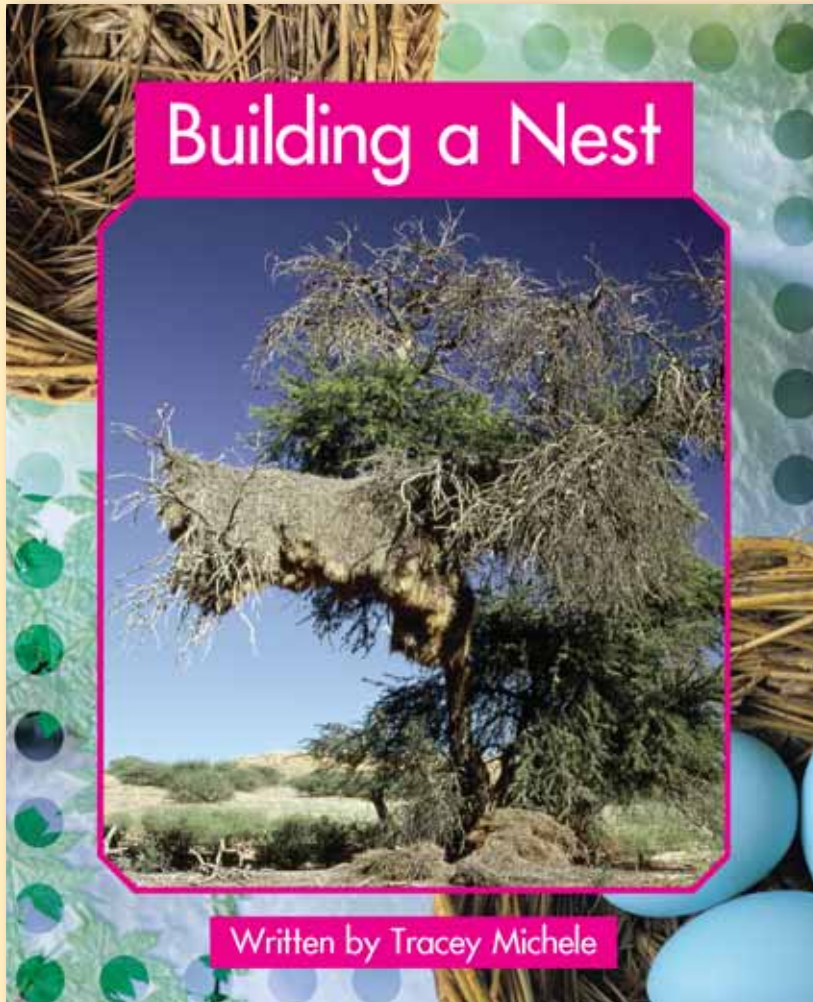




Level 21

Book b



Level	21
Word Count	511
Text Type	Procedure
High-Frequency	build, way
Word/s Introduced	



The Spinach-Eating
Machine

Building a Nest

The Wise Eyes Club

All About
Boomerangs

The Obstacle Course

Three Big Cities

Big Greg
to the Rescue

The Incredible
Rescue of Apollo 13

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 with students. Ask students what they know about birds' nests. What birds live in the birds' nest in the photograph?

Explain to students that the form of writing is procedural, and that the book is about how four different types of birds' nests are made. Revise the framework of procedural writing – goal, materials, and method. Discuss the characteristics expected – logical sequence, steps, present tense, detailed information – How? What? Which? Where?

Turn to the contents page and discuss how to use the table of contents to find specific information. Read the glossary and index, and discuss how the information will assist when students read the book.

Introduce and explain the *Venn Diagram* to students. Tell students they will be comparing two of the birds' nests. Explain that they will be writing summaries about the nest building.

DURING READING

Ask students to read the introduction on page 2. Explain the reading task to students. They are to read the book for information about how four different birds build their nests, and to find out further information. Tell students you will set a purpose to read for at the beginning of each page. They are to be prepared to tell the group their response when they have read the page.

Pages 4–5 Be prepared to tell the group why satin bower birds build their nests.

Pages 6–7 At the end of reading these pages tell the group one interesting fact. With students, discuss the layout of the materials and method.

Pages 8–9 Read to find out why a tailor bird makes a nest.

Pages 10–11 Find out what is unusual about the technique the tailor bird uses to make her nest.

Pages 12–13 Find out who social weaver birds live with.

With students, discuss the probable reason social weaver birds got their name.

Continue guiding students through the book by encouraging them to read for information.

AFTER READING

Read and analyse the chart on pages 20–21, and the map on page 22.

Ask students to compare the birds' nests, construction, and other information. Have them consider what was the same about the nests and what was different.

Ask students to discuss the nest they found the most interesting, with the person next to them.

Have students complete the *Venn Diagram BLM* or the *Summary Chart BLM*.

Developing Specific Skills

Action words – decorate, place, pull, push, put, twist, gather, etc. Ask students to add to the list

Locate the opening goals or aims – This is the way you would _____

Present tense

Clear, concise language

Bullets – numbers – dash

Hyphen – thread-like (page 23)

Follow procedural text to understand how birds make their nests.

Locate and extract information to make comparisons within a Venn diagram.

Summarise information on a chart.

MEANING MAKER



Discuss and use a compass to understand directions – north, south, east, and west. Transfer the knowledge, to locate eastern Australia, southern China, and South Africa on the world map.

Use the dictionary and a map to establish understanding of the word *region*.

Use a metre rule to visualise the depth of a 1 m hole. Have the group, on a large piece of paper, draw 400 spots to understand the quantity of 400 social weaver birds. Colour 399 spots black and 1 red.

TEXT CRITIC



Ask students to comment on how the organisation of the procedural characteristics and framework helped them understand how birds build their nests. Have students consider why the world map with a key was necessary. Ask students what difference the chart on pages 20–21 made to help them sort and sift information.

21b Building a Nest

Name _____

Cut out the steps of the method and glue them in order. Number the sequence.



Twist the spider webs, bark, and plant fibres together to make thread.

Make holes along the edges of the leaves using your beak and feet.

Put plant fibres into the nest to make it soft.

Push the thread through the holes to sew the leaves together.

Pull together two large leaves. Do not pull them off the tree.

Make a knot with your beak and feet to hold the thread.

21b Building a Nest

Name _____

Summary Chart

Birds	Summary
Satin bower birds	
Tailor birds	
Social weaver birds	
Mallee fowls	
Overall Summary	

21b Building a Nest

Name _____

Venn Diagram

