

### Magazine Article: Deserts and Desert Life

#### Guided Reading

##### Supports

- Clear headings and introductory sentences help organize information
- One concept per page or double-page spread
- Diagrams, captions, illustrations, maps, and photos support text

##### Challenges

- Topic, concepts, and vocabulary may be unfamiliar
- Some diagrams and maps will need interpretation
- Some terms not explained in the text
- Linking descriptions in text to detail in photographs, illustrations, and maps

##### Teaching Focuses

Help students to:

- Make predictions about text based on the title, photos, and prior knowledge.
- Clarify concepts and vocabulary specific to topic.
- Use appropriate reading strategies.
- Compare information in the text and make comparative statements.

##### Introducing the Text

- Ask the students to read the title on page 22.  
*Who can explain what a desert is? Who can offer more information?*
- Look through the article with the students. Look at the headings, photos, illustrations, and maps together. Ask the students to make predictions.  
*What might you find out from reading this article? Who lives in the desert? What animals live in the desert? What plants live in the desert? What would be the main difficulty living in the desert for people, animals, plants? Begin a Before/After chart*

*by listing what the students know about these aspects of desert life.*

- Ask the students to locate two deserts in the maps in the article. Challenge the students to locate them on a world map.

##### Reading the Text

- Ask the students to locate specific information as they read.

*As you read, I want you to search for more information to add to your chart. Remember to use the illustrations, photos, and maps.*

- Help the students to develop specific word-solving strategies to enable them to read unfamiliar words.

*Look at the visual features of the words. Look for the known chunks (beginning, middle, and end). Reread from the beginning of the sentence and try to solve the unknown word using the context. If you can't solve the word, leave it out and read on to the end of the sentence and think what might look right and sound right.*

##### Discussing the Text

- Revisit the *Before/After* chart. Read what is on the chart. Record new ideas on the *After* portion of the chart.
- Clarify the meanings of any words that proved difficult.  
*Were there any words that you had difficulty understanding or working out? What action did you take? What did you find out? Locate the word – erosion, sand dunes, stony plains, mountain ranges, plateau, Bedouin, energy. What does it mean?*
- Use questions to locate specific definitions of terms used in the text.  
*What are nomads, gers, dromedaries, bactrians? Read the part of the text that tells you.*

# Deserts and Desert Life

Name \_\_\_\_\_

List facts about the Sahara and Gobi deserts, and the two camels.

|                    | Sahara | Gobi |
|--------------------|--------|------|
| Size               |        |      |
| Temperature        |        |      |
| Rainfall           |        |      |
| Area               |        |      |
| Land features      |        |      |
| Weather conditions |        |      |

Make a comparative statement about the two deserts. \_\_\_\_\_

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|                               | One-hump camel | Two-hump camel |
|-------------------------------|----------------|----------------|
| Name                          |                |                |
| Lives                         |                |                |
| How it is used                |                |                |
| How it survives in the desert |                |                |

Make a comparative statement about the two camels. \_\_\_\_\_

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## Magazine Article: The Storyteller

### Guided Reading

#### Supports

- Predictable language structures
- Illustrations provide clues to the text and plot

#### Challenges

- Some vocabulary may be challenging
- Two plots within one narrative

#### Teaching Focuses

Help students to:

- Make predictions about text based on the title and illustrations.
- Identify the setting, characters, problem, events, and solution in one story.
- Identify the sequence of events and predict possible endings to the other story.
- Clarify the meaning of figurative language.
- Make evaluative statements about the actions the main character took.

#### Introducing the Text

- Use the title and the illustration on pages 12 and 13 to make predictions about the contents of the story and the main character.

*What is the person in the illustration on this page doing? Why do you think there is writing at the bottom of the page?*

- Ask the students to scan the first paragraph on page 14 to establish the characters, the identity of the storyteller, and what the problem might be.
- Help the students understand that there are two plots within one narrative. One is about what is happening to the storyteller and the other is the story that he tells.

*What have you noticed about how the story is structured? Who is telling the second story? What do you think might happen to the storyteller?*

- Ask the students to look through the rest of the illustrations.

*Where do you think the story is set? What could be some of the problems the characters face?*

### Reading the Text

- Discuss the reading strategies students can use for understanding unknown vocabulary and for solving unknown words.  
*What can you do if you come to a word you don't understand? What can you do if you come to a word you don't know?*
- Ask the students to gather information about the problem, how the problem arose, and the order of events as they read.  
*What was the problem in the story? Why was it a problem?*
- Pause throughout the story so that the students can discuss their predictions.

### Discussing the Text

- Discuss the setting, characters, and the plot in the storyteller's story.  
*What was the sequence of events in the story? What other story elements can you identify?*
- Ask the students to predict possible endings to the storyteller's story. List them on the board.
- Encourage the students to draw inferences and evaluate the reasons for the boy's actions.  
*Why do you think the boy put a blanket around his mother's head? Why didn't he go for help earlier instead of waiting until the morning? Why did he pack his backpack? Why did he leave piles of dog biscuits behind? Do you think he made the right choices? Why or why not? What else could he have done?*
- Discuss the outcome of the story for the storyteller.  
*How did the storyteller feel at the end of the story? Why?*
- Clarify the meaning of figurative language in the text.  
*On page 15 locate the phrase one little thread winding through the desert. Reread the text. What do you think the author means? On page 16 locate the phrase the ground rushed up to meet them. Reread the text. What do you think the author means?*

# The Storyteller

Name \_\_\_\_\_

## Story 1

The storyteller's real-life story

Outline the problem the storyteller had.

List the main events in the real-life story of the storyteller.

Outline the outcome for the storyteller.

## Story 2

The storyteller's made-up story

List the main events in the storyteller's story.

Write two possible endings to the story.

## Magazine Poems: Desert Animals

### Desert

#### Guided Reading

#### Teaching Focus

Help students to:

- Understand the concepts presented in the poems.
- Appreciate the layout of the poems.
- Read the poems for an audience with expression and rhythm, using punctuation to aid phrasing.
- Make predictions about the subject of the poems based on the titles and the illustrations.
- Appreciate the use of alliteration.
- Use the structure of the poems to add to them or construct similar poems.
- Gain information about the desert.

#### Desert Animals

#### Introducing the Text

- Read the title and discuss the illustration on page 11.  
*What do you think this poem might be about?*
- Discuss the layout of the poem, particularly the way the words are arranged, depicting movement. Ask the students to skim the poem.  
*What do you notice about how the poem is arranged? Why do you think it is arranged this way?*

#### Reading the Text

- Discuss how to read the poem – where to start, and which way to go.
- Encourage the students to read the poem aloud with good expression.  
*As you read the poem aloud, observe the punctuation and try to express the movement of the animals.*

#### Discussing the Text

- Discuss the students' reaction to the poem.  
*What did you notice as you read the poem? What did it make you think about?*
- Discuss the structure of the poem with the students. Draw their attention to the alliteration used with each animal and its movement.

*What did you notice about the words that describe the animal and their movement?*

- Ask the students to add to the poem using the same structure (e.g., scorpions scurry, rats rummage.)

*Can you think of some desert animals? How could you describe their movements using alliteration? Let's add to the poem using the same structure.*

#### Desert

#### Introducing the Text

- Read the title of the poem on page 30 and discuss how it relates to the illustration.  
*Look at the illustration. What do you notice about it? How does it go with the title?*
- Discuss the layout of the poem (verses, lines, length of line, punctuation). Ask the students to skim the poem.

*What do you notice about how the poem is arranged? What patterns do you see?*

#### Reading the Text

- Invite the students to read the poem orally.  
*Try to use expression in your voices as you read.*
- Pay special attention to the consonants.

#### Discussing the Text

- Ask the students to discuss the structure of the poem. Draw their attention to the subject of each line.  
*Describe the structure of the poem. How could you describe what each line is telling you about? What can you tell me about the use of words?*
- Discuss the content of the poem.  
*What do you know about the desert by reading this poem?*
- Ask the students to write their own poems using the same structure.  
*Choose either the desert or a different habitat. Follow the same pattern as you write your own original poems.*

## Magazine Play: Interview with a Bedouin Family

### Guided Reading

#### Supports

- Predictable language structures
- Cue pictures for character parts
- Title page shows and names characters
- Simple explanations

#### Challenges

- Little pictorial support for some ideas
- Topic, concepts, and vocabulary may be unfamiliar
- Tracking text to locate character part

#### Teaching Focuses

Help students to:

- Use strategies for understanding unknown vocabulary and for solving unknown words.
- Make predictions and check these using information gained from the reading.
- Expand understanding of topic-specific vocabulary.
- Gain and sort specific information to answer focus questions.

#### Introducing the Text

- Read the title and use the title page (page 22) to introduce the characters in the play. Ask the students to find each character in the illustration. *Look at the characters in the play. What are their names? What is a journalist? Why do you think he is at the top of the page? Who do you think the other characters are? What do you notice about them?*
- Have the students share what they already know about Bedouins. *Where do Bedouins live? How do they live? What else do you already know?*
- Scan the Setting and what Casey Carter is saying at the top of page 23. Discuss the setting of the play and establish the purpose for Casey Carter being with the Bedouin family. *What sort of questions do you think Casey will ask the family? What sorts of things do you think the*

*family will tell him? Can you find Jordan and the Negev Desert on a map?*

- Set a focus for reading by asking the students to locate specific information as they read. List these headings on the board.

*Read to find out what sort of houses the Bedouin live in, how they support themselves, what conditions are like in the desert (weather, living, isolation), how living in the desert affects their life, and how their life is different from yours.*

#### Reading the Text

- Discuss the reading strategies students can use for understanding unknown vocabulary and for solving unknown words. *What can you do if you come to a word you don't understand? What can you do if you come to a word you don't know?*
- Have the students read all the parts of the play independently to see how the content develops.
- Remind the students to constantly reflect on predictions and think about the information and the ideas as they read.

#### Discussing the Text

- Discuss the information the students gathered while reading. Record under the appropriate headings.
- Clarify the meanings of any words that proved difficult while the students were reading, or any words they could not analyze.
- Use questions to locate specific definitions of terms used in the text. *What is an extended family? nomads? a mine? Find and read the part of the text that tells you.*

#### Subsequent Reading

- Ask the students to look through the play and find their roles so they will know when it is their turn to read.
- Encourage the students to work independently in small groups to reread and rehearse the play.
- Have the students work in small groups to write a fact sheet about the Bedouin family using some of the discussion headings.

## Magazine Article: Word Power

### Word Work

#### Introduce

- Review each word that is listed in the left-hand column on page 10.

*Do you know what the words mean? If you are unsure, locate the word in the text and read the sentence or paragraph. If you're still unsure, check in the dictionary.*

- Explain to the students how to read and answer multiple-choice questions.

#### Use

- Ask the students to write each of the words on a sheet of paper. Ask them to select the correct meaning and write it beside each word.

*Check your answers on page 21 and use the rating scale to rate yourself. Confirm the meaning of any words that were incorrect in the text. If any meanings were incorrect, go back to the text and find the word. Try one of the correct answers in its place. Read the whole sentence. Does it make sense now?*

- Have the students do the Xtra for Xperts.

#### Apply

- Ask the students to make up sentences using three of the words. Challenge them to use two of the words meaningfully in one sentence. Encourage them to use the words in their own writing.
- Select some other subject-specific words from the text to make a crossword puzzle – *erosion, gers, Bactrian, Bedouin, extended family, sand dunes, transportation* and so on.  
*Look at other crossword puzzles to help you.*

## Magazine Article: Web Site

- Encourage the students to use the Internet to find out more information about topics raised and objects mentioned in the magazine – animals and plants of the desert, people of the desert, survival in the desert.

*Sort and present the information you find on the Internet and e-mail it to the Safari Tour Guide. E-mail your desert poems, too.*

- Ask the students to find Arnie in the magazine and then find out more about him. List what they know. Have them go to the web site to find out more, and then add this to the list.  
*Who is the Safari Superstar? Can you find him in the magazine. Read The Storyteller to find out about him. Visit the web site to find out more.*
- Encourage the students to download some fun things to do from the web site that are specific to the topic.
- With the students, look at a map of Australia or the map on pages 8 and 9 of the Encyclofact to try and identify the desert that Chris took a plane ride over.

## Magazine Article: Classifieds

### Oral Language Activity

- Ask the students to read the Safari classifieds and discuss some common features in them.  
*Read page 20 and think about the similarities and features of what you are reading. What is a common theme in some of the advertisements?*
- Clarify any terms and concepts that may be unfamiliar, e.g., *fruit and vegetable ditches, Bedouin family, desert trek. What does free to travel mean?*
- Discuss what extra information you would need to respond to the advertisement.  
*Would it be easy to communicate with Waleed, Lerniet, Mona, and the Bedouin family? Why or why not? Where might ads like these appear?*

## **Book: Stranded in the Desert**

### **Guided Reading**

#### **Supports**

- Time sequence indicated in chapter headings
- Predictable language structures
- Illustrations provide clues to the text and plot

#### **Challenges**

- Concepts and vocabulary may be unfamiliar
- Large amounts of text
- Some terms not explained in the text

#### **Teaching Focuses**

Help students to:

- Make predictions about text based on the cover, contents page, title, the illustrations, and prior knowledge.
- Scan the text to locate specific details about the characters, the storyteller, and the setting.
- Identify the problem and the order of events that led to the solution.
- Make and substantiate judgments using information from the text.
- Use appropriate reading strategies.

#### **Summary**

This is a story about a girl who went on a trip into the desert with her dad and his new wife, Kate. Although they prepared carefully for the trip, it did not turn out as they had planned.

#### **Introducing the Text**

- Make predictions based on the front cover, title page, and the contents.  
*Where do you think the story takes place? What clues do the cover, illustrations, title, and contents page give you? What do you know about deserts?*
- Ask the students to scan the first paragraph and illustration on page 2 to establish the main character, the identity of the storyteller, and the setting.
- Ask the students to look through the rest of the illustrations and make predictions about the setting, problems, and events. Note the dates at the beginning of each chapter.
- Set a focus for reading.

*Establish the other characters in the story and how the girl feels about Kate.*

#### **Reading the Text**

- Ask the students to gather information about the problem, how the problem arose, and the order of events as they read.  
*Were there any areas of disagreement between the characters?*
- Encourage the students to interact with the text and involve themselves in the drama of the characters' predicament.
- Discuss the reading strategies students can use for understanding unknown vocabulary and for solving unknown words.
- Have the students check their predictions.  
*Are things happening the way you expected? What new information have you gathered?*

#### **Discussing the Text**

- Revisit the focus for reading.  
*Let's discuss the relationship between the girl and Kate. How did the girl feel about Kate coming on the trip? How do you know she felt like this? Find the part in the text that tells you. Was she justified in her feelings? Find the part in the text that supports your opinion.*
- Identify the problem, cause of the problem and order the events that led to the solution.  
*What was the problem? How did Dad know he had a problem? What did he do about it? Did they encounter another problem? What did they do? What happened next?... after that?*
- Discuss the point of disagreement the characters had over the solution to the problem.  
*What was the disagreement the characters had over what action to take? Who was in agreement? Who was right? How do you know they were right? Find the part in the text that tells you.*
- Clarify understanding of a colloquial phrase.  
*What is your understanding of... The look on her face could have clouded the sun. Can you locate it in the text? What do you think it means?*



# Stranded in the Desert

Name \_\_\_\_\_

What is the main problem?

What is the solution?

List the events in order from problem to solution.

Why did the characters disagree?  
Who was right? Why?

How did the girl feel about Kate?  
Why? Was she justified? Why?

## Concluding Activities

### Synthesizing Information Across Texts

- Ask the students to reread the various texts that were introduced in guided reading. Encourage them to use the texts, illustrations, diagrams, photos, charts, and maps as they revisit the theme. Help them synthesize all the information presented and list the main points under these headings – *Who Lives in the Desert?*, *Features of the Desert* (What makes survival difficult?), *How Do Nomads Survive in the Desert?*, *How Do People in Fixed Dwellings Survive?*, *How Do Animals Survive?*, *How Do Plants Survive?*, *Features of an Oasis* (What does it mean for survival?).
- Groups of students may reread the different texts and share the main points at the end.
- Record the students' responses. Encourage them to refer back to text, indicating where the information was presented.
- Ask pairs of students to make a poster, chart, fact sheet, report, or question and answer sheet about one of the headings or subheads above.
- Through oral discussion with the students, make comparisons using information presented in the text. For example, compare the Bedouin who live in fixed dwellings to those who are nomads. Think about how they support themselves, transportation, what they live in, what they eat, and how the children are educated. Compare the tents and transportation of the nomadic Bedouin and the nomads of the Gobi Desert. Compare the non-nomadic and nomadic San people from the Kalahari Desert. Compare the rainfall, temperature, and size of the deserts.

### Extension Activities

- Discuss with the students how they could find out about deserts in the country they live in or countries close by.
- Ask the students to decide on a specific area of study in the desert, e.g., animals of the desert, plants of the desert, people of the desert, climatic conditions, size.

- Ask the students to explore the Internet to find more information about their chosen subjects.
- Have the students visit the library to find more information. Suggest that the students write letters to organizations such as a local government authority or a state department to request more information.
- Ask the students to think about how they will present the information once it is gathered. They might create slide shows about different aspects of desert life to present to another class.
- Arrange a visit from a guest speaker who has lived or worked in the desert so the students can gather more information. Have set topics to research or questions to be answered.  
*I want you to clearly outline what it is that you want to find out. How could you do this? What can you do to ensure you get this information from your visitor?*
- Ask the students to make presentations about an animal or a plant that lives in the desert following the guidelines of a report – *Title*, *Classification* (What is it?), *Features* (size, shape, colour), *Habitat* (Where does it live?), *Dynamics* (What does it do?)
- Alternatively, invite the students to make a diorama or frieze of their animal, its habitat, its food source, and its predators.
- Invite the students to compare life in the desert to their own lives.
- Ask the students to compare animal and plant life in the desert to another habitat they know well.
- Challenge the students to write rules for survival in the desert.

## Encyclofact: Deserts and Desert Dwellers

### Guided Reading

#### Supports

- Clear supportive headings and introductory sentence on each page or double-page spread
- Photos, captions, charts, and a map support the text

#### Challenges

- Charts and map may need exploration
- Concepts and some terms may be unfamiliar
- Some challenging vocabulary

#### Teaching Focuses

Help students to:

- Record prior knowledge of deserts and oases.
- Gain specific information from the text and revisit prior knowledge.
- Interpret charts, plot information on a graph, and use information to make comparative statements.
- Use reading strategies for understanding unknown vocabulary and for solving unknown words.

#### Introducing the Text

- Ask the students to make predictions about the contents of the article based on the title and the table of contents.
- Look through the article with the students. Look at the headings, photos, charts, and the map together and ask the students to make statements about what they already know about each heading. Record on a *Before* chart.
- Discuss the charts on page 7 and how to read and interpret them. Look at the map on pages 8 and 9 and locate the deserts.

*What is the average rainfall for the Gobi Desert?*

*What is its highest temperature? What countries are the Sahara, Gobi, and Kalahari deserts in?*

#### Reading the Text

- Familiarize the students with how to use the glossary and the index.

*Can you find the meaning of vegetation in the glossary? How do you use the index? Locate vegetation in the index. Where do you go to find more information? What does page 6 tell you about vegetation?*

- Set a focus for reading.  
*Flag the new piece of information that you find the most interesting.*
- Ask the students to link descriptions in text to details in photographs and diagrams.
- Observe the students as they read. Encourage them to interact with the meaning of the text and review reading strategies if necessary.

#### Discussing the Text

- Revisit the focus for reading and record new ideas on the *After* part of the chart. If necessary, ask questions to gain information about main ideas.  
*What additional new information can you add?*
- Clarify the meanings of any words or phrases that proved difficult while the students were reading, or any words they could not analyze. Establish that students understand other topic-specific vocabulary in the text.  
*Locate the word or phrase – adapted, immediate and extended families, territory, traditional roaming lands, settlements, cattle farms. What does it mean? How could you check?*
- Ask the students to use the charts on page 7 to make some comparative statements.  
*Which desert has the most rainfall? Which has the least? How is the rainfall in the Gobi and Sahara deserts similar? Which desert has the lowest winter temperature? Which has the highest? How does the Sahara compare to the Gobi and the Kalahari deserts? Which desert has the least difference between summer and winter temperatures? Make some comparative statements about temperatures and rainfall.*

# Deserts and Desert Dwellers

Name \_\_\_\_\_

What are the main features of a desert?

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How have people adapted to living in the desert?

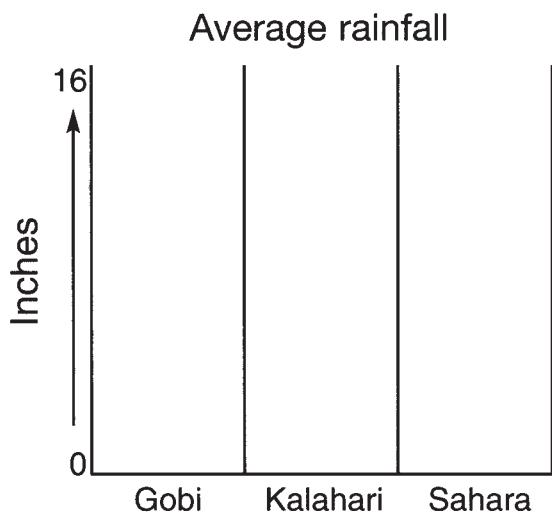
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Complete the bar graph below.



Write two sentences that compare or contrast any desert features you choose. \_\_\_\_\_

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## Encyclofact: Save It, Use It

### Guided Reading

#### Supports

- Charts, diagrams, photographs, and captions support text
- Clear headings and topic sentences on each page or double-page spread
- Simple explanations and descriptions for some topic-specific terms

#### Challenges

- Some terms not explained in the text
- Some terms, concepts, and vocabulary may be unfamiliar
- Some charts and diagrams may need interpretation

#### Teaching Focuses

Help students to:

- Use reading strategies for understanding unknown vocabulary and for solving unknown words.
- Make predictions about text based on the title, contents page, photos, and diagrams.
- Interpret charts and diagrams and use information to clarify understandings.
- Clarify concepts and topic-specific vocabulary.

#### Introducing the Text

- Ask the students to make predictions.  
*What clues do the cover, title, contents page, and graphics give you about the contents of the article?*
- Look at the rest of the headings in the text together. Ascertain what the students already know about each heading topic. List on the *Before* portion of a *Before/After* chart.  
*What do you know about these topics? – What is recycling? Why do we recycle? What can be recycled? How can we reduce pollution? What are natural resources? Which ones are renewable/not renewable?*
- Familiarize the students with the glossary and index.  
*Find the meaning of compost in the glossary.*

*Locate compost in the index. Where can you find more? What do pages 6 and 27 tell you about compost?*

- Set a focus for reading.

*Find and mark the new fact that you feel is the most important. Be ready to justify your choice.*

#### Reading the Text

- Ask the students to try to clarify any new terms they encounter as they read the text.

*If there are some terms you are unsure of, see if you can find an explanation as you read. If you can't find an explanation, write the word down to discuss with me or the group. Remember to use the glossary and index to help you.*

- Remind the students to look at the photos, labels, charts, and diagrams and relate these to the heading and text on each page.
- Observe the students as they read. Encourage them to interact with the meaning of the text and review strategies if necessary.

#### Discussing the Text

- Revisit the focus for reading. Record the students' new ideas on the *After* part of chart. If necessary, ask questions to gain information about main ideas.
- Clarify the meanings of any words that proved difficult while the students were reading, or any words they could not analyze. Establish that students understand other topic-specific vocabulary in the text – *usable products, pollution, waste disposal, raw natural product, restricted, industrial waste, agricultural waste, organic, toxins*.  
*What does it mean? How can you confirm the meaning?*
- Use questions to encourage the students to locate specific definitions of terms used in the text.  
*What is recycling, natural resources, renewable resources, sanitary landfills, leachate? Find and read the part of the text that tells you. Remember to use the index and the glossary.*
- Discuss with students the ways we can help reduce waste and pollution.

# Save It, Use It

Name \_\_\_\_\_

Use the text and the glossary and index to find definitions for the following terms.

| Word                | Page | Definition |
|---------------------|------|------------|
| recycling           |      |            |
| natural resources   |      |            |
| leachate            |      |            |
| renewable resources |      |            |
| sanitary landfills  |      |            |

What can be recycled? \_\_\_\_\_

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What are the reasons for recycling? \_\_\_\_\_

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Suggest ways we can help to reduce litter and pollution. \_\_\_\_\_

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## Encyclofact: In, On, and Under Guided Reading

### Supports

- Clear headings and topic sentences on each page or double-page spread
- Simple explanations and descriptions, using predictable language structures
- Table of contents

### Challenges

- Topic, concepts, and vocabulary may be unfamiliar
- Chart analysis may be challenging
- Some terms not fully explained in the text

### Teaching Focuses

Help students to:

- Gain specific information from the text.
- Interpret charts.
- Clarify topic-specific concepts and vocabulary.
- Use appropriate reading strategies.

### Introducing the Text

- Ask the students to make predictions about the contents of the article.

*What information do you think this article contains? What clues do the title, contents page, icons, and photos give you?*

- Ascertain what the students already know about subjects contained in the headings on page 11.  
*Discuss what you already know about water sports that can be played in the water, on the water, and under the water. What equipment do you need for these? How do you stay safe in or near the water?*

- Familiarize the students with the charts on pages 12 and 19 of the article.

*What information can you learn from this diagram? How do you read it?*

### Reading the Text

- Familiarize the students with the glossary and index.

*Can you find the meaning of vessel in the glossary? How do you use the index? Locate life jacket in the index. Where do you go to find out more? What does page 13 tell you about life jackets?*

- Guide the students to link descriptions in text to details in the captions and photographs.
- Review strategies to use when the students don't know the meaning of a word.
- Have the students check their predictions as they read, using the illustrations and information gained from the reading of the text.  
*Were your initial predictions correct? Have you gathered any new information?*

### Discussing the Text

- Discuss the various water sports.  
*What sports does the article tell you are done on, in, and under the water? What equipment do you need for these sports?*
- Help the students interpret the chart on page 12.  
*Find the sports that can be done in the water as individuals. Find the sports that can be done in the water as a team. What sports can be done on the water as individuals? on the water as a team? under the water as individuals? under the water as a team?*
- Clarify the meanings of any words that proved difficult while the students were reading, or any words they could not analyze.  
*What action did you take? What did you find out? Locate the word or phrase – freestyle, backstroke, breast stroke, butterfly, enclosed, double-bladed paddle, coral reefs, air cylinder. What does it mean?*
- Ask the students questions to locate specific definitions of terms used in the text.  
*What is scuba diving, snorkeling, synchronized swimming, water polo, a JIM suit? Find and read the part of the text that tells you.*
- Discuss wearing life jackets.  
*When should you wear a life jacket? Substantiate your answer in the text. Use the index to help you.*

# In, On, and Under

Name \_\_\_\_\_

List the sports in the article under the headings shown. Add any others you can think of.

| In the water | On the water | Under the water |
|--------------|--------------|-----------------|
|              |              |                 |

Write explanations for the following –

Water polo \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

JIM suit \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Scuba diver \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A swimming stroke (freestyle, backstroke, butterfly, breast stroke)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Safari** Teacher Notes  
Written by Gill Watt and Lynne Wood

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