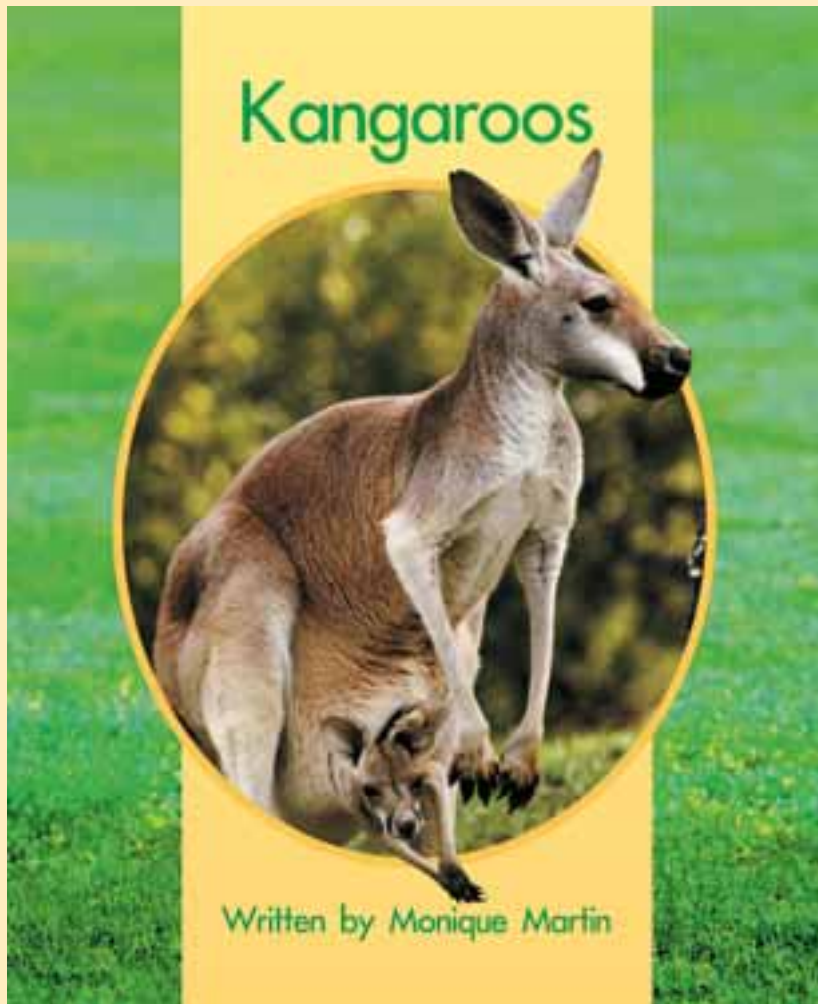




Level 7 Book d



Level	7
Word Count	111
Text Type	Factual description
High Frequency	two
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. This is not an arbitrary division. 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)



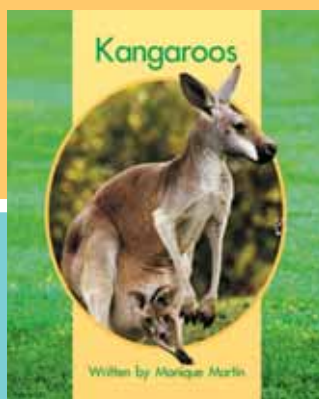
This symbol relates to use (text user)

BEFORE READING

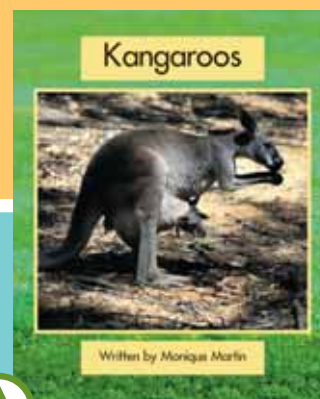
Cover & Title Page



Invite the children to look at the cover and the title page and suggest what this book is about. List on the board what they already know about kangaroos and what they would like to know.



Discuss the book with the children. What new information did they learn? Refer back to the list on the board. Did they have all their questions answered?



Invite the children to talk about how they used the photos and the labels to help them read. Discuss any particular difficulties that the children had.

AFTER READING

BEFORE READING 2/3

Talk with the children about this photo. Ask them to describe the kangaroos. How many are there?



Invite the children to scrutinize this photo more closely. Does it give any clues as to the type of land where kangaroos can be found?

Ask the children to locate *two* on this page.

AFTER READING

BEFORE READING 4/5

Discuss with the children how they can use the text features on page 5 to help them with their understanding. Invite the children to read the labels.



Talk more with the children about this photo and the labels. What other parts of the kangaroo could have had labels?

Ask the children to locate *two* on this page.

AFTER READING

Invite the children to discuss this photo. What can they see that would help kangaroos move fast?

Write *two* and *too* on the board. Discuss the different spellings and the different meanings of the two words.



Discuss with the children how they think a kangaroo's tail helps it hop and jump. What else would help a kangaroo hop and jump?

Have the children discuss this photo. Do they know the name for a baby kangaroo? Do they know the name of the place where the mother kangaroo keeps the baby?



Talk more with the children about the information on this page. Compare it with their lists. Was this information that they previously knew about kangaroos? Was it information that they wanted to know before they read the book? Where would they go to find further information about joeys?

BEFORE READING 10/11

Have the children look at this photo and then say what kangaroos eat.



AFTER READING

Ask the children to talk more about this photo. What extra information does it give about the kangaroos' habitat? What information does it give about animals that live near kangaroos?

Write *grass* on the board. Ask the children what consonant blend starts the word *grass*. Invite them to share other words that start with *gr*.

BEFORE READING 12/13

Ask the children to look at this photo. What is this kangaroo doing?



AFTER READING

Ask the children if they knew that this was a big red kangaroo. Do they know the names of any other types of kangaroos?

Invite the children to describe this kangaroo. How is it different from the one on the previous page? What colour is it?



Have the children refer back to the labelled photo on page 5. If they were labelling this photo, which labels could they use that they could not use with the photo on page 5?

Discuss the index with the children. Explain the function of an index. Have them practise using the index to find information on the big red kangaroo.

Have the children return to the beginning and read the book independently. Remind them to use the text features to help them read.

Index	
big red kangaroo	12
joey	8
pouch	8
tail	6

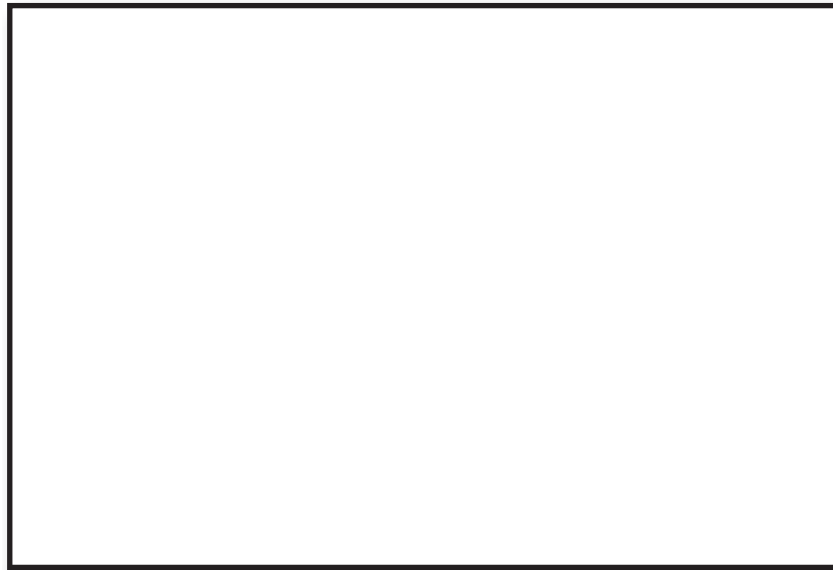
Invite the children to discuss other information about kangaroos that the author could have included in this book.

Invite volunteers to say what they have learned from this text that they could now tell someone else about kangaroos.

7 d Kangaroos

Name _____

1. Draw a picture.
2. Write some information about kangaroos.



7 d Kangaroos

Name _____

1. Draw a picture of a kangaroo.
2. Label the parts of its body.

