

# Amazing Journeys

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Level 22

## Getting ready for reading

Ask the students if they have ever had to make a long journey. *What is hard about making a long journey? How do you know where to go? How do you get food and water? Where do you sleep? Are such journeys easy to make? Could you make these journeys without the help of machines such as cars and aeroplanes?*

## Talking through the book

Give each student a copy of the book. You might say: *This book is about the amazing journeys that some animals make.* Turn to the contents page. Read through it to ensure that the students are familiar with reading the names of the animals listed. If not, turn to the indicated page and show the students a picture of the animal. Ask: *How far do you think this animal travels? What would be difficult about this journey?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

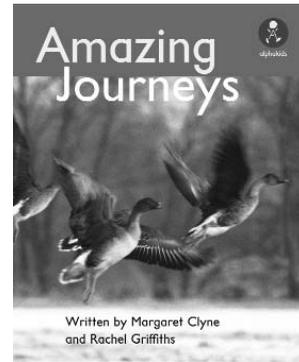
*Why do emperor penguins make their journey?*

*What is amazing about it?*

*Why do some salmon make long journeys?*

*What is amazing about their journey?*

*Do all animals make amazing journeys?*



## TEXT FEATURES

- **This book is an information report about the long and difficult journeys some animals make in their lives.**
- **It has a list of contents and a glossary. Glossary words are highlighted in the text.**
- **The book is organised into chapters with chapter headings and subheadings.**
- **Colour photographs support and enhance the text.**
- **Captions expand the text and provide specific information about the photographs.**



### ***Being a code breaker***

Students could explore the use of adding 's' to indicate the plural form. They could examine what happens to words that end in 'y' when they are made plural.

places, distances, animals, lives, herds, months, plains, thousands, forests, streams, nests, years, rapids, butterflies, wings, risks, journeys

### ***Being a text user***

Discuss:

*Why are some of the words in the book printed in bold?  
How does a glossary work? When should a reader use it?*

### ***Being a text critic***

Discuss:

*What research would the authors need to have done to write this book?  
Where might they have found their information?  
How could you check that it is accurate?*

## Literacy learning centres – follow-up activities

### **WRITING CENTRE 1**

Students could imagine that they are one of the animals presented in the book and write an account of the journey from the animal's point of view.

### **WRITING CENTRE 2**

Students could make a funny cartoon or poem about an amazing journey.

### **TEXT CENTRE**

Students could rank the journeys of the animals in the book from least to most amazing. They could explain why they have ordered the animals in this way, providing evidence from the book.

### **INTERACTIVE LITERACY CENTRE**

Students could work in cooperative pairs to make an amazing facts chart. The animals could be presented as cut-out flaps with the amazing fact written underneath.

### **WORD CENTRE**

Students could list and classify words in the singular and the plural to investigate adding 's'.

Words ending in 'y'		Other words	
Singular	Plural	Singular	Plural
butterfly	butterflies	penguin	penguins
journey	journeys		

**Keeping track**

Observing each student as they read the book provides opportunity to utilise the records of reading behaviours analysis to determine the cueing system/s the student is using to read the book.