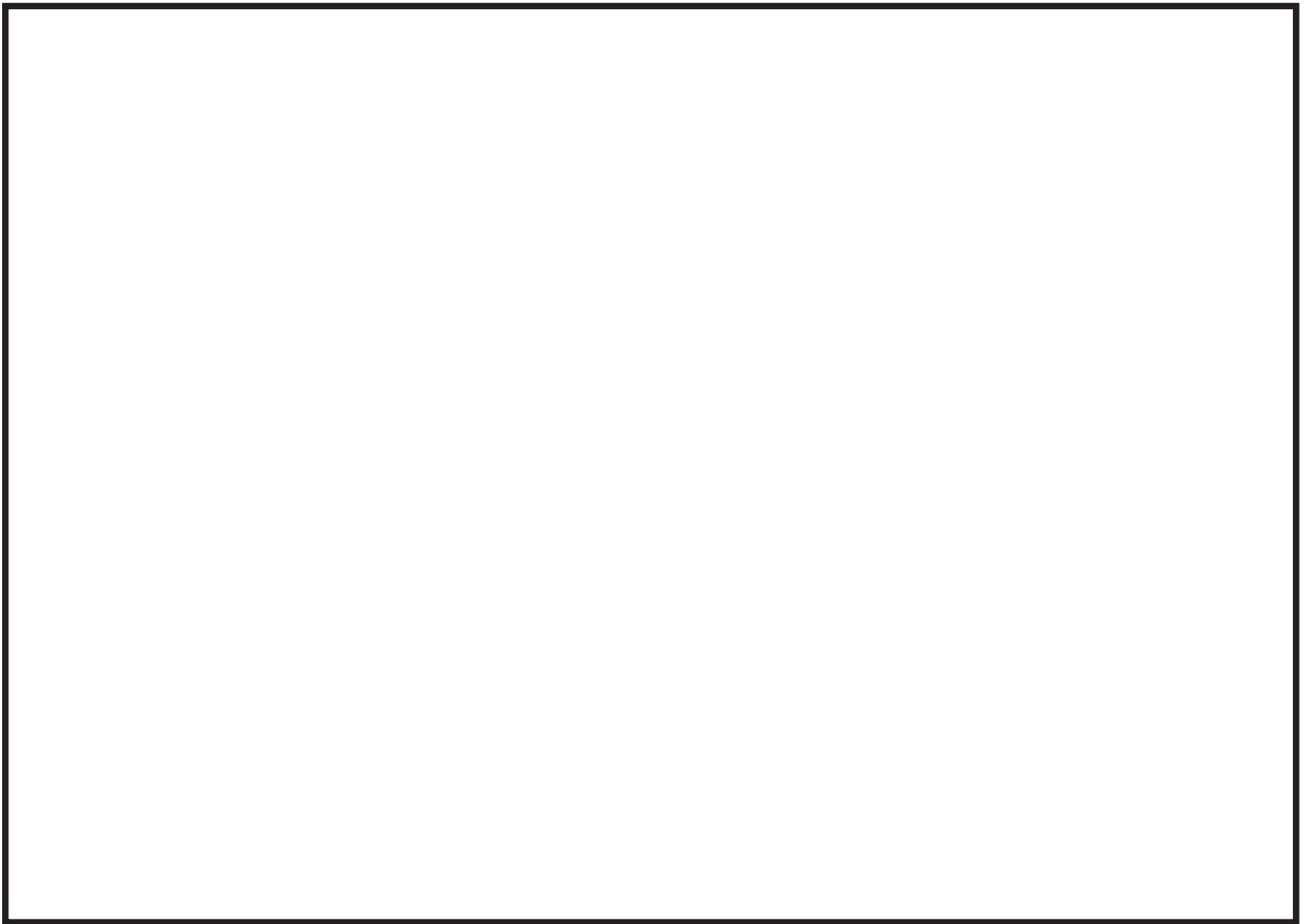
snakes \_\_\_\_\_

# 6 b Jungle Animals

Name \_\_\_\_\_

Draw four animals that live in the jungle.

Write their names.



\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_