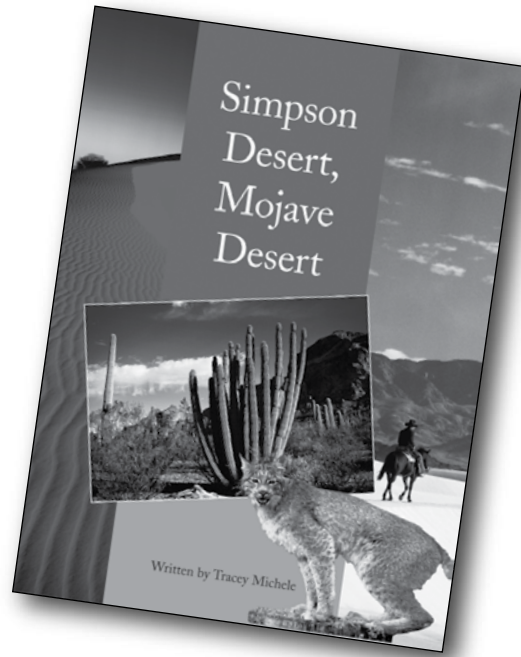


Springboard 5

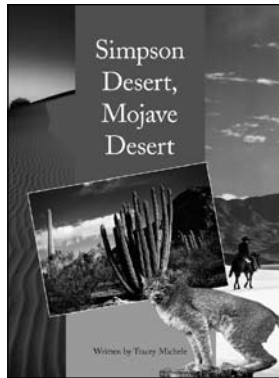


Simpson Desert, Mojave Desert

Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
Information Report (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
Biography	Steve Irwin	Douglas Mawson	Fred Hollows
Explanation	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
Recount (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

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. 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.



SIMPSON DESERT, MOJAVE DESERT

Lower level fact

Text type: Information Report

(Compare/Contrast)

Reading age 9.5–10

Word count 1900–2400

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what they know about deserts. *Where are some deserts you know? What do they look like? What do you know about the climate, vegetation, and animals that live in deserts?* Brainstorm a list and record students' responses. *What kinds of vegetation and animals can survive in a desert?*

Ask students what they know about information reports. Discuss the features of an information report. *How do you know that the information presented is true and accurate?* Invite responses.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

What do you notice on the cover?

What does this cover suggest about deserts?

What might cause that pattern on the sand?

Where is the Simpson Desert?

Where is the Mojave Desert?

What is the purpose of this book?

Read the blurb. *What do you expect to learn as you read this book?*

Invite students to spend a couple of minutes browsing through this book to gather more information about the topic.

CONTENTS PAGE

Open the book. Discuss the features of the contents page.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic that will help us read the book.

INTRODUCTION

Before Reading

What do you notice first about this page? Guide students to discuss the information contained in the map. *What is the Equator? Tropic of Cancer? Tropic of Capricorn?* Have students infer what a hot and cold desert might be.

Invite students to look through this chapter to read captions and view photographs. Discuss.

Have students predict the meanings of the bold words and then visit the glossary to check.

After Reading

What is a desert? What do you know about deserts? Prompt students to discuss the different features. For example, *hot, cold, sandy, rocky, snowy, icy*.

Where are most of the deserts situated? Why? Have students check page 4 if needed.

What is a salt pan and how is it formed? Have students check page 6 if needed.

THE SIMPSON AND MOJAVE DESERTS

Before Reading

Direct students to check the maps to find out where these deserts are. Discuss which tropic these deserts sit within. Prompt students to identify that there are three deserts close to each other in the United States. Invite students to infer why this area is not one large desert.

Read this chapter and jot down any interesting points you learn about these deserts.

After Reading

Invite students to share new things they have learned about the Simpson and Mojave deserts.

Which desert is larger?

What do you know about the three deserts in the United States? Why do you think there are three different deserts so close to each other? Invite inferences.

What do you expect it would be like to live at a place near the Simpson Desert? Check a map to find places in or close to the Simpson Desert.

CLIMATE

Before Reading

What do you expect to learn about in this chapter?

Have students predict the meanings of the word *climate* and then visit the glossary to check.

Discuss the diagram on page 10 to build understandings of desert rain evaporation.

Invite students to look through this chapter to gather extra information on climate.

Have students jot down the similarities and differences between the Simpson and Mojave deserts as they read. Ask students to record the page numbers to make it easy to revisit the information if needed.

After Reading

Prompt students to share the similarities and differences they have noted. Revisit the book to clarify if needed.

Discuss the terms *subtropical*, *semi-arid*, and *arid*. Explain that the prefix *sub-* means *below* and the prefix *semi-* means *part*. Tell students that the little units added to the beginnings and ends of words carry meaning and this can help us work out what words mean. For example, *semi-arid*: *semi* = *part* and *arid* = *dry*.

HISTORY

Before Reading

Have students flick through the pages and check the photos and captions to gather information about the history of the deserts. Invite them to share their findings. Have students infer the people who first lived in each desert.

Read this chapter and jot down the names of any unusual or new words.

After Reading

Clarify any tricky or new words. Ask students what they can infer about the history of these words. Ask students to identify the Aboriginal and Native American words.

Who was the first English explorer to see the Simpson Desert? In what year?

Who was the Simpson Desert named after? Why?

Who were the Mojave people?

Who was the first European American to cross the Mojave Desert? When?

What unfortunate event happened to Jedediah Smith?

DESERT VEGETATION

Before Reading

What do you expect to learn from this chapter?
Invite students to flip through and view photos and read captions. Discuss.

Explain that some words in this chapter may be difficult to pronounce. *What will you need to do when you come to the bold word?* Students should suggest that they need to check the glossary.

As you read this chapter, make a list of the features of desert vegetation that enable it to survive in such harsh conditions. Record the page numbers so that we can go there together if needed.

After Reading

Discuss any new or difficult words. Discuss how these words are pronounced. Where possible, have students identify parts they know in words, such as *photo* in *photosynthesis*. Tell students that these small parts carry meaning and this can help us work out what the words mean.

Discuss other vocabulary. *What does the word trait mean? Besides the name of a plant, when else can we use the word succulent?*

Invite students to share what they have learned about desert vegetation and the shared or special features of these plants that help them to survive in deserts.

DESERT ANIMALS

Before Reading

Have students share the animals they know that live in deserts. Invite them to look through this chapter to view photographs and captions to build their knowledge. Discuss the photos and new or unfamiliar vocabulary from the captions, such as *unsuspecting* and *spinifex*.

Have students predict the meaning of the word *nocturnal* and then visit the glossary to check. Have students infer why it might be an advantage for a desert animal to be nocturnal.

Instruct students to read this chapter and jot down any special features that help these animals live in deserts.

After Reading

Invite students to share what they learned about the desert animals. Discuss the traits that help these animals live in desert conditions.

How do these animals stay cool and get water?

Which of the animals hunt others as prey?

Which animals use camouflage?

What kinds of animals live in the Mojave Desert but not in the Simpson Desert?

THREATS TO THE DESERTS

Before Reading

Ask students to think about what the threats to deserts might be. Have them look at the photos and read the captions to make inferences. Ask students if they know of any other environmental threats to deserts.

Read this chapter to find out what the threats to deserts are. As you read, think of some ways to protect deserts.

After Reading

Discuss what students have learned about the threats to deserts. *What is the main threat to the Simpson Desert? What is the main threat to the Mojave Desert?*

What problems can tourism present to deserts?

How do introduced animals threaten desert life?

Prompt students to share possible solutions.

What is global warming? How does this threaten desert life?

Why is it important to protect deserts?

▲ CODE BREAKER

Have students identify a new or unusual word from the book, such as *arid*. Write the word inside a circle on the board. Draw two more circles around the first circle. Have students brainstorm words or phrases that they think mean the same thing as *arid*. Record these responses in the middle circle. Have students brainstorm words or phrases that mean something very different. Record these responses in the outer circle.

Revisit the middle circle and have students identify the words or phrases that they are confident mean the same thing as *arid*. Circle these. Support students to check the meanings of the remaining words and phrases.

■ MEANING MAKER

Have students describe the Simpson Desert. Jot down words or phrases that students offer. Use these responses and the think aloud strategy to help you write a short description.

Have students describe the Mojave Desert. Jot down words or phrases students offer. Discuss how the two deserts are similar and different. Have students use their responses to write a short description of the Mojave Desert.

◆ TEXT USER

Tell students that the illustrations and images chosen for information books are carefully selected to help readers to understand the text.

Discuss the way the captions on the photographs help us as we read. The captions provide information about the content of the photographs which reflects the main ideas in that section of the book. Choose one chapter of the book to revisit. Read the captions aloud and discuss the content of the photographs. Discuss how the information in the captions adds to the information in the text.

Explain to students that it is helpful to look at the support information, such as photos and captions, before reading each chapter. This helps you know more about that topic and can make the chapter easier to understand.

● TEXT CRITIC

Explain that all books are written for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. Some information books may be written in such a way that the author's feelings about the topic are communicated to the reader through the writing. Readers need to be aware of this possibility, and the possibility that they may be influenced by the author's opinions or feelings.

Scan through this information book and find out whether the author gives just the facts, or whether the language shows the author's opinions or feelings about deserts in some way.

USING MULTIPLE INTELLIGENCES

Class activity

Monitor: Monitor the weather forecasts of two cities – one coastal and one desert – each day for two weeks. (V)

Chart: Chart the weather each day for each city. You need to sketch the clouds and weather conditions and write a brief description. Include such features as the temperatures and the kind of day (sunny, light drizzle, heavy rain, snow, windy, gusty, cloud types). (N)

Graph: Graph the number of sunny, rainy, windy, snowy days for the fortnight for each city. (L)

Compare: Compare the number of sunny days and the number of rainy days for each city. Which had more sunny days? Did you notice anything interesting about the minimum and maximum temperatures for each city? (L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Simpson Desert,
Mojave Desert

Simpson Desert, Mojave Desert

Name _____

Graphic Organizer (before and during reading)

Complete the comparison chart as you read the book.

	Simpson Desert	Mojave Desert
Climate		
History		
Vegetation		
Animals		
Threats		

Simpson Desert, Mojave Desert

Name _____

Multiple Intelligences
Naturalist

Use what you know of the plants and animals that have adapted to survive in desert conditions to create a plant and an animal that would be well suited to this harsh environment. Sketch them below and list their characteristics.

--	--

Simpson Desert, Mojave Desert

Name _____

Ⓜ Code Breaker

Turn to page 6 to revisit the photo. Write the caption below and underline the adjectives that are used to describe this rock.

Choose three other photos from this book and examine them closely. Record their page numbers and rewrite the captions to add interesting adjectives about their subjects.

Simpson Desert, Mojave Desert

Name _____

☐ Meaning Maker

Think of a time when you have been really hot or really cold. Draw and write about this experience. Include details about what you did and how it felt, so that others can imagine being there with you.



Simpson Desert, Mojave Desert

Name _____

⦿ Text User

A table can be a useful way to present information. It enables the reader to locate things quickly. Complete the table below using the book to help you. On a separate sheet of paper, sketch the items.

	Description
cactus	
desert	
gibber stones	
mulga tree	
prickly pear	
sand dunes	
wildflowers	

Simpson Desert, Mojave Desert

Name _____

● Text Critic

Complete this table showing what you thought were the most and least interesting things in the book. Give reasons for all of your answers.

Three most interesting things	Three least interesting things

Simpson Desert, Mojave Desert

Name _____

Information Report (Compare/Contrast)

Books like this one have special features to help the reader find and understand information. This makes it easier for the reader to understand what they are reading.

Feature	Where this feature is located in the book	How this feature helps me read this book
Contents		
Glossary		
Index		
Photographs		
Captions		
Diagrams		
Maps		

