

# CRABTREE CONNECTIONS

## Teachers' Guide

Grades  
3-4

**Crabtree Connections** is a differentiated content-area reading series. Developed by literacy experts and award-winning writers, this series teaches essential nonfiction reading skills in the geography, science, and world history content areas. The series includes texts written at three different reading levels to provide personalized support to all readers while teaching curriculum-based concepts and vocabulary. The series also exposes readers to different kinds of nonfiction writing including persuasive and procedural texts.

Quick Expert: Ancient Egypt  
Egyptian Treasures  
Visit Egypt!  
Get Active!  
See For Yourself: Body Science  
Head-to-Toe Body Questions  
Ask an Expert: Climate Change  
Go Green! Lead the Way  
Is our weather getting worse?

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Guide Written by Gill Matthews



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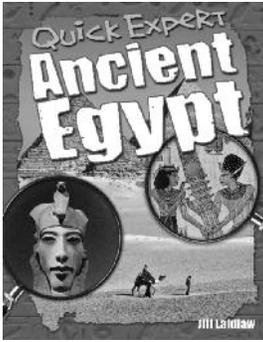
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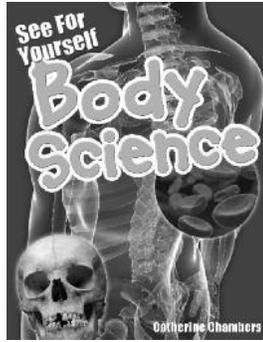
Is our weather getting worse? 51–55



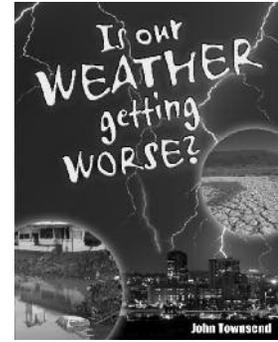
## Information text



Book 1: below average  
Quick Expert: Ancient Egypt



Book 2: average  
See for Yourself: Body Science



Book 3: above average  
Is our weather getting worse?

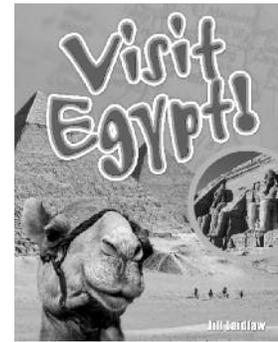
## Persuasive text



Book 1: below average  
Get Active!!

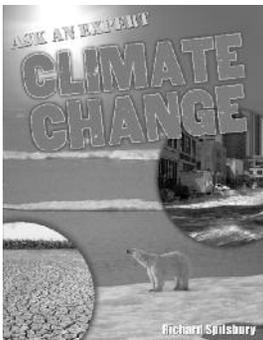


Book 2: average  
Go Green! Lead the Way

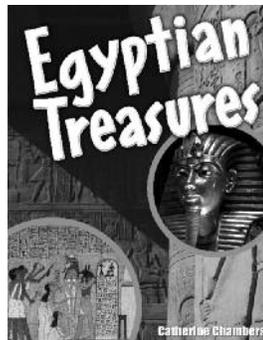


Book 3: above average  
Visit Egypt!

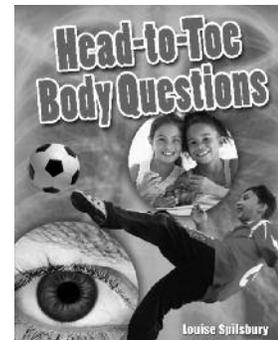
## Explanation text



Book 1: below average  
Ask an Expert: Climate Change

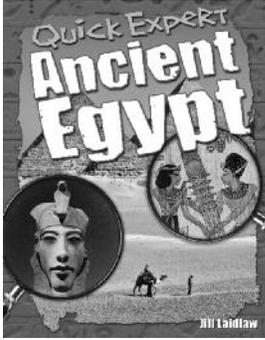


Book 2: average  
Egyptian Treasures



Book 3: above average  
Head-to-Toe Body Questions

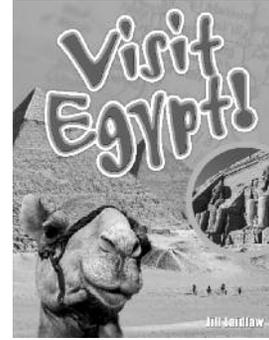
## History: Ancient Egypt



Book 1: below average  
Information text  
Quick Expert: Ancient Egypt



Book 2: average  
Explanation text  
Egyptian Treasures

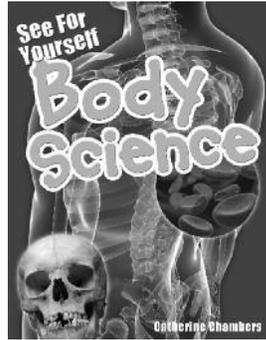


Book 3: above average  
Persuasive text  
Visit Egypt!

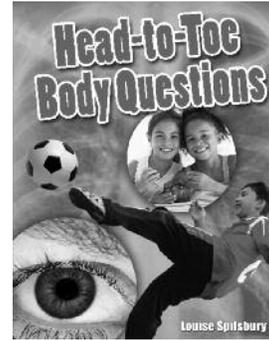
## Science: Body Science



Book 1: below average  
Persuasive text  
Get Active!!

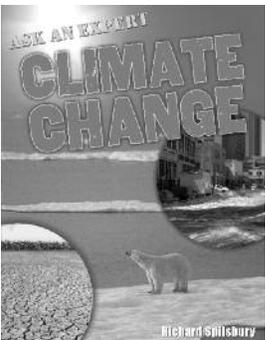


Book 2: average  
Information text  
See For Yourself: Body Science



Book 3: above average  
Explanation text  
Head-to-Toe Body Questions

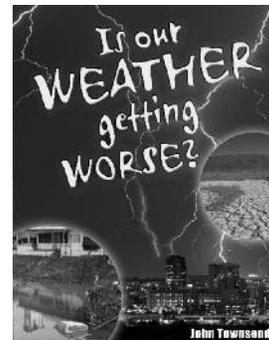
## Geography: The Environment



Book 1: below average  
Explanation text  
Ask an Expert: Climate Change



Book 2: average  
Persuasive text  
Go Green! Lead the Way



Book 3: above average  
Information text  
Is our weather getting worse?

# How to use this book: Topic teaching

## What is topic teaching?

In order to engage learners, teachers are actively encouraged to make meaningful links between subjects and to teach skills and knowledge within a relevant context. This is particularly pertinent when it comes to teaching nonfiction reading skills as children need to learn and practice these skills within a lively, interesting, and appropriate context.

*The Crabtree Connections series* can be used by children as an introduction to a particular unit, in order to introduce the subject, and provide them with some prior knowledge. This series can also be used during a unit of study to extend subject knowledge. Equally, children could read the books after learning about a topic—again to extend their knowledge and their understanding of the topic they have covered.

## How to use this book to cover curriculum topics

This Teachers' Guide provides material for three Guided reading sessions to support the use of each *Crabtree Connections* books.

The books provide information about specific topics within three core curriculum subjects:

- History – Ancient Egypt
- Science – the human body
- Geography – the environment

Within each text type (informational, report, and instructional) the books offer a range of reading levels at the:

- Below average (below grade level) – less experienced readers
- Average (at grade level) – for independent readers
- Above average (above grade level) – for more experienced readers

During the Guided reading lessons, not only are children learning key literacy skills through a number of text types, they are also learning how to find the answers to research questions carefully linked to topics covered within the curriculum.

## Lesson plans

The ideas given in the lesson plans support topic teaching by:

- encouraging children to find out specific information about each topic

- exploring how they might use the skills they have learned through Guided reading in other areas of the curriculum
- supporting them in understanding some of the more technical vocabulary and subject-specific aspects of each topic.

## Next steps

This section offers some ideas for further activities, based around the book, that can be carried out by the children. They encourage the children to use the information they have gained from the book and to re-present it in a different format and to carry out further research into the topic. These activities could take place in school or be given as homework.

## Resources

Each book is accompanied by a quiz sheet which can be used to extend and deepen children's knowledge of the topic. There are ten questions on each sheet that encourage the children to read the book carefully in order to find the answers. You may wish to create differentiated quiz sheets by selecting certain questions for individual children.

# How to use this book: Guided reading

## What is Guided reading?

Guided reading is an integral part of the literacy curriculum in any classroom. It gives students the opportunity to engage with a text, in order to become active, fluent and independent readers.

In Guided reading, the teacher works with a small group of children of similar reading ability, choosing a text that offers an element of challenge. This enables students to:

- read accurately with expression
- use strategies to increase understanding through prediction, inference, and deduction
- develop personal responses to texts through careful questioning and discussion
- read for enjoyment.

Guided reading also offers the teacher opportunities for assessment, through close observation, questioning, and discussion, in order to identify where further support may be needed.

Ideally, each group within a class will take part in one Guided reading session, lasting around 20 minutes, each week.

## How to use this book for Guided reading

This Teachers' Guide provides material for three Guided reading sessions to support the use of the nine titles in the Grades 3-5 level *Crabtree Connections* books.

The books cover three text types as set out by the primary framework:

- Information texts
- Persuasive texts
- Explanation texts

Within each text type the books offer a range of reading levels:

- Below average – for less experienced readers
- Average – for independent readers
- Above average – for more experienced readers

In each case, **Lesson One** focuses on the general organization of a nonfiction book, for example, using contents and index pages, and scanning the text for specific words and phrases. **Lesson Two** looks at page organization and reading visual images. **Lesson Three** concentrates on understanding the meanings of words and developing the skills of inference and deduction.

## Lesson plans

The content of each lesson is organized in the same format so that children become familiar, and comfortable, with the structure of a Guided reading session.

### Introduction

This includes ideas for starting the lesson by discussing what the children think the book is about and establishing prior knowledge. It also explains how the teacher can model strategies that the children will use later in the lesson.

### Strategy check

The teacher focuses on strategies that the children will use during independent reading.

### Independent reading

Children carry out specific tasks identified by the teacher, based on what has been discussed and modelled earlier in the lesson.

### Returning to the text

In this part of the Guided reading lesson, the teacher takes feedback from the independent reading, extends understanding, and monitors the use of the focus strategies.

## Next steps

This section offers some ideas for further activities, based around the book. These include making oral presentations, carrying out further research, and writing using the text as a model. These activities could take place in school or be given as homework, and include ideas for project work as well as topic work.

## Resources

Each book is accompanied by a quiz sheet. There are ten questions on each sheet. These encourage the children to read the book carefully and to make literal responses. Through this activity, children are practising the skills they have learned during the Guided reading sessions. It is not expected that all children answer all ten questions and these quizzes should be presented as a fun activity rather than a test.

# Ancient Egypt

The history topic of Ancient Egypt is explored through three books that look at different aspects of this ancient civilization.

## Quick Expert: Ancient Egypt

**Aimed at less experienced readers** This book provides an overview to ancient Egypt by giving snapshots of life in Egypt over 7000 years ago. Readers are given information about Egyptian gods, the importance of the Nile River, the mummification process, and much more.

**Information text** The book is a general information text, therefore headings and subheadings are used to organize information. Maps, photographs, captions, and *Did you know?* boxes give extra information.

## Egyptian Treasures

**Aimed at independent readers** This book takes a look at ancient Egyptian treasures: the Nile River, artifacts, calendars, make-up, and writing.

**Explanation text** This is an explanation text and therefore elaborates on how and why the Egyptians developed and used their treasures. The book contains organizational devices such as headings and subheadings, photographs with captions, and fact boxes that link the information to the current day.

## Visit Egypt!

**Aimed at more experienced readers** This book explores the sights and sounds of modern day Egypt. Readers learn about the Great Pyramid — the biggest pyramid on Earth, the Valley of the Kings, great Egyptian temples, and the Egyptian Museum in Cairo.

**Persuasive text** *Visit Egypt!* is a persuasive text in the format of a holiday brochure. Headings and subheadings are used to organize information. The language features typical of persuasive texts, such as superlatives and emotive language, can be found throughout.



# Quick Expert: Ancient Egypt

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show students the front cover of the book. Ask them to look closely at the images. Ask them to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text and explore the students' knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about.

Focus on the third bullet point on the back cover. Demonstrate how to turn this into a question in order to carry out research. Ask the students how they would set about finding out the answer to the research question: *How did the ancient Egyptians make a mummy?* Follow the suggestions given by the students. If necessary, guide them toward using the contents and index to find the section on mummies. Discuss the different ways in which the contents and index are organized.

Before turning to the relevant section, remind the students that they will be scanning the page for the word *mummies*. Remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 18 and 19 and ask the students to find the word *mummies* on these pages.

Read the section *How to make a mummy* on page 19. Ask students to identify what type of text it is (instructions) by thinking about its purpose (telling the reader how to do something). Establish that the students have successfully used the contents and index to find the answer to the research question.

### Strategy check

Recap on formulating questions in order to carry out research. Recap on using the contents and index in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book as well as their scanning skills to find the answers.

- 1 What hieroglyphics are.
- 2 What is inside a pyramid.
- 3 Who the god Osiris was.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use relevant skills and strategies to find the answers?
- Discuss how they might use these strategies in other subject areas.
- Recap on how formulating a question helps to focus reading for research.

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 8 and 9. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Demonstrate how reading the captions and images together can extend your knowledge and understanding, for example, "It says in the caption that archers fired arrows from chariots. I now know that the vehicle the archer is standing in is a chariot. So, I know what chariots looked like and what size they were."

Read the paragraphs under *The army* subheading. Pause at the word *charioteers*. Discuss why the word is in bold print. Are the students able to work out what a charioteer might have been? If necessary, remind them of the discussion about the archer in the chariot. Ask the students where they could look to find out what a charioteer was. Turn to the glossary on page 22, remind students that glossaries are organized alphabetically. Then find and read the entry for *charioteer*. Were the students' suggestions accurate?

Return to pages 8 and 9. Ask the students to find other words in bold on the pages. Can they work out what the words might mean from reading the whole sentence or paragraph? Confirm the students' suggestions by checking the entries in the glossary.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning.

### Independent reading

Ask the students to turn to pages 6 and 7. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then read one of the sections and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Quick Expert: Ancient Egypt

## Lesson Three

### Objectives

By the end of this lesson, students will be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *crops* in the index and to turn to the appropriate pages. Remind them of the scanning skills that they have learned and ask them to find the word *crops* on pages 6 and 7. Ask the students what they think the word *crops* means. Read the caption on page 6 and the paragraph on page 7 in which the word appears. Does this help the students to work out the meaning of the word?

Read the caption on page 7. Remind them that it helps to work out what an author means by using your own knowledge and to make links with the images and the text. Discuss with the students why they think the Egyptians were afraid of hippos. Read the second paragraph under the *Food* subheading. Does this help students to understand why the ancient Egyptians were afraid of hippos?

Focus on the first sentence under the subheading *Farming*. Ask the students why they think that the Nile was the reason Egypt was so rich. Collect their responses on a flipchart or whiteboard. Read each paragraph on the double-page spread, noting down reasons why the Nile contributed to Egypt's wealth, for example, transport, rich mud, irrigation, fish, and so on.

Discuss how gathering and linking information from across a text helps you to understand the text. Draw students' attention to the way you have made notes—by writing down key words and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information from text, as well as images and their own knowledge, in order to build up information about a subject.

### Independent reading

Ask the students to use the index to look up the references to *pharaohs*. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 what was a pharaoh?
- 2 what was the life of a pharaoh like?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about pharaohs and their lives?
- Did any of the students already know something about pharaohs that they were able to link to what they have read?
- Focus on the notes that they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

Students can identify ancient Egypt as a period in history and plot it on a timeline.

The instructions on making mummies, on page 19, can be turned into a flow chart with images to illustrate the mummification process.

As a class, take a virtual tour of the tomb of Tutankhamun at the website below:

[www.kingtutone.com/tutankhamun/enter/](http://www.kingtutone.com/tutankhamun/enter/)

After the tour, students could design a flyer persuading people to visit the tomb.

Following further research into pyramids, students can produce a cross-section labeled diagram, showing the position of the various chambers and the contents of the tomb.

Students could find out more about hieroglyphics and produce signs and posters for the classroom, written in hieroglyphics.

### Project work

Students can develop research questions and carry out further research into the everyday lives of the ancient Egyptians using this book, other books from the library and the books and websites referenced on page 23 of *Quick Expert: Ancient Egypt*.

They could present their findings as a class encyclopedia in which each child writes an entry, accompanied by a visual image with a caption. Encourage some students to compile the encyclopedia alphabetically and others to design the front cover, write the back cover blurb and to produce a contents, index, and glossary.

Encourage students to carry out research into the life of Tutankhamun, using books and the websites mentioned on page 23 of *Quick Expert: Ancient Egypt*. They can present their findings in the form of a biography.



## Resource Sheet

### Are you an expert on ancient Egypt?

Take this quiz and find out.

Remember to use the contents and index to help you find the answers.



Name \_\_\_\_\_ Date \_\_\_\_\_

1 What were Canopic jars used for?

\_\_\_\_\_

2 How old was Tutankhamun when he became a pharaoh?

\_\_\_\_\_

3 Which god ruled the underworld?

\_\_\_\_\_

4 How long is the Nile River?

\_\_\_\_\_

5 Who wrote the book *Life in Ancient Egypt*?

\_\_\_\_\_

6 Why did Egyptian soldiers have long hair?

\_\_\_\_\_

7 How many days were there in an Egyptian week?

\_\_\_\_\_

8 Which sea does the Nile River flow into? (hint: see map on page four)

\_\_\_\_\_

9 How old is the Temple of Pharaoh Ramses II?

\_\_\_\_\_

10 How long did it take to mummify a body?

\_\_\_\_\_



## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the children's knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Are the students aware of any ancient Egyptian treasures? Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about. Has this confirmed any of the children's predictions? Focus on the connectives that indicate that this is an explanation text, for example, *because*, *such as*, *This meant*, and so on.

Focus on the first bullet point on the back cover. Explain that this is an example of a research question. Ask the students how they would set about finding the answer to the question. Follow the students' instructions, referring them, if necessary, to the index and contents pages. Discuss the different ways in which the contents and index are organized.

Before turning to the relevant section, remind the students that they will be scanning the page for the word *mummies*. If necessary, remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 20 and 21 and ask the students to find the word *mummies* on these pages. Discuss which scanning skills they found most successful.

Develop the research question: *What's inside a mummy?*, then read the text on the double-page spread. Are the students able to work out what is inside a mummy from the text? (answer: cloth) After they have read through the text, explore the children's understanding of mummies and mummification.

### Strategy check

Recap on using questions to focus research. Recap on using the contents and index and scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers to the questions.

- 1 What a sickle was used for.
- 2 What a harp was used for.
- 3 What papyrus was used for.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and find the answers?
- Discuss how they might use these strategies in other subject areas.
- Recap on how formulating a question helps to focus reading for research.

# Egyptian Treasures

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 18 and 19. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, main body text, images, captions, and so on.

Read the paragraphs on page 18. Focus on the word in bold. Do they know what this word means? Are they able to work out the meaning from reading the rest of the sentence? Discuss why the word is in bold print. Ask the students where they might be able to find out what *henna* is. Turn to the glossary on page 22, remind students that glossaries are organized alphabetically, and find and read the entry for henna. Were the children's suggestions accurate?

Return to pages 18 and 19. Ask the students to find other words in bold on the pages. Can they work out what the words might mean from reading the whole sentence or paragraph? Confirm the children's suggestions by checking the entries in the glossary.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning. They could also think about other words they already know that sound similar and therefore may have a similar meaning.

### Independent reading

Ask the students to turn to pages 10 and 11. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

## Lesson Three

### Objectives

By the end of this lesson, students will be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *crops* in the index and to turn to the appropriate pages. Remind them of the scanning skills that they have learned and ask them to find the word *crops*. Ask the students what they think the word *crops* means. Read the caption on page 6 and focus on the associated photograph. Read the introduction on page 6. Does linking this information help the students to work out the meaning of the word?

Read the caption on page 5. Discuss with the students why they think the author says that some artifacts were made “simply of wood or stone”. Remind them that it helps to work out what an author means by using your own knowledge, and by making links with images and text. Establish that using gold and precious jewels to make artifacts would have been expensive. The word *simply* could therefore indicate the use of less expensive materials.

Focus on the first sentence under the subheading *The treasure of the Nile* on page 4.

Why do the students think that the Nile River is described as the greatest treasure of ancient Egypt? Collect their responses on a flip chart or whiteboard. Read each paragraph on the double-page spread, noting down reasons why the Nile was so important. Use the index to look up further references to the Nile in the book and add other information to your notes.

Discuss how gathering and linking information from across a text adds to their understanding of the text. Draw students’ attention to the way you have made notes – by writing down key words and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information together from text, images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the index to look up the references to writers. They can use the strategies you have demonstrated to make notes in response to these questions:

- 1 why was writing important to the ancient Egyptians?
- 2 why did some pharaohs have sculptures made that showed them reading and writing?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about writing?
- Did any of the students already know something about ancient Egyptian writing that they are able to link to what they have read?
- Focus on the notes they have made. Have they written down key words and phrases rather than copying complete sentences?

# Egyptian Treasures

## Next steps

### Topic Work

Students could identify ancient Egypt as a period in history and plot it on a timeline.

Following research into the Nile River, encourage students to compile a fact file about the river and its importance in the existence of ancient Egypt.

Having carried out research into the production of papyrus paper, students can write instructions for making papyrus paper. Encourage them to use labeled diagrams to add detail to the instructions.

Scribes were valued members of Egyptian society. Students can imagine they are scribes and write advertisements that sell themselves as good scribes offering their services.

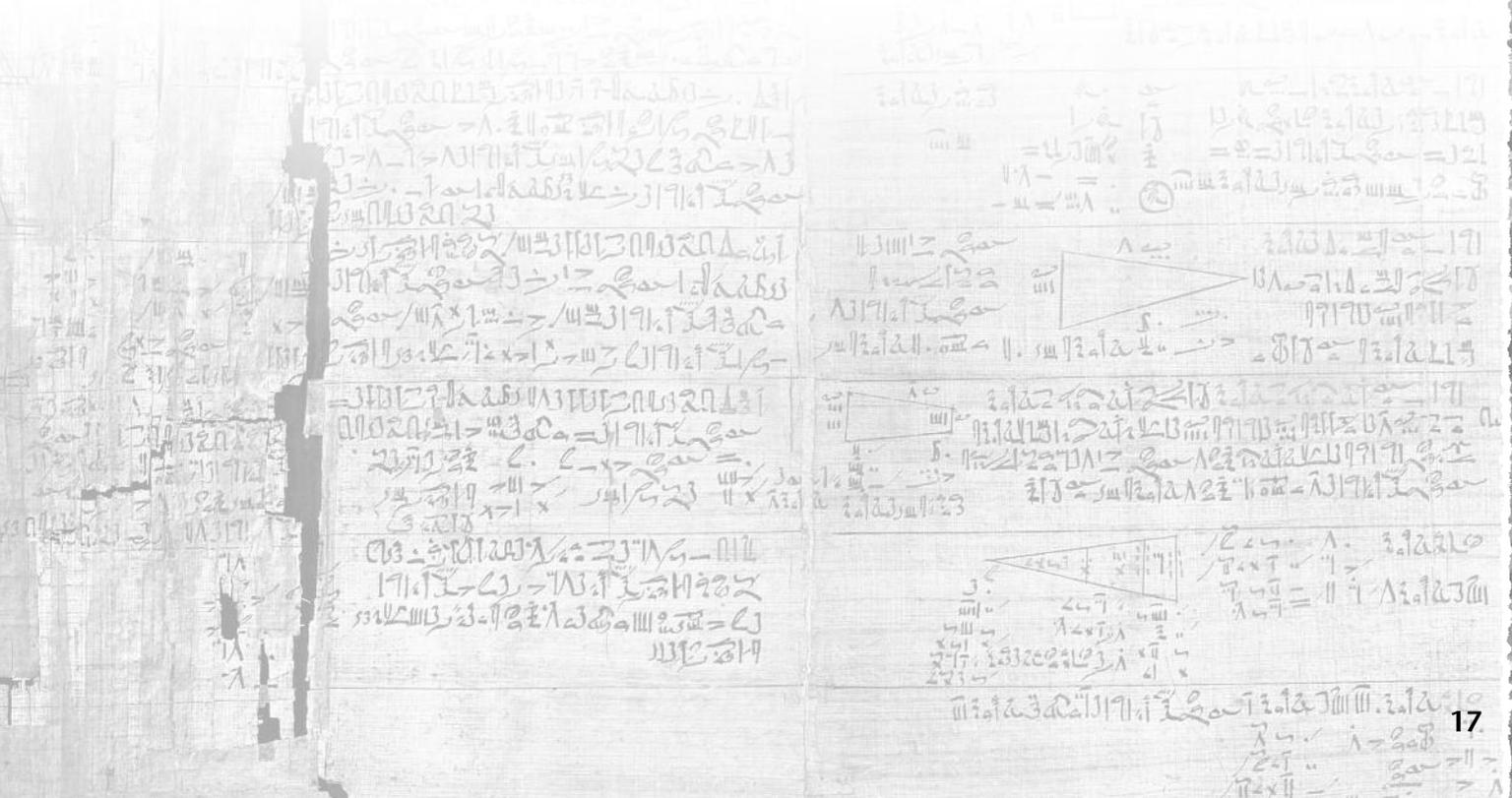
The ancient Egyptians believed that it was important to look after themselves. Students can write an advertisement for a beauty product or beauty treatment.

Encourage students to find out more about hieroglyphics and produce signs and notices for the classroom and messages to friends that are written in hieroglyphics.

### Project Work

Encourage students to develop research questions about ancient Egypt and then to carry out the research using *Egyptian Treasures*, other books from the library and also the books and websites referenced on page 23.

Students could present their findings as a class encyclopedia in which each student writes an entry, accompanied by a visual image with a caption. Some students can compile the encyclopedia alphabetically. Others can design the front cover, write the back cover blurb, and produce a contents, index, and glossary.



## Resource Sheet

### Are you an expert on ancient Egypt?

Take this quiz and find out.

Remember to use the contents and index to help you to find the answers.



**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**1** What were canopic jars used for?

\_\_\_\_\_

**2** Who wrote the book *Life in Ancient Egypt*?

\_\_\_\_\_

**3** Why did people settle along the banks of the Nile River?

\_\_\_\_\_

**4** What were scribes?

\_\_\_\_\_

**5** What are artifacts?

\_\_\_\_\_

**6** How many seasons did farmers divide the year into?

\_\_\_\_\_

**7** How tall is the pyramid at Giza?

\_\_\_\_\_

**8** Which musical instrument was the best loved?

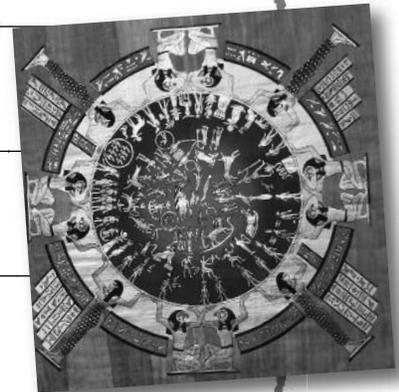
\_\_\_\_\_

**9** What was kohl made from?

\_\_\_\_\_

**10** What did the ancient Egyptians invent to help them to measure time?

\_\_\_\_\_



# Visit Egypt

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why? What do they think is the purpose of the book?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the children's knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Explore what the students know about the land of ancient Egypt. Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about. Has this confirmed any of the children's predictions? Focus on the elements that indicate that this is a persuasive text, for example, perfect holiday, modern airports, and longest river.

Turn to the back cover of the book and focus on the second bullet point. Explore how to turn this into a research question, for example, *Where do the tunnels inside pyramids lead to?* Explain that this is an example of a research question. Ask the students how they would set about finding the answer to the question. Follow the children's instructions, referring them, if necessary, to the index and contents pages.

Before turning to the relevant pages, explain to students that they will be scanning the page for the word *pyramids*. Remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 6 and 7 and ask the students to find the word *pyramids* on these pages. Discuss which scanning skills they found most successful.

Remind students of the research question: *Where do the tunnels inside pyramids lead to?* Then ask the students to scan for the word *tunnel*, reading the text on the double-page spread. Are the students able to work out from the text where tunnels lead to? Following the reading exercise, explore the children's understanding of the inside of pyramids.

### Strategy check

Recap on using questions to focus research. Recap on using the contents and index as well as scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find out the answers.

- 1 Who Nefertari was.
- 2 The number of visitors to the Egyptian Museum in Cairo each day.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?
- Discuss how they might use these strategies in other subject areas.

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 18 and 19. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, main body text, images, captions, and so on.

Read the paragraphs on page 8. Focus on the words in bold. Do they know what these words mean? Are they able to work out the word meanings from reading the rest of the sentence? Discuss why the words are in bold print. Ask the students where they might be able to find out what the words in bold mean.

Turn to the glossary on page 22, remind students that glossaries are organized alphabetically. Find and read the entry for *Amun-Ra*, *Mut*, and *Khonsu*. Were the children's suggestions accurate?

### Strategy check

Recap on how reading images and captions together can add to the knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning.

### Independent reading

Ask the students to turn to pages 16 and 17. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Visit Egypt

## Lesson Three

### Objectives

By the end of this lesson, students should be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *Tutankhamun* in the index and to turn to the appropriate pages. Remind them of the scanning skills that they have learned and ask them to find the word *Tutankhamun* on each page. Ask the students what they think the word refers to.

Focus on page 12. It says that Tutankhamun's tomb is very small because he wasn't a very important pharaoh. Read pages 12 and 13. Why do the students think that Tutankhamun is so famous, even though he wasn't important? Follow the links given on these pages to other pages in the book, the use of cross-referencing in nonfiction texts.

Turn to pages 6 and 7. Read the opening paragraph and ask the students why they think that the author says you must visit the Great Pyramid. Collect their responses on a flip chart or whiteboard. Remind them that it helps to work out what an author means by using your own knowledge and by making links with images and text. Focus on, and read, the introductory paragraph, the photo of the Great Pyramid, and the caption on page 6, noting down reasons why tourists should visit the Great Pyramid. Establish that this emphasizes the size and age of the Great Pyramid, and therefore its importance.

Use the index to look up other references to the Great Pyramid in the book and add further information to your notes.

Discuss how gathering and linking information from across a text adds to the understanding of the text. Draw children's attention to the way you have made notes — by writing down keywords and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information together from text, images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the index to look up the references to *Hatshepsut*. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 why would it have been important for Hatshepsut to look like a pharaoh?
- 2 why would Hatshepsut have decided to rule Egypt instead of her nephew?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about Hatsheput?
- Did any of the students already know something about the rulers of ancient Egypt and were they able to link this to what they have read?
- Focus on the notes that they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

Students could identify ancient Egypt as a period in history and plot it on a timeline.

Following research into pharaohs, students could compile a “Who’s who” of the rulers of ancient Egypt.

Using current maps of Egypt, students can develop a guided tour of the key pyramids and other tourist features of the area. This could be presented as a voice-over to accompany a slide show of photographs.

Encourage students to design and produce holiday brochures aimed at persuading tourists to visit the attractions of ancient Egypt.

Following further research into the discovery of Tutankhamun’s tomb, students could write the diary of Howard Carter as he gradually unearthed the tomb.

### Project Work

Students can develop research questions and then carry out further research into various aspects of ancient Egypt using *Visit Egypt!*, other books from the library, and the books and websites referenced on page 23 of *Visit Egypt!*

Encourage students to present their findings as a class encyclopedia in which each student should write an entry, accompanied by a visual image with a caption. Some students can compile the encyclopedia alphabetically. Others can design the front cover or write the back cover blurb, whilst others can produce a contents, index, and glossary.

# Visit Egypt

## Resource Sheet



### Are you an expert on ancient Egypt?

Take this quiz and find out.

Don't forget to use the index and contents to help you to find the answers.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**1** Who was Ptah?

\_\_\_\_\_

**2** What is a sphinx?

\_\_\_\_\_

**3** Who published the book *Life in Ancient Egypt*?

\_\_\_\_\_

**4** Who was the Great Pyramid built for?

\_\_\_\_\_

**5** What is a sarcophagus?

\_\_\_\_\_

**6** When is the tourist season in Egypt?

\_\_\_\_\_

**7** How many blocks of limestone are there in the Great Pyramid?

\_\_\_\_\_

**8** What do you need to buy to go into the tombs?

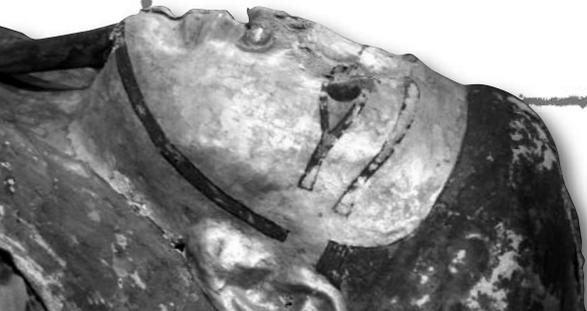
\_\_\_\_\_

**9** Whose tomb is one of the oldest in the valley?

\_\_\_\_\_

**10** Why are you not allowed to take photos in the tombs?

\_\_\_\_\_



# Body Science

These three books look at various aspects of the human body, answering questions that young readers are keen to explore.

## Get Active!!

**Aimed at less experienced readers** Children can find out how to exercise safely and how being active can keep them fit and healthy.

**Persuasive text** The book is a persuasive text and uses the standard organizational devices of headings and subheadings. Extra information is given through photographs, captions, tips, diagrams, and graphs.

## See for Yourself – Body Science

**Aimed at independent readers** This book explores some of those fascinating facts such as “why we yawn when we are bored”, “why our ears feel blocked up when we go uphill” and “how the color of our eyes can make us sensitive to sunlight”.

**Information text** This book is a general information text. Headings and subheadings are used to organize information. Labeled 3D cross-section images add detail and help to clarify some of the facts. Technical vocabulary is explained and elaborated in the main body of the text. In addition, a blog format gives extra information in the form of questions and answers.

## Head-to-Toe Body Questions

**Aimed at more experienced readers** This book explores and explains intriguing questions like “Why do people sneeze”? and “Why do stomachs rumble”?

**Explanation text** *Head-to-Toe Body Questions* is an explanation text. Headings are written in the form of questions and subheadings are used to structure the answers. Photographs with captions, labeled cross-section diagrams, and pie charts support the information given.



# Get Active!

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the students' knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about. Ask the students what they think the purpose of the book is (to persuade the reader to Get Active!).

Explain that you know that one way of getting active is to exercise but that you would like to find out which exercise is the best. Model how to turn this into a question in order to carry out research. Then ask the students how they would set about finding out the answer to the research question: *Which is the best exercise?* Follow the suggestions given by the students. If necessary, guide them toward using the contents and index to find the references to exercise. Discuss the different ways in which the contents and index are organized.

Before turning to the relevant section, remind students that they will be scanning the page for the word *exercise*. Remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 18 and 19 and ask the students to find the word *exercise* on these pages. Discuss which scanning skills they found most successful.

Read pages 18 and 19. Ask the students whether they have found the answer to the research question.

### Strategy check

Recap on formulating questions in order to research and on using the contents and index for finding specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers to the questions.

- 1 Which foods give energy.
- 2 How much water to drink.
- 2 How to warm up.

### Returning to the text

- Take feedback from the independent reading task. Were the students able to formulate research questions and use skills and strategies to find the answers?
- Discuss how they might use these strategies in other subject areas. Recap on how formulating a question helps to focus reading for research.

## Lesson Two

### Objectives

By the end of this lesson students should be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 10 and 11. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Demonstrate how reading the captions and images together can extend your knowledge and understanding of the text, for example, “It says in the caption that the food plate shows the proportions of foods that I should be eating. I know what the foods are even though they aren’t labeled, so I can see that I shouldn’t eat a lot of foods like sugar and cakes.”

Read the paragraphs under the *Eating for energy* subheading. Pause at the word *Carbohydrates*. Discuss why the word is in bold print. Are the students able to work out what carbohydrates are? Ask the students where they could look to find out what carbohydrates are. Turn to the glossary on page 22 and remind students that glossaries are organized alphabetically. Find and read the entry for carbohydrates. Were the students’ suggestions accurate?

Turn to pages 8 and 9. Ask the students to find other words in bold on the pages. Can they work out what the words might mean from reading the whole sentence or paragraph? Confirm the students’ suggestions by checking the entries in the glossary.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning.

### Independent reading

Ask the students to turn to pages 6 and 7. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread.

They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Get Active!

## Lesson Three

### Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *dehydrated* in the index and to turn to the appropriate page. Remind them of the scanning skills that they have learned and ask them to find the word *dehydrated*. Ask the students what they think the word *dehydrated* means. Read the sentence in which the word appears. Does this help the students to work out the meaning of the word? Check the meaning of the word by using the glossary on page 22.

Read the caption at the top of page 13. Remind the students that it helps to work out what an author means by using your own knowledge and by making links with images and text. Discuss with the students what they think the caption means. If necessary, draw their attention to the fact that the girl is in a swimming pool.

Turn to pages 16 and 17. Focus on the main heading. Ask the students why they think that warm-ups before exercise are important. Collect their responses on a flipchart or whiteboard.

Read the text, including the captions, on page 16, noting down reasons why warm-ups are important. Discuss how gathering and linking information from across a text adds to understanding. Draw students' attention to the way you have made notes (by writing down key words and phrases, not whole sentences).

### Strategy check

Recap on the need to gather information from text, as well as images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the index to look up references to the heart. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 why is the heart important?
- 2 how can you keep your heart healthy?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about the heart and appropriate exercise?
- Did any of the students already know something about the heart that they are able to link to what they have read?
- Focus on the notes that they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

Students can choose a sport and carry out research into how it benefits the body. They could present their findings as a fact file, or as a persuasive poster.

Students can carry out a survey into the various sports that members of the class, or school, regularly take part in. The findings can be presented as a bar graph or pie chart.

Encourage students to create a persuasive safety poster based on the information given on pages 14 and 15 of *Get Active!*.

Following further research into the function of the heart, students could create a labeled diagram of how the heart works.

Students can time their heartbeat before, during, and after exercise and plot the data on a graph like that on page 9 of *Get Active!*.

Students could create a persuasive healthy eating poster based on the diagram on page 11.

### Project Work

Following research into various sports and activities, and using the books and websites referenced on page 23 of *Get Active!*, as well as books from the library, the students can create a class encyclopedia of sport. Some students can design the front and back covers, others can create a contents, index, and glossary.

The class can organize and take part in a sponsored exercise event such as running, dancing, or swimming.

# Get Active!

## Resource Sheet

### How much do you know about getting active?

Do this quiz and find out.

Remember to use the contents and index to help you find the answers.

Name \_\_\_\_\_ Date \_\_\_\_\_

1 What does limber mean?

\_\_\_\_\_

2 Name three dairy foods.

\_\_\_\_\_

3 How many bones are there in a human hand?

\_\_\_\_\_

4 Which activities are good for your arm muscles?

\_\_\_\_\_

5 Who wrote the series *Slim Goodbody's Body Buddies*?

\_\_\_\_\_

6 How often should you exercise?

\_\_\_\_\_

7 Name three ways of warming up.

\_\_\_\_\_

8 What food can you get water from?

\_\_\_\_\_

9 Why should you cool down after exercise?

\_\_\_\_\_

10 How can you exercise without playing a sport?

\_\_\_\_\_



## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the children's knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Do the students know any fascinating facts about the human body? Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about. Has this confirmed any of the children's predictions? Draw children's attention to the image that the page numbers are printed on. Why do they think the designer has chosen to do this?

Focus on the second bullet point on the back cover. Show how to turn it into a research question, for example, *How much does the liver weigh?* Ask the students how they would set about finding the answer to this question. Explain that you have just read page 4 so you know that the question is not answered on that page. Before turning to page 10, remind the students that they will be scanning the page for the word *liver*. You may also need to remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to page 10 and ask the students to find the word *liver* on the page. Discuss which scanning skills they found most successful.

Remind them of the research question: *How much does the liver weigh?*, then read the text. Establish that the question is answered in the paragraph under the subheading *Cleaning tools*.

### Strategy check

Recap on using questions to focus research. Recap on using the contents and index as well as scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book as well as the scanning skills they have learned to find the answers to the questions.

- 1 What red blood cells do.
- 2 How often we breathe.
- 3 What mucus is.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?
- Discuss how they might use these strategies in other subject areas.
- Recap on how formulating a question helps to focus reading for research.

# See For Yourself: Body Science

## Lesson Two

### Objectives

By the end of this lesson student should be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 6 and 7. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, main body text, images, labels, captions, blog, and so on.

Read the paragraphs on pages 14 and 15. Focus on the word *mucus*. Do they know what the word means? Are they able to work out the meaning of the word by reading the rest of the sentence? Discuss why the word is in bold print. Ask the students where they might be able to find out what *mucus* is. Turn to the glossary on page 22. Remind students that glossaries are organized alphabetically, and find and read the entry for *mucus*. Were the children's suggestions accurate?

Return to pages 6 and 7. Draw children's attention to the image at the top of the page and how the labelling links to the information given in the paragraph under the subheading *Blood under the microscope*. Read the *Body Blog* and then the caption at the bottom of page 7. Involve the students in identifying some of the foods in the photograph. Again, emphasize how making links between the image, the text, and existing knowledge helps with understanding the meaning of the text.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning. They could also think about other words they already know that sound similar and therefore may have a similar meaning.

### Independent reading

Ask the students to turn to pages 8 and 9. Explain that they should read the heading and subheadings to get an idea of the information given on the double-page spread. They can then read the text and the labeled image. Encourage them to make connections between the text and the image and to try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- What were the links between the text and the labeled image?
- Were they able to work out any unfamiliar words?
- What strategies did they use?

## Lesson Three

### Objectives

By the end of this lesson, students should be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *lungs* in the index and to turn to the appropriate pages. Remind them of the scanning skills they have learned and ask them to find the word *lungs*. Ask the students what they know about the lungs.

Focus on pages 12 and 13. Read the opening sentence on page 12. Discuss with the students why they think the author says that without oxygen, there is no life. Remind them that it helps to work out what an author means by using your own knowledge and to make links with images and text.

Discuss the children's knowledge and understanding of oxygen. Establish that without oxygen the human body cannot survive.

Read the caption on page 13. Discuss with the students why they think that having less oxygen would make climbing more difficult. Draw on other information on the double-page spread to support conclusions.

Focus on the first sentence on page 6. Why do the students think that blood is described as being like fuel in a car? Discuss what they think are important facts about blood. Collect their responses on a flip chart or whiteboard. Read each paragraph on the double-page spread, noting down important facts about blood. Use the index to look up further references to blood (blood cells and blood vessels) in the book and add other information to your notes.

Discuss how gathering and linking information from across a text adds to understanding. Draw children's attention to the way you have made notes — by writing down keywords and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information together from text, images, and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the index to look up the references to exercise. They can use the strategies you have demonstrated to make notes in response to these questions:

- 1 why is exercise important?
- 2 what effect does exercise have on our breathing?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about exercise?
- Did any of the students already know something about exercise that they were able to link to what they have read?
- Focus on the notes they have made. Have they written down key words and phrases rather than copying complete sentences?

# See For Yourself: Body Science

## Next steps

### Topic Work

In pairs, ask students to draw around each other on large sheets of paper. Within the outlines, they can draw and label vital organs, adding brief explanations of the function of the organs.

Students could create flyers that persuade the reader to exercise regularly. The flyers can outline the various types of exercise available and the benefits of exercise.

Students could time their heartbeat before, during, and after (supervised) exercise and plot the data on a graph.

Following further research into the function of the heart, students can create a labeled diagram of how the heart works.

### Project Work

Encourage students to research further information about the body, using the books and websites referenced on page 23 of *See For Yourself: Body Science*, as well as books from the library. They could create a class encyclopedia of the human body based on their research.

Encourage some students to design front and back covers and others to develop the contents, index, and glossary.

Encourage students to carry out a survey into the various forms of exercise that members of the class, or school, regularly take part in. The findings could be presented visually rather than in writing.

The class can organize and take part in a sponsored exercise event such as running, dancing, or swimming.

Based on information given in the book *See For Yourself: Body Science*, students can create dictionaries that give definitions of some of the technical terms associated with the human body.





## Resource Sheet

### How much do you know about the amazing human body?

Do this quiz and find out.

Remember to use the contents and index to help you to find the answers.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**1** What are pigments?

\_\_\_\_\_

**2** How are the ears, nose, and throat linked?

\_\_\_\_\_

**3** How many bones does a human body have?

\_\_\_\_\_

**4** Who wrote the book called *The Human Body*?

\_\_\_\_\_

**5** How fast can a sneeze travel?

\_\_\_\_\_

**6** How many times does the heart beat in a minute?

\_\_\_\_\_

**7** How many muscles does a human body have?

\_\_\_\_\_

**8** How can we protect our skin in very hot weather?

\_\_\_\_\_

**9** Where in the body are your tonsils?

\_\_\_\_\_

**10** What is the colored part of the eye called?

\_\_\_\_\_



# Head-to-Toe Body Questions

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why? Remind them of the title. What do they think is the purpose of the book?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the children's knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Turn to pages 4 and 5. Read the question at the top of page 4 and explore what responses the students have. Explain that these two pages give an introduction to the book. Read the text on the double-page spread. Has this confirmed any of the children's predictions?

Focus on the aspects of the text which indicate that this is an explanation text, for example, providing the answers to questions, use of causal conjunctions (which, because), and so on.

Return to the back cover and focus on the first bullet point. Model how to turn this into a research question, for example, *How do your ears stop you from falling over?* Ask the students how they would set about finding the answer to the question. Discuss the different ways in which the contents and index are organized.

Before turning to the relevant pages, remind the students that they will be scanning the page for the word *ears*. Remind them of specific scanning skills, such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 14 and 15 and ask the students to find the word *ears* on these pages.

Remind them of the research question and ask them to read the subheadings to identify which section might provide the answer. Read the section *How do ears help with balance?* Has this information answered the research question?

### Strategy check

Recap on using questions to focus research and on using the contents and index as well as scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers.

- 1 Why you sweat.
- 2 What joints are.
- 3 How many baby teeth children usually have.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?
- Recap on how formulating a question helps to focus reading for research.

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 10 and 11. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, main body text, images, captions, and so on.

Read the first paragraph on page 11. Focus on the words in bold. Do they know what these words mean? Are they able to work out the word meanings from reading the rest of the sentence? Discuss why the word is in bold print. Ask the students where they might be able to find out what the words in bold mean. Turn to the glossary on page 22, remind students that glossaries are organized alphabetically, and find and read the entry for receptors and particles. Were the students' suggestions accurate?

Return to pages 10 and 11. Focus on the photograph on page 10 and ask the students to read the caption. Read the paragraph on page 10 and discuss how this is connected to the image and the caption. Establish that the photo provides extra information, for example, when you have a cold, you need to blow your nose. Ask the students to look carefully at the photo and caption on page 11. Can they determine how the diver is carrying an oxygen supply?

Ask the students to find another word in bold on the pages. Can they work out what the word might mean from reading the whole sentence or paragraph? Confirm the students' suggestions by checking the entry in the glossary.

Turn to page 14. Ask the students to look closely at the diagram. Establish that this shows a cross-section of the ear. How do they know in which order to read the labels?

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning. Students could also think about other words they already know that sound similar and therefore may have a similar meaning. They should also use their existing knowledge about the subject to help with understanding the text.

### Independent reading

Ask the students to turn to pages 12 and 13. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Head-to-Toe Body Questions

## Lesson Three

### Objectives

By the end of this lesson, students will be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *sweat* in the index and to turn to the appropriate pages. Remind them of the scanning skills that they have learned and ask them to find the word *sweat* on each page.

Focus on page 7. It says that athletes can lose up to 7 pints (3.3 litres) of sweat in an hour. Read the opening paragraph on page 7. Why do the students think that athletes lose more sweat than other people?

Turn to page 4. Read the opening sentence in the second paragraph. Why do the students think that the brain is described as a powerful computer? Collect their responses on a flip chart or whiteboard. Remind them that it helps to work out what an author means by using your own knowledge and to make links with images and text. Use the index to look up other references to the brain in the book and add further information to your notes.

Discuss how gathering and linking information from across a text adds to understanding of the text. Draw students' attention to the way you have made notes — by writing down key words and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information together from text, images, and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the contents to find the section on teeth. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 why is candy bad for your teeth?
- 2 what advice would you give to someone about caring for their teeth?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about teeth?
- Did any of the students already know something about healthy teeth that they are able to link to what they have read?
- Focus on the notes they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

In pairs, ask students to draw around each other on large sheets of paper. They can then use information in the book and from their research to label the outlines with amazing body facts.

Students could create individual leaflets that persuade readers to lead healthy lifestyles. These could focus on a particular aspect of healthy living, for example, the importance of not smoking, the benefits of regular teeth cleaning, or exercising, and so on.

Encourage students to create a persuasive healthy eating poster based on the diagram on page 20.

### Project Work

Encourage students to develop further “Head-to-Toe Body Questions” of their own and to carry out research using the books and websites referenced on page 23 of *Head-to-Toe Body Questions*, as well as books from the library. Students can present their findings as text and diagrams in a class book. Some students can design the covers, whilst others can write the back cover blurb and compile the contents, index, and glossary.

Based on information given in the book *Head-to-Toe Body Questions*, students can create dictionaries that give definitions of some of the technical terms associated with the human body.

Students can carry out a survey into the various forms of exercise that members of the class, or school, regularly take part in. The findings can be presented visually rather than in writing.

The class can organize and take part in a sponsored exercise event such as running, dancing, or swimming.

# Head-to-Toe Body Questions

## Resource Sheet

### Are you a top body expert?

Take this quiz and find out.

Remember to use the contents and index to help you find the answers.



Name \_\_\_\_\_ Date \_\_\_\_\_

1 What is enamel?

\_\_\_\_\_

2 Who wrote the book *Human Body*?

\_\_\_\_\_

3 At what age do people usually stop growing?

\_\_\_\_\_

4 What fuels the human body?

\_\_\_\_\_

5 What are germs?

\_\_\_\_\_

6 How fast do sneezes travel?

\_\_\_\_\_

7 Could the sound of a lawn mower damage your hearing?

\_\_\_\_\_

8 What are the three main types of joints?

\_\_\_\_\_

9 Which part of the body never sleeps?

\_\_\_\_\_

10 Which teeth do you use to cut through food?

\_\_\_\_\_



# The Environment

Geography topics such as changes in our weather, the causes, and what we can do to protect the environment are all investigated in these three books.

## Ask an Expert: Climate Change

**Aimed at less experienced readers** This book explores the whole notion of climate change, providing answers to questions such as “Is the greenhouse effect increasing?”, “Are the oceans rising?” and “Is the earth getting hotter?” The book ends with suggestions as to how we can help the climate.

**Explanation text** This explanation text uses headings and subheadings to organize the information. Photographs with captions, maps, and labeled diagrams help readers to understand the information.

## Go Green! Lead the Way

**Aimed at independent readers** This book suggests ways of protecting and caring for the planet such as careful use of water, recycling, and growing vegetables at home.

**Persuasive text** This book is a persuasive text type. Headings and subheadings are used to organize information, supported by photographs with captions and tips boxes. Language features typical of persuasive texts, such as emotive language, rhetorical questions, and statistics, feature throughout the book.

## Is our weather getting worse?

**Aimed at more experienced readers** This book sets out to answer the question, “Is our weather really getting worse?”, drawing on evidence from scientists and meteorologists.

**Information text** This is a general information text. Information is organized through the use of headings and subheadings, with extra information provided through photographs, captions, fact boxes, data charts, and quotes.



# Ask an Expert: Climate Change

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Ask students to look closely at the images and to read the title. What do they think the photo on the bottom left is? Discuss what the students think they will find in the book. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the students' knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Read pages 4 and 5, explaining that this is an introduction to the book and so gives the reader an overview of what the book is about. Ask the students what they think the purpose of the book is (to explain what climate change is).

Explain that you have heard people talk about something called global warming and that you'd like to find out what it is doing to the Earth. Model how to turn this into a question in order to carry out research. Ask the students how they would set about finding out the answer to the research question: *What is global warming doing to the Earth?* Follow the suggestions given by the students. If necessary, guide them towards using the contents and index to find references to *global warming*.

Before turning to the relevant section, remind the students that they will be scanning the page for the words *global warming*. To help, remind them of specific scanning skills such as visualizing the shape of the words and looking for particular spelling patterns. Turn to pages 12 and 13 and ask the students to find the words *global warming* on these pages. Discuss which scanning skills they found most successful. Read pages 12 and 13. Ask the students whether they have found the answer to the research question.

### Strategy check

Recap on formulating questions in order to carry out research. Recap on using the contents and index in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers.

- 1 What meteorologists study.
- 2 Arctic ice is melting.
- 3 What a drought is.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?
- Discuss how they might use these strategies in other subject areas.
- Ask the students, in pairs, to explain to each other the function of the content and index pages in nonfiction texts.
- Recap on how formulating a question helps to focus reading for research.

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 6 and 7. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Demonstrate how reading the captions and images together can extend your knowledge and understanding of the text, for example, "It says in the caption that the greenhouse effect controls the Earth's temperature. I know that greenhouses are made of glass and that they keep plants warm. I wonder why the atmosphere is like a greenhouse?"

Focus on the diagram and draw students' attention to the labels that explain both the diagram on page 6 and the caption. Discuss why the author might have used a diagram to help explain the greenhouse effect.

Read the paragraphs on page 6. Pause at the phrase *greenhouse effect*. Discuss why the words are in bold print. Are the students able to work out what the *greenhouse effect* is? Ask the students where they could look to find out what the *greenhouse effect* is. Turn to the glossary on page 22, remind students that glossaries are organized alphabetically, and find and read the entry for *greenhouse effect*. Were the students' suggestions accurate?

Return to page 6. Ask the students to find another word in bold on the pages. Can they work out what the word might mean from reading the whole sentence or paragraph? Confirm the students' suggestions by checking the entries in the glossary.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning.

### Independent reading

Ask the students to turn to pages 8 and 9. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Ask an Expert: Climate Change

## Lesson Three

### Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for *landslides* in the index and to turn to the appropriate page. Remind them of the scanning skills they have learned and then ask them to find the word *landslides* within the text (page 19). Ask the students what they think the word means. Scan the paragraph beneath the subheading *landslides and floods* and locate the word *landslide*. Read the sentence in which the word appears. Does this help the students to work out the meaning of the word? Check the meaning of the word by using the glossary on page 22.

Turn to pages 16 and 17. Focus on the photograph on page 16 and read the caption. Remind the students that it helps to understand information by using your own knowledge and by making links with images and text. Discuss with the students what they think the result of the cracked soil shown in the photo would be. If necessary, demonstrate your own knowledge of the need for fertile soil to grow plants. Read the paragraph at the top of page 17 to confirm your conclusion.

Turn to pages 12 and 13. Focus on the main heading. Ask the students what they think might be happening to Arctic ice. Collect their responses on a flipchart or whiteboard.

Read the text, including the captions, on pages 12 and 13, noting down what is happening to Arctic ice and why. Discuss how gathering and linking information from across a text adds to understanding. Draw students' attention to the way you have made notes — by writing down key words and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information from text, as well as images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the contents to find the section on helping the climate. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 what are some countries doing to help the climate?
- 2 how can you help the climate?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the children able to use the strategies effectively in order to draw together information about what some countries are doing to control climate change?
- Do any of the children already know something about climate change that they could link to what they have read?
- Focus on the notes they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

Following work on glossaries, students can create a class dictionary of words and phrases linked with climate and climate change.

Students could compile a list of questions that they would like to ask the climate expert (meteorologist) who features in the book.

Using the map on page 4, students can research places in each of the climate zones shown. They can plot these places on a large map and annotate them with details of rainfall and maximum and minimum temperatures.

Encourage students to carry out research into extreme weather conditions, for example, hottest place, driest place, place with the strongest winds, and so on, and to present their findings on a large world map.

Students can explore ways of slowing climate change and produce posters that persuade a reader to limit their use of fuels. Alternatively students can design and produce posters that identify the causes of climate change.

In small groups, students can prepare and deliver brief presentations, using ICT, that explain what climate change is, why it is happening, and how people can slow climate change.

### Project work

Students can carry out further research into various aspects of climate change using the books and websites referred to on page 23 of *Ask an Expert: Climate Change*, as well as books from the library and other websites. They can present their findings as a class book that explains how the climate is changing.

Encourage some students to design the covers, and others to write the back cover blurb and, once the book has been compiled, to create an index and contents.

Students can investigate how the school could limit its impact on the environment, for example, by recycling, turning down heating, and so on. They could then write a letter to the principal or school board officials persuading them to put some of the measures in place.

# Ask an Expert: Climate Change



## Resource Sheet

### Are you an expert on climate change?

Take this quiz and find out.

Remember to use the contents and index to help you to find the answers.

Name \_\_\_\_\_ Date \_\_\_\_\_

1 Who wrote the book *Catastrophic Weather*?

\_\_\_\_\_

2 What is a meteorologist?

\_\_\_\_\_

3 How many of the world's largest cities are built on coasts?

\_\_\_\_\_

4 How much meat can polar bears eat each day?

\_\_\_\_\_

5 How thick is a seal's fat?

\_\_\_\_\_

6 At what temperature is there a danger of forest fires?

\_\_\_\_\_

7 Where is Greenland?

\_\_\_\_\_

8 What is a reservoir?

\_\_\_\_\_

9 What are the worst kinds of storms called?

\_\_\_\_\_

10 What are the machines called that make power from moving air?

\_\_\_\_\_



## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Focus on, and explore, the children's understanding of the phrase *Go Green!* Discuss what the students think they will find in the book. If appropriate, highlight examples of students using existing knowledge in order to predict content. Who do they think would read a book like this and why?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the children's knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Do the students know any ways to help save the planet? Read pages 4 and 5, explaining that this is an introduction to the book and so it gives the reader an overview of what the book is about. Has this confirmed any of the children's predictions? Draw children's attention to the use of the recycling logo at the bottom of page 5. Do they recognize it?

Focus on the second bullet point on the back cover and model how to turn it into a research question, for example, *Why should we save the forests?* Ask the students how they would set about finding the answer to the question.

Discuss the different ways in which the contents and index are organized. Use the contents page to find the *Fragile Forests* spread on pages 8 and 9. Before turning to these pages, remind the students that they will be scanning the page for the word *forests*. Remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 8 and 9 and ask the students to find the word forests.

Remind students of the research question: *Why should we save the forests?* Ask the students to focus on the subheadings. Are there any sections that they think might answer the question? If necessary, remind them that forests are made up of trees. Establish that the question is answered in the text under the subheading *Why should we save trees?*

Discuss with the students what they think the purpose of this book is (to persuade). What do they think the author is trying to persuade them to do on pages 8 and 9?

### Strategy check

Recap on using questions to focus research. Recap on using the contents and index as well as scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers.

- 1 What locally grown food is.
- 2 What ecotourism is.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?

# Go Green! Lead the Way

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 10 and 11. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, main body text, images, boxes, captions, and so on.

Read the second paragraph on page 10. Focus on the word *cosmetics*. Do they know what the word means? Are they able to work out the meaning of the word from reading the rest of the sentence? Discuss why the word is in bold print.

Ask the students where they might be able to find out what *cosmetics* are. Turn to the glossary on page 22, remind students that glossaries are organized alphabetically, and find and read the entry for *cosmetics*. Were the children's suggestions accurate?

Return to pages 10 and 11. Draw children's attention to the photograph and that the caption links to the photograph and to the information given in the paragraph under the subheading *What's the problem?* Ask the students whether they think that there are any drawbacks to biofuels, reminding them of what they have read about (destroying forests) and referring to the photograph and caption on page 11.

Emphasize how making links between the image, the text and existing knowledge helps with understanding the text.

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning. They could also think about other words they already know that sound similar and therefore may have a similar meaning.

### Independent reading

Ask the students to turn to pages 12 and 13. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then read the text, photos, captions and labels, making connections between them and try to work out the meaning of any unfamiliar words.

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spreads that they have focused on.
- What were the links between the text and the labeled image?
- Were they able to work out any unfamiliar words?
- What strategies did they use?

## Lesson Three

### Objectives

By the end of this lesson, students will be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for WaterAid in the index and to turn to the appropriate page. Encourage students to think about the use of capital letters. What does this tell them? (It is a proper noun) Discuss what it could be the name of. Have the students heard of the organization? What do they think it might do? Remind them of the scanning skills that they have learned and ask them to find the word WaterAid within the text.

Read the opening sentence on page 7. Discuss with the students why they think the author says that it is difficult for people in developing countries to find water. Discuss the children's knowledge and understanding of developing countries. Draw children's attention to the photograph and caption at the bottom of page 7. Remind them that it helps to work out what an author means by using your own knowledge and to make links with images and text.

Read the bullet points about saving water on page 7. Discuss with the students how they think that these things would save water.

Focus on the heading and first three sentences on page 16. Why do the students think that the author says "the planet isn't cheering"? On a flip chart or whiteboard write up the heading Tourism and then draw two columns headed Pros and Cons. If necessary, explain the meaning of these two words. Read each paragraph on the double-page spread, noting down the pros and cons of tourism.

Discuss how gathering and linking information from across a text adds to understanding. Draw children's attention to the way you have made notes — by writing down key words and phrases, not whole sentences.

### Strategy check

Recap on the need to gather information together from text, images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to use the contents page to look up the section on plastic. They can use the strategies that you have demonstrated to make notes in response to this question, (reminding them that they also need to link what they have read to what they already know):

- 1 what are the pros and cons of plastic?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies effectively in order to draw together information about plastic?
- Did any of the students already know something about plastic that they were able to link to what they have read?
- Focus on the notes that they have made. Have they written down key words and phrases rather than copying complete sentences?

# Go Green! Lead the Way

## Next steps

### Topic Work

Students could research the role of the *WaterAid* organization using its website (see page 7). In small groups, ask them to prepare a Powerpoint presentation that details the aims and work of the charity.

Students could write a charter for trees, as suggested on page 9. They can then present this to another class, discussing whether they have managed to persuade their audience to care more for trees.

Students could carry out research with the class, or the whole school, to establish how other students travel to school, for example, walk, cycle, share a car, and so on. Encourage them to present their findings visually, for example, as a pie or bar chart.

Following the suggestions on page 17, students could produce a brochure or guidebook for the local area that persuades people to visit.

Students could research ways in which the school or their homes could become greener, for example, by saving water, increasing recycling, and so on. Once they have established what could be done, they can write a letter to the principal or city officials, persuading them to take up some of the measures.

Students can develop snappy slogans (as on page 19) and display them around the school.

### Project Work

Encourage students to carry out further research into ways of saving the planet using the books and websites referenced on page 23, as well as books from the library. Identify a target audience and then encourage students to present their findings as persuasive posters and flyers. They could also present their views in a class assembly.

Either at home or at school, encourage students to plant and grow salad and other vegetables. They could then write a class book of recipes which use the produce they have grown.

Students can research whether there are empty houses in the local area and discuss what they think ought to be done with them. They can then write to the local council, outlining their ideas.

## Resource Sheet

### How green are you?

Take this quiz and find out.

Remember to use the contents and index to help you find the answers.



**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**1** Who published the *Energy Revolution* series?

\_\_\_\_\_

**2** Name two fossil fuels.

\_\_\_\_\_

**3** What is fungi?

\_\_\_\_\_

**4** What does UNEP stand for?

\_\_\_\_\_

**5** How does tourism harm the environment?

\_\_\_\_\_

**6** How much water does a dripping tap waste?

\_\_\_\_\_

**7** What are two benefits of cycling?

\_\_\_\_\_

**8** What does Nader Khalil do?

\_\_\_\_\_

**9** How many plastic bags are thrown away each year?

\_\_\_\_\_

**10** What does recycling mean?

\_\_\_\_\_



# Is our weather getting worse?

## Lesson One

### Objectives

By the end of this lesson, students will be able to:

- Formulate research questions
- Find and use organizational devices to find information
- Scan for specific words and phrases

### Introduction

Show the students the front cover of the book. Ask them to look closely at the images and to read the title. Discuss what the students think they will find in the book. Who do they think would read a book like this and why? Remind them of the title. What do they think is the purpose of the book?

Read the back cover blurb. Establish that this is a nonfiction text. Explore the students' knowledge and understanding of nonfiction, for example, typical content, organizational features, and so on.

Turn to pages 4 and 5. Explain that these two pages give an introduction to the book and so they give the reader an overview of what the book is about. Read the text on the double-page spread. Has this confirmed any of the students' predictions about the content of the book? Establish that meteorologists think that the weather is changing, rather than worsening.

Look at the back cover. Focus on the first bullet point, Explore students' knowledge of rising temperatures. Explain that you would like to find out why temperatures are rising. Model how to turn this into a research question, for example, *What happens when temperatures rise?* Ask the students how they would set about finding the answer to the question. If necessary, identify the key words in the question, for example, *temperature*.

Before turning to the relevant pages, remind students that they will be scanning the page for the word *temperatures*. If necessary, remind them of specific scanning skills such as visualizing the shape of the word and looking for particular spelling patterns. Turn to pages 12-13 and ask the students to find the word *temperature* on this page. Discuss which scanning skills they found most successful.

Remind the students of the research question: *What happens when temperatures rise?* Are they able to answer the question from reading around the word *temperature*? Focus on the photograph and caption and establish the extra information that has been given.

### Strategy check

Recap on using questions to focus research. Recap on using the contents and index and scanning skills in order to find specific information.

### Independent reading

Ask the students to turn the phrases below into research questions. They can then use the organizational features of the book and their scanning skills to find the answers to the questions.

- 1 The speed of the highest gust of wind.
- 2 The record for the heaviest downpour.

### Returning to the text

- Take feedback from the independent reading task.
- Were the students able to formulate research questions and use skills and strategies to find the answers?
- Recap on how formulating a question helps to focus reading for research.

## Lesson Two

### Objectives

By the end of this lesson, students will be able to:

- Use organizational features to summarize information
- Use a range of strategies to work out the meanings of unfamiliar words
- Link words and images to gain information

### Introduction

Turn to pages 14 and 15. Ask the students what features they could use to summarize the content of the double-page spread (the heading and subheadings). Explore how information is given in a variety of ways, for example, through main body text, images, captions, and so on.

Read the opening paragraph on page 14. Focus on the phrase in bold. Do they know what the phrase *carbon footprint* means? Are they able to work out the meaning from reading the paragraph? Discuss why the phrase is in bold print. Ask the students where they might be able to find out what the phrase in bold means.

Turn to the glossary on page 22, remind students that glossaries are organized alphabetically, and find and read the entry for *carbon footprint*. Were the students' suggestions accurate?

Ask children to return to pages 14 and 15 and to find other words in bold on the pages. Can they work out what the words might mean from reading the whole sentence or paragraph? Confirm the students' suggestions by checking the entries in the glossary.

Focus on the labeled diagram on page 14 and support the students in interpreting the diagram by reading the labels and the caption. Read the paragraph underneath the subheading *Greenhouse gases* on page 14 and discuss how this is connected to the image and the caption.

Read the experiment on page 15. Discuss with the students why they think that this has been included. Are they able to identify what text type the experiment is? (Instruction.) If possible, give the students the opportunity to carry out the experiment in order to help them to understand the concept of the greenhouse effect. Ask the students to look at the photo and caption on page 15 and to read the fact box at the bottom of page 14. What deductions can they make from linking the information? (Burning fuels such as coal, oil, and wood produces greenhouse gas, and so on.)

### Strategy check

Recap on how reading images and captions together can add to knowledge and understanding of a text. Reiterate that if students come across an unfamiliar word, reading around the word can help to work out its possible meaning.

### Independent reading

Ask the students to turn to pages 16 and 17. Explain that they should read the heading and subheadings to get an idea of the information that is given on the double-page spread. They can then choose one of the sections, read it and try to work out the meaning of any unfamiliar words. Are they able to gather any further information from the text by linking the photos and captions on these pages?

### Returning to the text

- Take feedback from the independent reading activity.
- Ask the students what information was given on the spread.
- Were they able to work out any unfamiliar words?
- What strategies did they use?

# Is our weather getting worse?

## Lesson Three

### Objectives

By the end of this lesson, students will be able to:

- Find and use organizational devices to find information
- Link reading and own knowledge to make inferences and deductions
- Make notes when carrying out research

### Introduction

Ask the students to find the entry for polar bears in the index and to turn to the appropriate page. Remind them of the scanning skills that they have learned and ask them to find the phrase *polar bears* on the page.

Read the first paragraph and the caption to the photograph on page 13. What impact do the students think that rising temperatures are having on *polar bears*? Encourage them to draw on any existing knowledge they have about the subject. Read the quote from Richard Steiner on the page to establish the severity of the problem.

Explain to students that you have heard people saying that global warming is causing the changes in the climate and that you would like to find out more about this. With the students, develop some research questions: *What is global warming? What effect is global warming having on the climate?* Use the index to look up the references to global warming. As you read the information about global warming, make notes on a flip chart or white board. Discuss how gathering and linking information from across a text adds to understanding of the topic. Draw students' attention to the way you have made notes (by writing down key words and phrases, not whole sentences).

Ask the students whether, in the light of reading the information on pages 12, 13, 18 and 19, they think that meteorologists and scientists are absolutely certain that the world is warming up. Re-read the text, highlighting the words and phrases that suggest otherwise, for example, "reports suggest", "some scientists think", "scientists say" and so on. Compare these opinions with the facts that can be found on the page and point out that the latter are supported by figures. Emphasize to the students the importance of reading nonfiction texts carefully in order to differentiate between fact and opinion.

### Strategy check

Recap on the need to gather information together from text, images and own knowledge in order to build up information about a subject.

### Independent reading

Ask the students to read pages 20 and 21. They can use the strategies that you have demonstrated to make notes in response to these questions:

- 1 how does reducing the amount of electricity that we use help the planet?
- 2 how can we cut down the amount of electricity that we use?

### Returning to the text

- Take feedback from the independent reading activity.
- Were the children able to use the strategies effectively in order to draw together information about reducing our use of electricity?
- Did any of the children already know something about protecting the environment that they could link to what they have read?
- Focus on the notes they have made. Have they written down key words and phrases rather than copying complete sentences?

## Next steps

### Topic Work

Using the information given on pages 20 and 21 of *Is our weather getting worse?* and by carrying out further research, students could develop a series of persuasive or instructional posters that give advice on ways of reducing our carbon footprints.

Using books and the Internet, students can research some of the extreme weather conditions mentioned in the book, such as the melting roads in England.

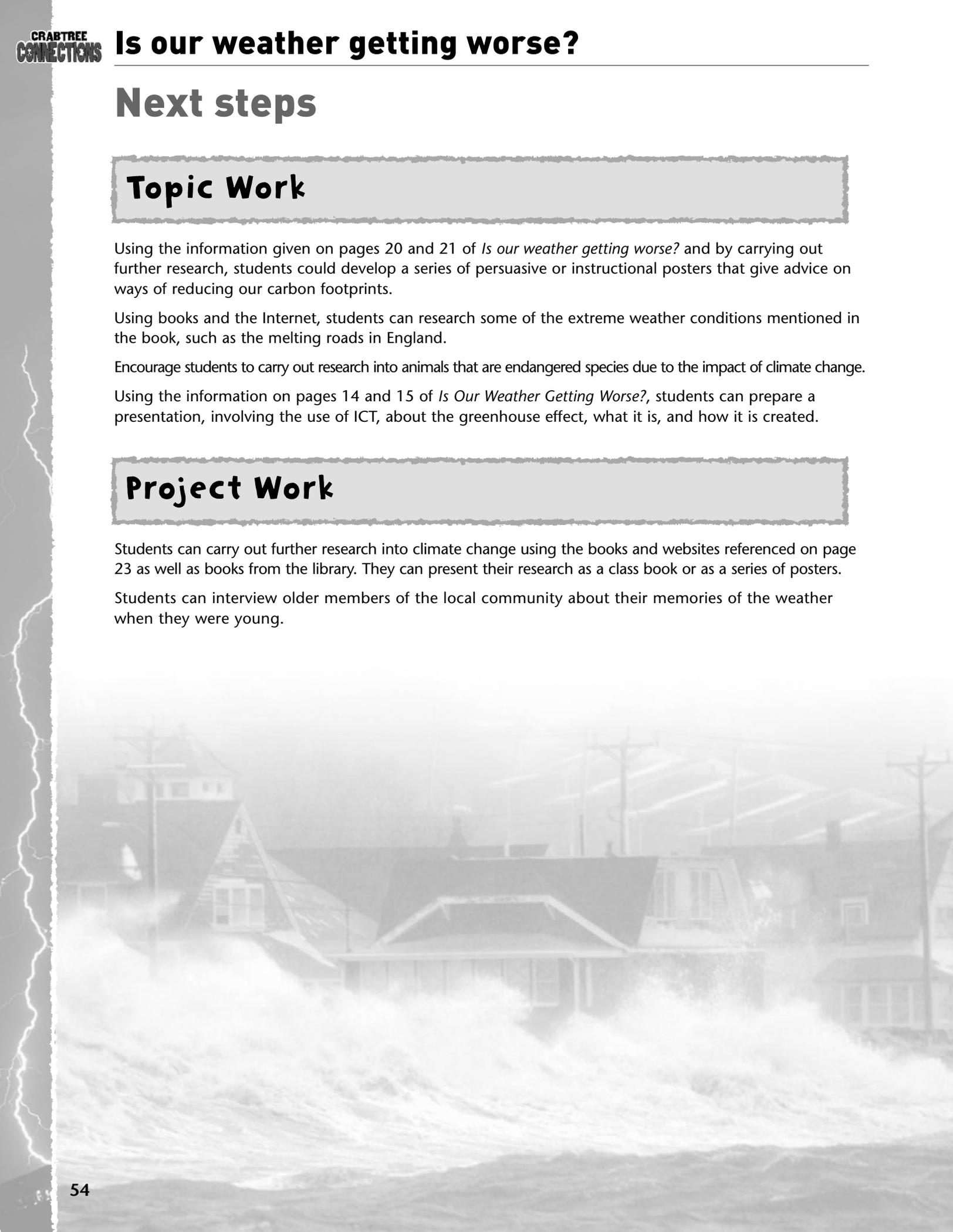
Encourage students to carry out research into animals that are endangered species due to the impact of climate change.

Using the information on pages 14 and 15 of *Is Our Weather Getting Worse?*, students can prepare a presentation, involving the use of ICT, about the greenhouse effect, what it is, and how it is created.

### Project Work

Students can carry out further research into climate change using the books and websites referenced on page 23 as well as books from the library. They can present their research as a class book or as a series of posters.

Students can interview older members of the local community about their memories of the weather when they were young.



# Is our weather getting worse?



## Resource Sheet

### Are you a climate change expert?

Do this quiz and find out.

Remember to use the index and contents to help you find the answers.

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Who wrote the book *David Suzuki: Doing Battle with Climate Change*?

\_\_\_\_\_

**2** What do meteorologists do?

\_\_\_\_\_

**3** What is a composter?

\_\_\_\_\_

**4** What does a meteorologist use to record rainfall?

\_\_\_\_\_

**5** How do we know what the weather was like hundreds of years ago?

\_\_\_\_\_

**6** How much rainfall did Santa Barbara have in February 1998?

\_\_\_\_\_

**7** What is a hurricane?

\_\_\_\_\_

**8** How do trees reduce greenhouse gas?

\_\_\_\_\_

**9** Why should we cut back on the electricity we use?

\_\_\_\_\_

**10** What does a satellite do?

\_\_\_\_\_

