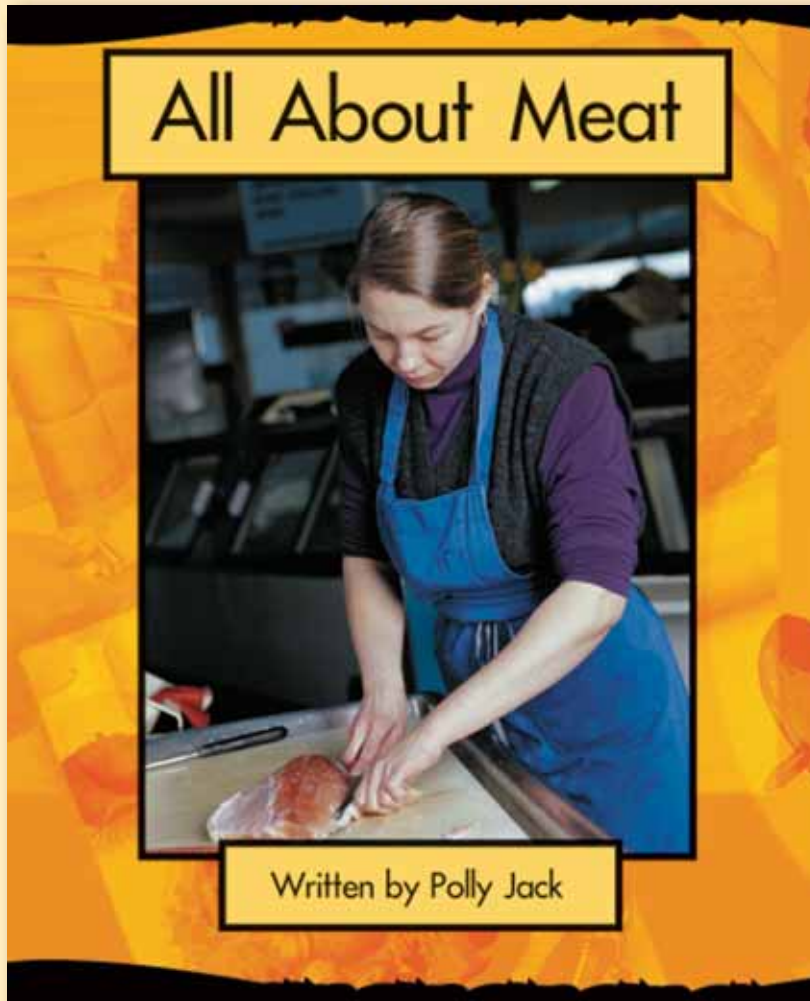





# Level 16 Book h





|                                     |             |
|-------------------------------------|-------------|
| Level                               | 16          |
| Word Count                          | 364         |
| Text Type                           | Explanation |
| High Frequency<br>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

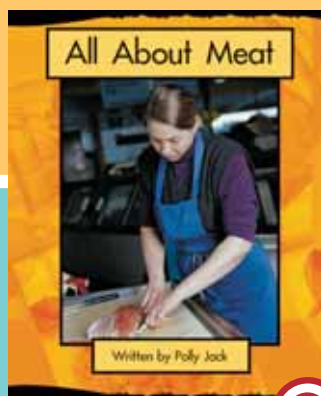
## Cover & Title Page



Ask the children to look at the cover photo and suggest what the story is about. Discuss with the children their experiences with meat. Do they like meat?



Ask the children to use the contents page to predict what information will be covered in this book.



Invite the children to analyse the text. Have them compare fish to red meat. How are they the same/different?

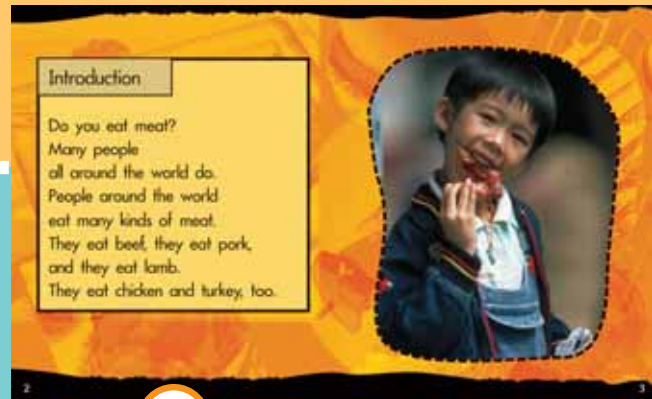
AFTER READING

BEFORE READING

2/3

Explain to the children that they are reading a nonfiction explanation. An explanation tells them about a topic.

Have the children explain their strategies for attacking unknown words. Explain that sometimes they can locate small words within words to help them read.



Discuss with the children the types of meat in the text. Which meats do they eat? How do they eat their meat? Write a list of meats on the board.

AFTER READING

BEFORE READING

4/5

Discuss with the children how the author has used specialised words relating to the topic. Have the children scan the page for specialised words and discuss the meaning of these words.



Encourage the children to use the features of the book to assist with reading. Discuss p.5 with them. How do you read the table?

Ask the children to look at the list of meats they eat. Which animals does their meat come from?

AFTER READING

Ask the children if they have ever been on a farm. Discuss with them what they know about farms and farm animals.



Discuss with the children why farmers fatten their animals. What would happen if they did not? Why is it important to put the carcasses into refrigerators?

Analyse the author's use of the words. Draw attention to the simile. Explain that similes compare two objects. The words *as* or *like* are used in similes.

Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

Have the children read the heading and photo. What do they know about butchers? What do they think will be explained on this page?



Explain to the children that captions often give us more information. Discuss the text in the captions on p.8 and 9.

BEFORE READING 10/11

Have the children look at the photo. What information do they think they will find out on this page?

Ask the children to find the word *pieces*. Have them say the word and talk about the sounds they hear in the word. Discuss the meaning in the context of the sentence.



Have the children look at the different parts of the meat carcasses. Discuss how they might cook the different pieces of meat.

AFTER READING

A Garden in a Bottle

All About Meat

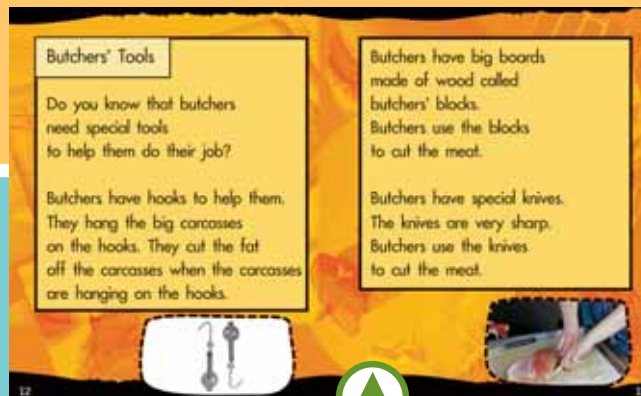
Fat Snake - Thin Snake

Harry's Great Big Burp

BEFORE READING 12/13

Have the children look at the special tools a butcher uses. Why are they important to a butcher? Compare a butcher's tools to a carpenter's or chef's.

Write the word *knives* on the board. Discuss with children what the singular word would be. Write *knife* under *knives*. Discuss the difference.



Ask the children why butchers put carcasses on hooks. What is fat? Why does the butcher cut it off?

Have the children scan the page for specialised words. Have them look for small words within words to help with their reading.

AFTER READING

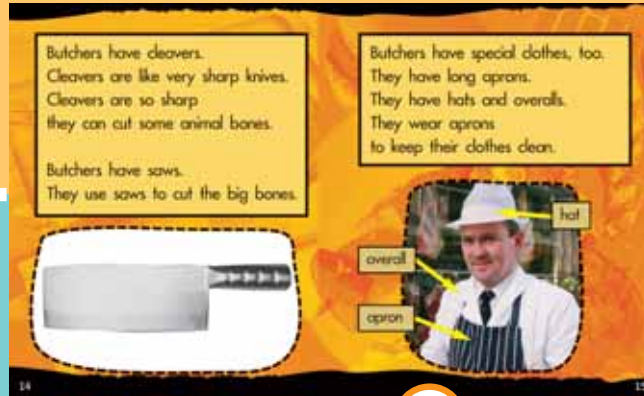
Kakadu

Polly Parkins's Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Have the children look at the photos. What do they think they will find out on this page?



Have the children look at the photo of the butcher. Discuss with the children the purpose of labels. How do labels help them when they read?

Discuss with the children the butchers' cleavers and saws. How are they the same/different to normal kitchen knives? Why are they important for butchers?

Ask the children to read the index entries. Discuss any words that they might not know the meaning of.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

| Index                    |              |
|--------------------------|--------------|
| butchers' block(s) ..... | 13           |
| carcasses .....          | 6, 9, 10, 12 |
| classroom .....          | 6            |
| cleaver(s) .....         | 14           |
| refrigerator(s) .....    | 6, 9, 10     |
| steak(s) .....           | 10           |

Discuss with the children how they can use the information in this text. What can they now tell people about meat?

Ask the children to read the index entries again. Have them go back to the relevant pages then find and reread the sentence in which the word occurs.

## 16 h All About Meat

Name \_\_\_\_\_

1. Answer the following questions.

Where does meat come from? \_\_\_\_\_

Why does meat need to be put into a refrigerator?  
\_\_\_\_\_

Where do the animals get killed? \_\_\_\_\_

How does the meat get to the shop? \_\_\_\_\_

What does a butcher do? \_\_\_\_\_

Why does a butcher need special tools?  
\_\_\_\_\_

2. Complete the table. Fill in the missing parts.

| Animal | Type of meat |
|--------|--------------|
| cattle | _____        |
| _____  | pork         |
| sheep  | _____        |
| fowls  | _____        |

3. Draw pictures of a butcher's specialised tools.

Label your pictures.

## 16 h All About Meat

Name \_\_\_\_\_

1. Discuss and write down the meaning of the following words.

carcass \_\_\_\_\_

refrigerators \_\_\_\_\_

steaks \_\_\_\_\_

butcher's block \_\_\_\_\_

aprons \_\_\_\_\_

hooks \_\_\_\_\_

2. Use the specialised words to write three sentences about meat.

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