Springboard

Connect

25a The Lion Lights

25b Chilly Dog!

25c Heroes of the Wilderness

25d The Great Christmas Island Red Crab Migration

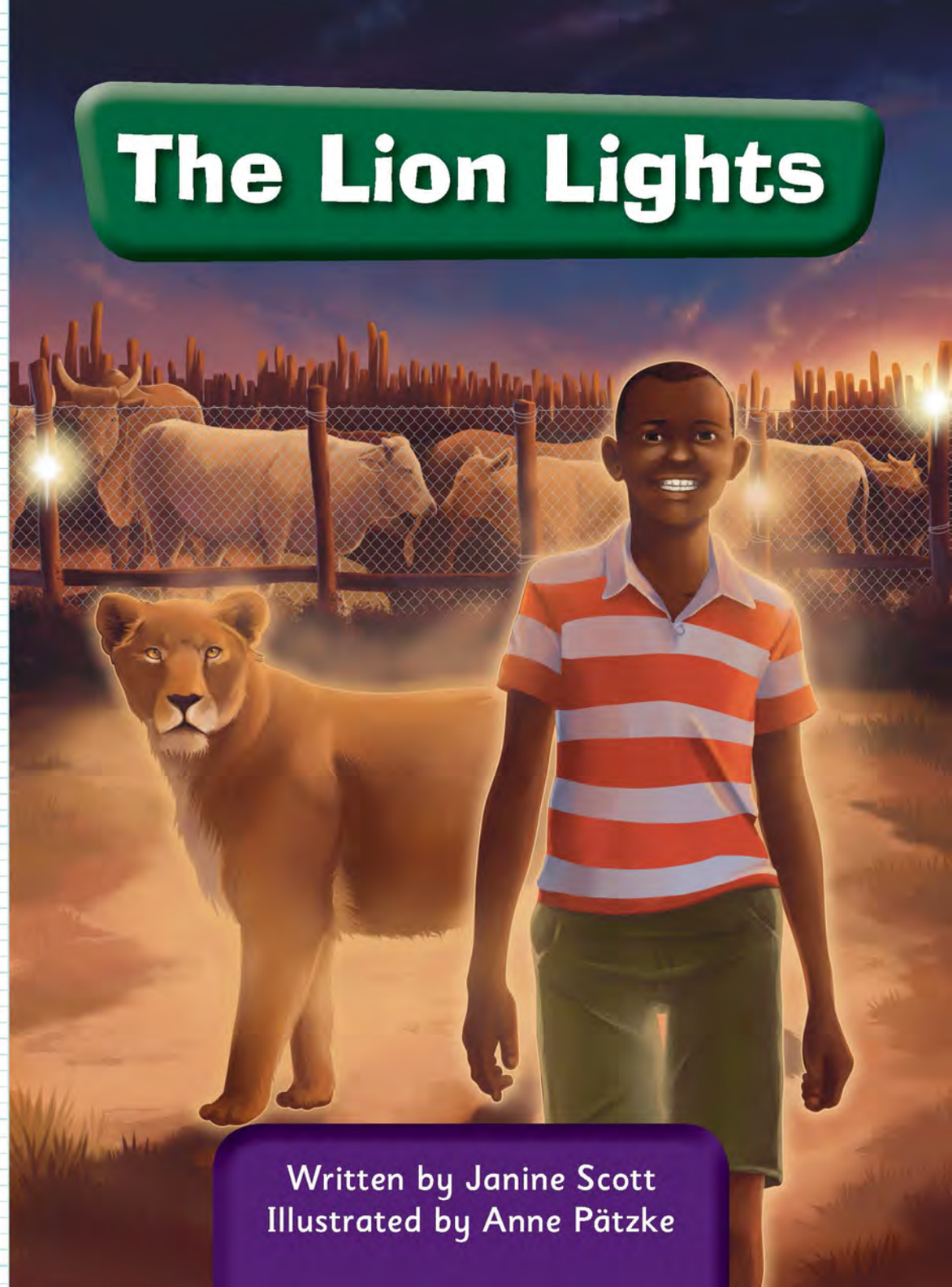
25e Birds and Pterosaurs

macmillan education

ISBN 978-1-4586-4854-9

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The Lion Lights



Written by Janine Scott

Illustrated by Anne Pätzke

Word Count	747
Text Type	Literary Recount
High-Frequency Word Focus	during, land, light
Content Words	cattle, flames, idea, invention, lions, predators, solution, valuable
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	suffixes *ed*, *ing*, *s*; paragraphs; verbs; root words

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Published by
Macmillan Education Australia Pty Ltd
Level 1, 15–19 Claremont Street, South Yarra,
Victoria 3141
www.macmillan.com.au

Edited by Berit Bolstad and Vaishali Batra
Designed by Pio Mulipola
Printed in China
10 9 8 7 6 5 4 3 2 1
ISBN: 978-1-4586-4854-9



For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students if they know of ways people try to keep animals such as birds, possums, and snails away from certain parts of their gardens. Ask if they know how effective the deterrents are.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the illustration on the cover. Turn to the title page and read the title. Have students note that the book is based on a true story. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about problems with lions, they will talk about paragraphs, verbs, root words, and the suffixes *ing*, *s*, and *ed*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What job does Richard have? What problem does he face? How does Richard solve the problem? How does Richard help others? What effect does Richard's invention have on his life? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Use the text on page 6 to discuss how the author has used words such as *terrible* and *valuable* to help the reader get a vivid understanding of the situation. Ask students to describe how they felt when they read the sentences containing these words.

Language

Text structure and organisation: Focusing on page 20, ask students why the text is divided into two paragraphs. Discuss the main idea in the first sentence of each paragraph and the detail that follows. Repeat the exercise with the text on page 24.

Expressing and developing ideas: Focusing on page 8, point out the words *worked*, *parts*, and *tinkering*. Have students identify the root word in each. Ask them how the addition of the suffixes *ed*, *s*, and *ing* changes these words. Have students make a list of words to which each of the three suffixes could be added.

Draw attention to the words *jumped*, *said*, and *think* on page 10. Discuss the different kinds of verbs – action, saying, and thinking words. Have students search the text for and list other verbs that fit into each category.

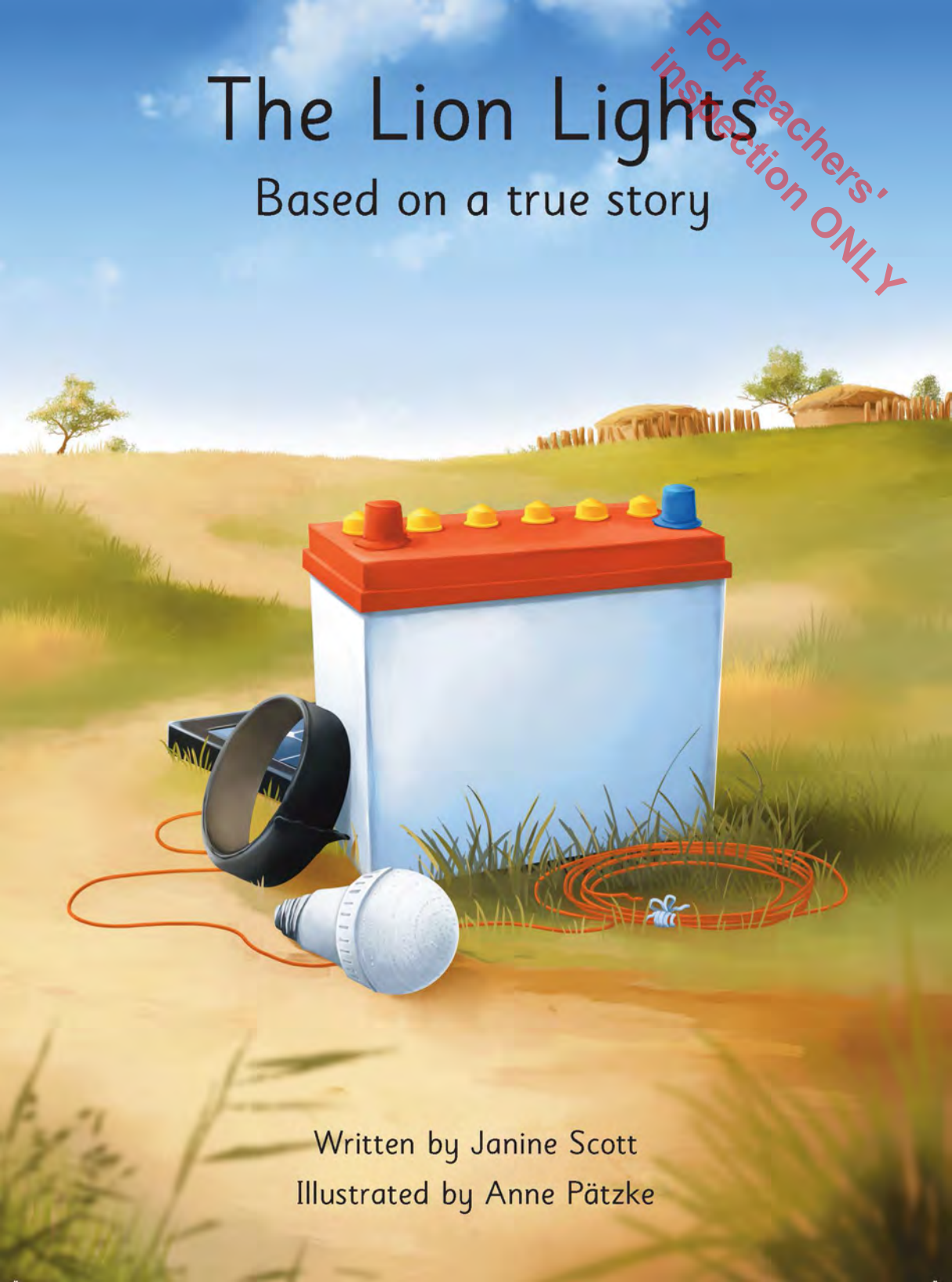
PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

The Lion Lights

Based on a true story

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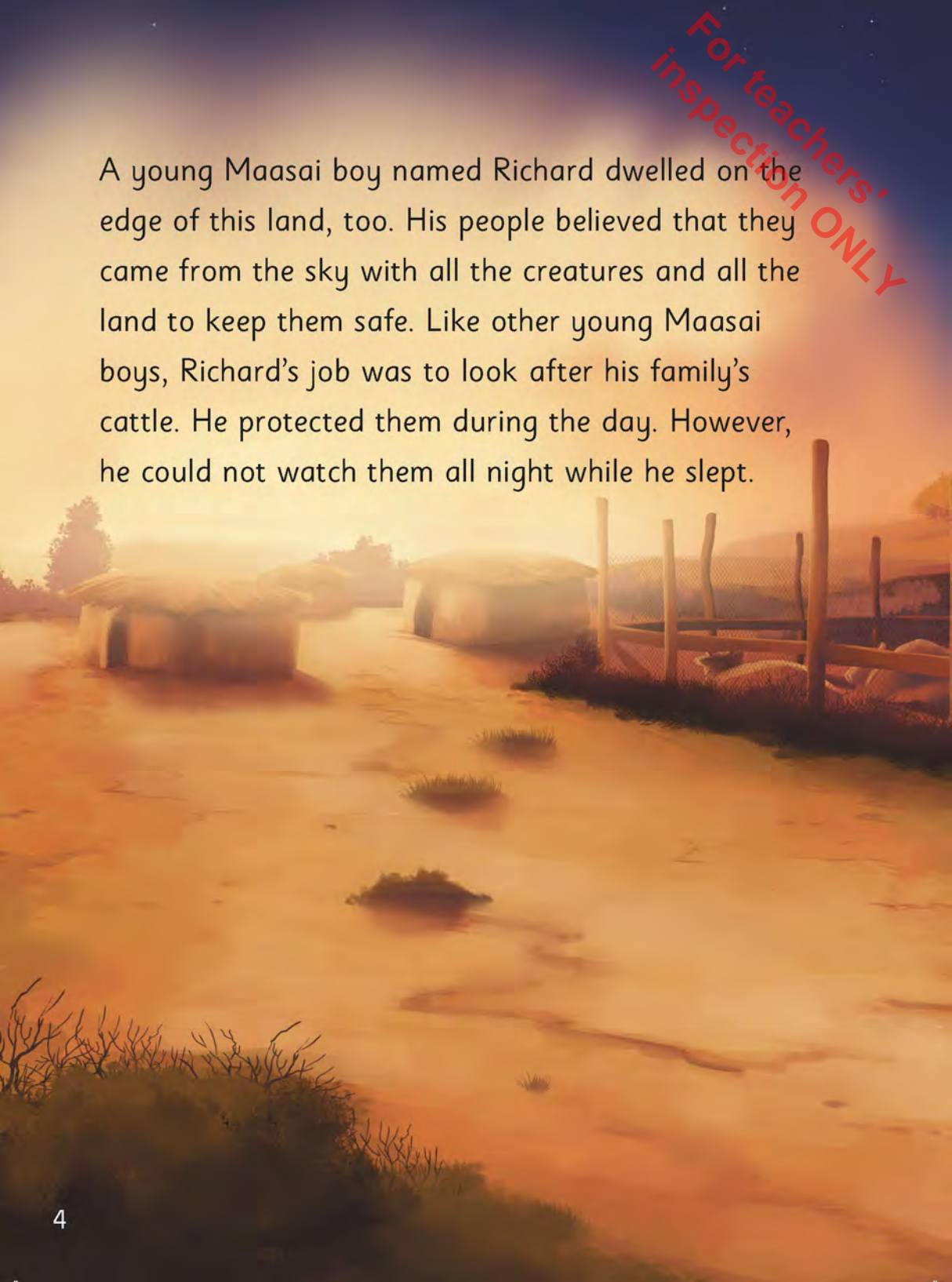
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In the grassy lands of Kenya, Africa, in the southern part of Nairobi National Park, wild creatures roamed free. There were no fences around this land. Zebras and other herds could come and go from the park. Killers roamed this land, too. The killers were lions. During the night, the lions attacked the herds.





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A young Maasai boy named Richard dwelled on the edge of this land, too. His people believed that they came from the sky with all the creatures and all the land to keep them safe. Like other young Maasai boys, Richard's job was to look after his family's cattle. He protected them during the day. However, he could not watch them all night while he slept.

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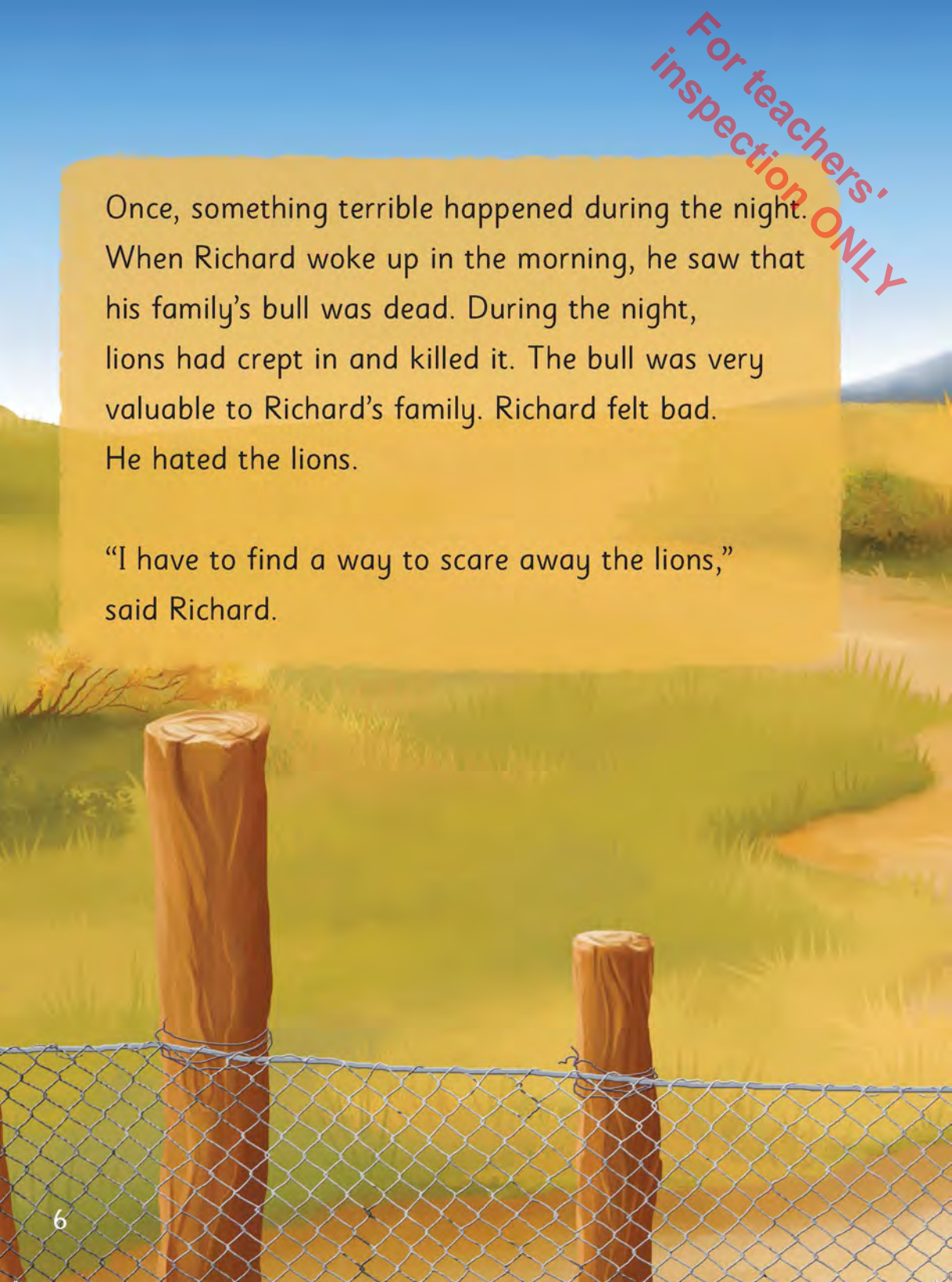


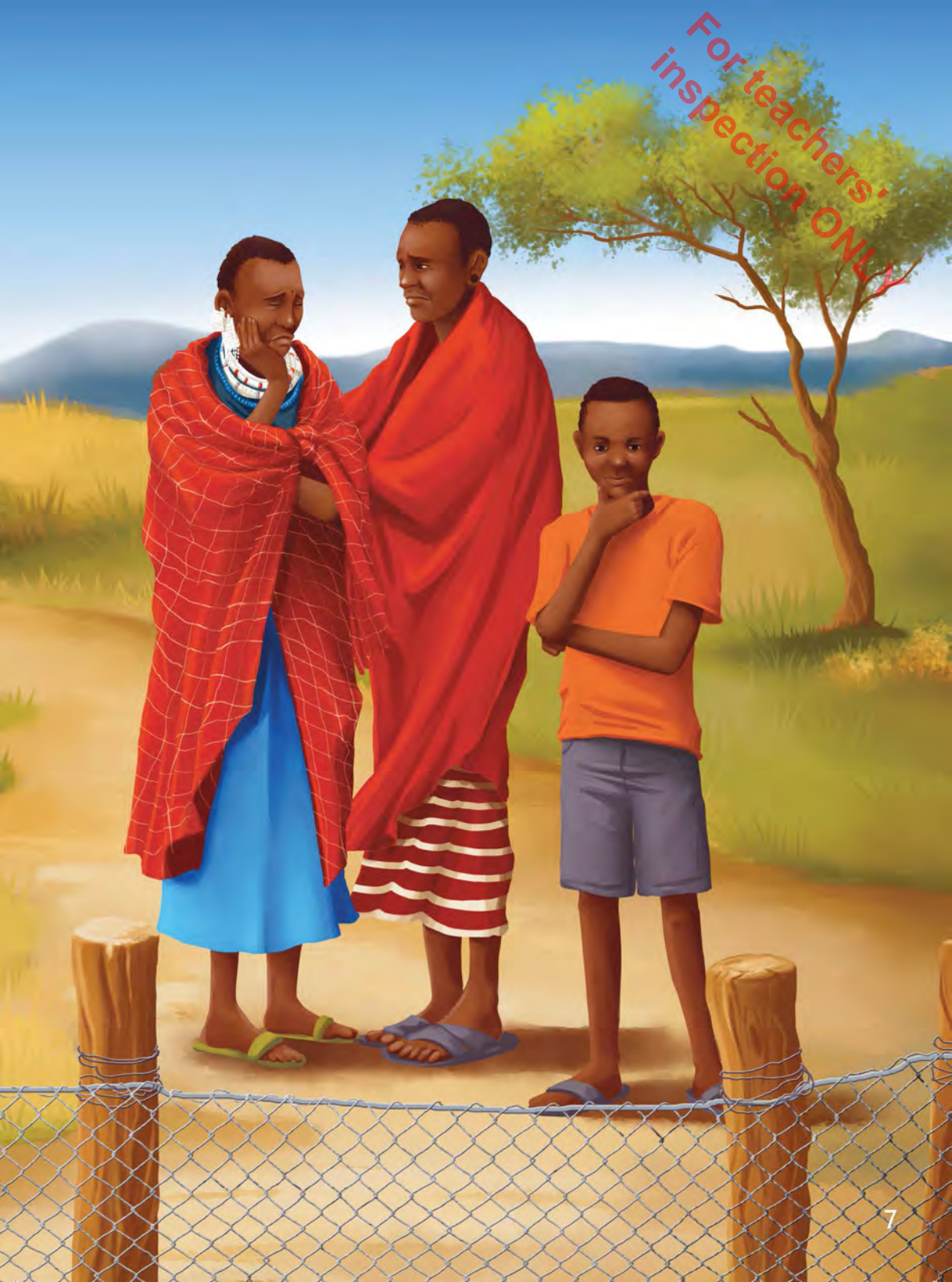
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Once, something terrible happened during the night. When Richard woke up in the morning, he saw that his family's bull was dead. During the night, lions had crept in and killed it. The bull was very valuable to Richard's family. Richard felt bad. He hated the lions.

"I have to find a way to scare away the lions," said Richard.





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