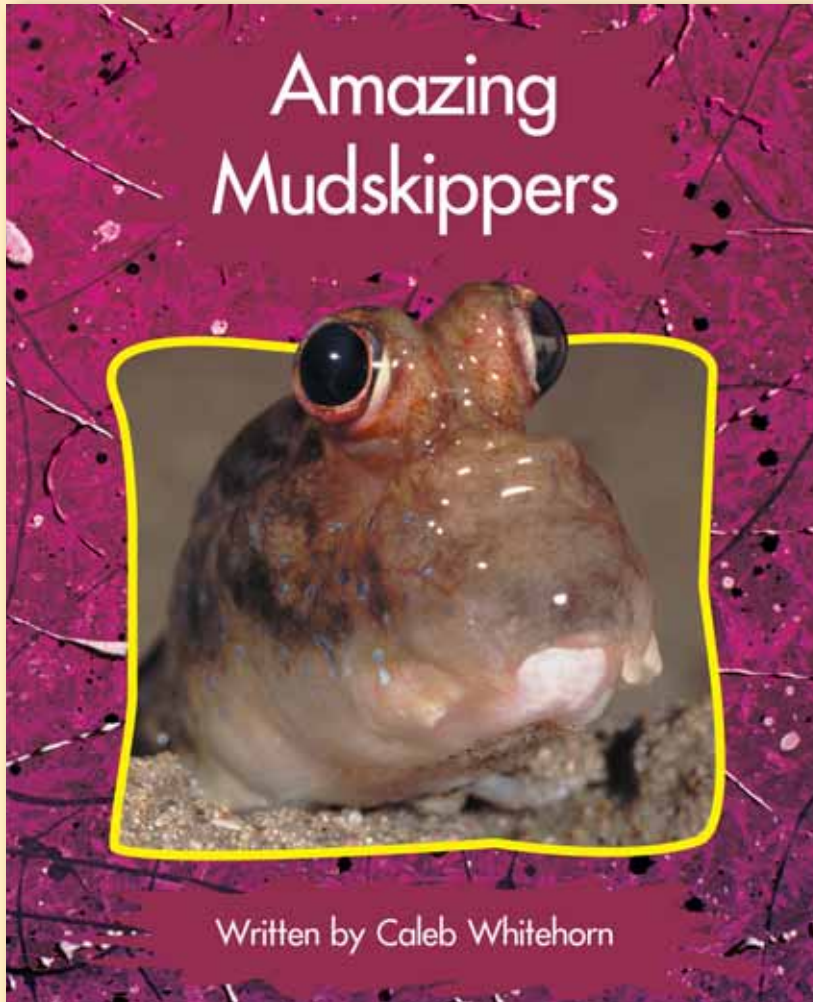




# Level 18

## Book h



Level	18
Word Count	450
Text Type	Factual description
High-Frequency Word/s Introduced	



The Maze Race

Ice-Cream

Carla Crocodile's  
Adventure

An Interview  
with Alan Ant

Bisa's First Gallop

Big Bird Relatives

A Very Good Idea

Amazing  
Mudskippers

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. This is not an arbitrary division. 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. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



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

## BEFORE READING

Share the front cover of the book with students. What is a mudskipper? Ask if they know about mudskippers. What information can students predict from the name and photograph?

Explain to students that the book is a factual description about mudskippers.

Use the table of contents to help students preview the text. Ask students what they expect to read in the Introduction. Tell them it is an orientation providing information about *what* and *where*.

Model how to use the table of contents by asking students to tell you what page they will find information, e.g. What Else Is Amazing About Mudskippers? Have students turn to this page in the text. Discuss the heading and how it gives an overview of the main idea of the chapter. Turn to the glossary and discuss its purpose. Find a particular word such as *gills* and read the information. Find the word in the index and add to the information by referring to the listed page.

## DURING READING

Ask students to read the Introduction and then give information that answers *who* and *where*? On page 5, use the key to interpret the map.

Explain to students that you will ask a question before they read a page, and that you expect them to be able to tell the group the answer after they have read to the end of the page.

**Pages 8–9** Read and then be prepared to tell the group how mudskippers move.

**Pages 10–11** Read and then explain how mudskippers skip.

**Pages 12–17** Read this chapter and then recall three facts about mudskippers' eyes.

**Pages 18–19** How do mudskippers breathe in water?

Continue through the book, guiding students' reading for information by setting a focus to read for in each sample of text.

Monitor and support reading strategies as necessary.

## AFTER READING

Ask students to compare the information about mudskippers they now have, with what they knew before they read the book.

Discuss with students why the book's title is *Amazing Mudskippers*.

Have students reread the book independently, and then work with a partner to recall amazing information from the text.

Introduce the *Amazing Information Web* and ask students to use their book and work with their partner to complete the BLM.

**Developing Specific Skills**

Silent final letters – climb (page 2)

Three-letter blends – *str* – stray, straighten, *thr* – through

Commas – (page 8)

Possessive apostrophe – mudskippers' fins (page 10), frogs' eyes (page 12), divers' oxygen tanks (page 22)

Suffix – *en* – straighten

Prefix – *sur* – surroundings



Genre – factual description – analyse the introduction as an orientation providing information about *who* and *where*. Interpret the accompanying world map using a key.

Make predictions about text.

Locate and extract relevant information from this description.

## MEANING MAKER



Draw lengths – 15, 20, 30, 60 cm.

Discuss the meaning of these words and confirm with the dictionary – surroundings, amazing, sockets, view, submarines, devices, usual, storing.

On a BLM, draw and label a mudskipper.

## TEXT CRITIC



Ask students if they liked this book. Have them consider the information and features of the book before they answer.

Have students reflect on whether they would be able to visualise a mudskipper if the photographs hadn't been so clear and lifelike.

Would you like to discuss amazing information about mudskippers with someone who hasn't read the book?

# 18h Amazing Mudskippers

Name \_\_\_\_\_

1. Make a list of words beginning with these blends.

thr

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str

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2. Punctuate the text with commas, question marks, apostrophes, and full stops.

You think of animals that have gills not lungs

But do you know that there are fish that can live out of water

Mudskippers are not very good swimmers but when they are out of the water they can skip jump crawl and climb In fact they can move faster out of water than in water

The front pair of mudskippers fins look like little arms

# 18h Amazing Mudskippers

Name \_\_\_\_\_

1. Draw and label a mudskipper. Tick the boxes after you write the labels.

Checklist –

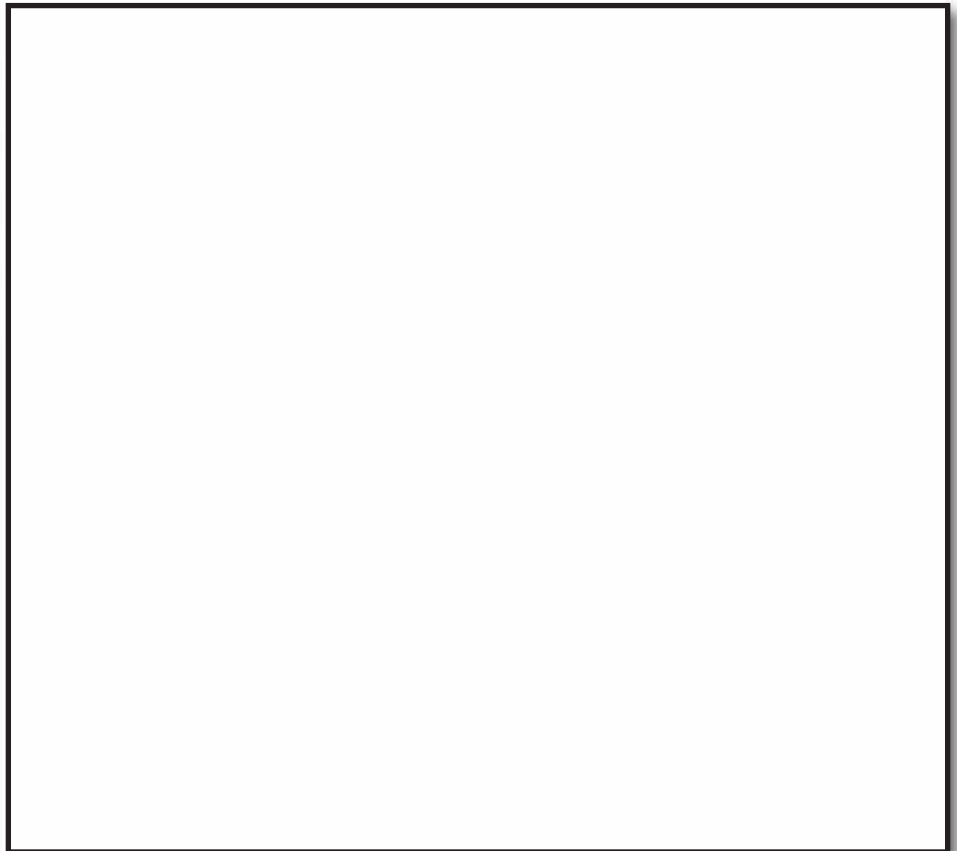
fins

tail

eyes

mouth

gills



2. Write two sentences about your mudskipper.

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Amazing Information Web

Use the information from the book to fill in the boxes.

