Winners! teacher notes adhere to the following format:

A general introduction to the book

A table of article information for the main articles

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<th>Text Type</th>
<th>Science Concepts</th>
<th>Vocabulary Not Glossarized</th>
<th>Visual Literacy Features</th>
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A table of outcomes, activities, and assessment for the main articles

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<th>Language Mode</th>
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A suggested teaching sequence for each article. The teaching sequence for the main articles has sections for before, during, and after reading. Within these, there are opportunities for you to demonstrate and teach, and for the students to apply learning. The notes also contain overhead transparencies for demonstration and blacklines for the students to complete.

A wrap-up of the book
**Eucalyptus Trees**

**Introduce the Book**

Read the title to the students and have them look at the cover photo. Discuss this photo as it relates to the title. Introduce the discussion by asking questions such as:

- *What can you see in the photo?*
- *Where do you think this eucalyptus tree is growing?*
- *Do you think this tree needs to live in a place where it rains a lot?*
- *What do you notice about this tree?*
- *Why might a eucalyptus tree have a lot of small leaves?*
- *Is this a good cover photo for a book with this title? Why or why not?*

Ask the students to share ideas and experiences of eucalyptus trees. Have the students turn to the contents page. Revise the purpose of the table of contents. Ask the students to share all the information they already know about eucalyptus trees. Fill in the brainstorm map OHT (on page 16) with their responses. Have the students turn to pages 2–3 to establish a purpose for reading. Read the questions with the students. If they answer yes to any of the questions, invite them to share their information and add it to the brainstorm map. If they answer no to any question, explain that as they read the book they need to add their new knowledge to the brainstorm map. Ask the students to read aloud the words at the bottom of the page. Demonstrate how to use the pronunciation guide. Have the students read chorally the words five times to become fluent with the pronunciation. Invite the students to turn to the glossary on page 30. Have them look at the photos and read the glossary words and definitions. Write on the board any words in the glossary definitions that students do not know the meaning of, for example: *carbon dioxide, pollen.* Tell the students that they need to reinforce the meaning of these words as they read.
Eucalyptus Trees

### Article Information

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<tr>
<td>Feature Article</td>
<td>Eucalyptus trees grow and reproduce. Eucalyptus trees are vascular plants. Vascular tissue supports vascular plants. Roots, stems, and leaves all contain vascular tissue.</td>
<td>ash, Australia, branches, eucalypts, eucalyptus, flower, insects, leaves, minerals, native, nectar, ovary, pollen, pollination, process, reproduce, rough, seeds, solids, strips, sunlight</td>
<td>Photos with captions and labels Diagram with labels</td>
<td>also, another, around, because, know, live, many, more, must, name, new, part, still, than, year</td>
<td>Initial blends: branches; drink, drop; flowers; green, ground, grow; plant; process; stamens, stay, still; strips, strong; trap, trees, trunk</td>
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### Outcomes, Activities, Assessment

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<td>Vocabulary</td>
<td>Know common roots derived from Greek words and use this knowledge to analyze the meaning of complex words.</td>
<td>Word web graphic organizer OHT</td>
<td>Fill in word web, using a dictionary to help.</td>
<td>Word web</td>
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<tr>
<td>Reading Comprehension</td>
<td>Make and confirm predictions about text.</td>
<td>Information chart OHT</td>
<td>Read article. Fill in the information chart.</td>
<td>Appropriateness of information</td>
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<tr>
<td>Writing Strategies/Applications</td>
<td>Fill in flow chart to show a process.</td>
<td>Flow chart OHT</td>
<td>Fill in the flow chart.</td>
<td>Appropriateness of information</td>
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<tr>
<td>Speaking and Listening</td>
<td>Present a talk about a process, using note cards made from the flow chart.</td>
<td>Completed flow chart</td>
<td>Students give a talk about a process.</td>
<td>Quality and appropriateness of presentation</td>
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Before Reading

Introduce the Text and Build Background

Have the students turn to pages 4–5 of the book. Read the title of the article. Look at the photo together. Have the students share what they know about eucalypts, or eucalyptus trees. Invite students to tell about any experiences they have of eucalypts.

During Reading

Demonstrate Reading Outcome

Use the information chart OHT (on page 17). Tell the students that a good way to understand new information is to set out what you already know. Have the students turn to pages 4–5. Think aloud how you will use the title and photo on these pages to clarify what you already know about eucalypts. Write a bulleted list in the Known Information column of the OHT, for example:
• Eucalypts grow in Australia
• Koalas eat eucalyptus leaves
• Eucalyptus trees sometimes have no bark

Invite the students to make predictions about what they think they will learn when they read pages 4–5. Write up their predictions in the Predictions column, for example:
• Eucalyptus trees can grow very big and tall
• Eucalyptus trees can grow where there is not much water
• Eucalyptus trees have a lot of leaves

Turn the pages and continue thinking aloud to the end of the article, using the subheadings, photos, and diagrams to clarify what you already know about eucalypts. Hand out the information chart graphic organizer (on page 17) and ask the students to fill in the first two columns independently, as you have shown them.

Review Glossary Vocabulary

Have the students leaf through the article again, looking for the bold-faced words. Have the students read the words to reinforce the pronunciation. Then invite the students to give the meaning of the words or refer back to the glossary to refresh their memories.
**Demonstrate Vocabulary Outcome**

Use the word web graphic organizer (on page 18). Tell the students that some words in English are made up of parts that come from ancient Greek words. Write up the word *eucalyptus*. Tell the students that the first part of this word, *eu*, comes from a Greek word that means *well*. The second part, *calyptus*, comes from a Greek word that means *covered*.

Tell the students that as they read the article, they will find out why the eucalyptus tree has a name that means *well-covered*.

Write up *eu-* in the centre bubble of the word web. Write *eucalyptus* in one of the bubbles. Write up the word *euphonium* in another bubble. Tell the students that this is the name of a musical instrument. Tell the students that the second part of the name means *sound*. Invite them to share ideas about what *euphonium* means (*sounds well* or *a pleasing sound*).

After they have read the article, they will learn about another Greek word that is part of a lot of English words today.

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**Teach Reading Outcome**

Hand out the information chart worksheet (on page 17). Have the students read pages 4–5. They check their predictions, writing Yes or No next to them as appropriate. They add the information they have learned to the New Information column.

Now have the students look at the subheading and photos on pages 6–7. Students add any information they already know about things in the photos to the Known Information column. Invite the students to predict what they will learn about on pages 6–7 and have them write their predictions on the chart.

Now have the students read pages 6–7. They check their predictions, and add the information they have learned to the New Information column.

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**Apply Reading Outcome**

Ask the students to read the rest of the article for themselves, filling out their charts as they read.

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**After Reading**

**Apply Comprehension Outcome**

Discuss the information the students learned from reading the article. Have them share how much they already knew and how much information was new. Add any new information to the brainstorm map.
Apply Vocabulary Outcome

Remind the students that *eucalyptus* comes from two Greek words that mean *well-covered*. Tell the students to look at the photo on page 6. Invite them to tell you what feature of the eucalyptus tree flower gives the tree a name with this meaning.

Hand out the word web graphic organizer (on page 18). Tell the students to find the word *photosynthesis* on page 12. Revise the meaning of this glossary word. Tell the students that *photo* comes from a Greek word that means *light*. Have students write *photo* in the centre bubble on their word chart. Now brainstorm other words that start with *photo* (*photograph, photographer, photo finish, photocopy, photocopier*) and discuss the meanings together. Students can use a dictionary to help them. Have the students add these words to their chart.

Demonstrate Writing Outcome

Use the flow chart graphic organizer (on page 19).

Tell the students that you are going use the flow chart to show them how to put information from the article in order to show a process. The process you want to write about is how a seed grows into a eucalyptus tree. Tell the students that this information is on pages 6–9. Remind the students that it is important to fill in the boxes in the order that events happen, from first to last. Think aloud as you fill in the boxes on the flow chart, for example:

*Let's see, I need to start with the seed. On page 6 it says that the seeds are in pods. Then on page 8 it says that the pods ripen. So in the first box I'll write, seeds in pods ripen. Then what happens? The pods fall to the ground. Sometimes that happens because of a fire. In the second box I'll write, pods fall to the ground, sometimes because of fire. In the third box I'll put what happens next: the seeds fall out. Then, a shoot and root grow. I'll put that in box four. That's my last box. My flow chart shows the four things that happen as a seed grows into a eucalyptus tree.*

Tell the students that they will use the flow chart to help them organize information from the article about another process.

Apply Writing Outcome

Hand out the flow chart graphic organizer (on page 19). Tell the students to turn to pages 6–7. Have the students re-read the page and tell them to use the flow chart to show how birds and insects pollinate eucalyptus flowers. Remind the students to put things in the order that they happen, from first to last.
**Demonstrate Oral Language Outcome**

Tell the students that you are going to show them how to give a talk about how a seed grows into a eucalyptus tree. You are going to use the flow chart you filled in earlier to help you. First, you are going to number the squares on the flow chart. Now cut out the squares and glue them onto cards. Show the students how to use the cards as notes to help you give a short talk. Remind the students to greet the audience, and tell them what they are going to speak about, for example:

*Good afternoon, everyone. My talk today is about how a seed grows into a eucalyptus tree. First...*

**Apply Oral Language Outcome**

Have the students number and cut up their flow charts to prepare note cards. Tell them to use the cards to help them rehearse and present a talk about how birds and insects pollinate eucalyptus flowers.

**High-Frequency Words and Phrases**

Teach or revise high-frequency words and phonics as necessary.
Focus on Photosynthesis

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<tbody>
<tr>
<td>Explanation</td>
<td>Eucalyptus trees grow and reproduce.</td>
<td>breathe, carbon dioxide, eucalypts, gas, leaves, oxygen, sunlight</td>
<td>Photo, Flow charts, Photo montage, Speech bubble</td>
<td>air, around, give, know, live, need, people, place, world</td>
<td>Initial blends: from; green, grow; place, plant; process; special; starts; strong; traps, tree</td>
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Outcomes, Activities, Assessment

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<td>Word chart graphic organizer OHT</td>
<td>Fill in word chart.</td>
<td>Appropriateness of words</td>
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<tr>
<td>Reading Comprehension</td>
<td>Extract information from factual text.</td>
<td></td>
<td>Read article. Answer questions.</td>
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<td>Writing Strategies/Applications</td>
<td>Write a paragraph with a topic sentence and supporting details.</td>
<td>Paragraph graphic organizer OHT</td>
<td>Use paragraph graphic organizer to write a paragraph.</td>
<td>Paragraph with all the features and appropriate information</td>
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Before Reading

Introduce the Text and Build Background

Have the students turn to page 14 and read the title of the article. Have them look at the photo and flow chart. Discuss with the students what they already know about photosynthesis from reading the previous article.

Review Glossary Vocabulary

Revise the glossary words chlorophyll, energy, and photosynthesis. Have the students read the words to reinforce the pronunciation. Then invite the students to give the meaning of the words or refer back to the glossary to refresh their memories.
During Reading

Demonstrate Vocabulary Outcome

Use the word chart graphic organizer OHT (on page 20). Tell the students that for many words there is another word which has the opposite meaning. Write up the word start in one column on the chart. Tell the students that start is a doing word, or verb. Write up the word stop in the second column. Tell the students that stop is a verb, too. Stop means the opposite of start. Tell the students that there are a lot more verbs in this article. When they have finished reading, they will fill in the chart with these verbs and their opposites.

Teach Reading Outcome

Have the students read pages 14–15. Tell them that when they have read the paragraph you are going to ask them some questions. They need to read carefully and also look at the other features on the page to help them with comprehension.

After they have finished reading, ask questions such as:

- What is the name for the way that plants make the food they need to grow?
- What does photosynthesis start with?
- Something in the green leaves of plants traps the energy from sunlight. What is it called?
- What two things meet in the chlorophyll? Where do they come from?
- What does the sun’s energy in the chlorophyll do to the carbon dioxide and water?
- What else does this process make?

Discuss with the students how they used the information in the text to help them work out the answers.

Apply Reading Outcome

Ask the students to look at the diagram on pages 16–17 and read the labels. Then ask questions such as:

- Why are there numbers on the labels?
- What do you think a good title for this diagram would be?
- Why is sunlight important?
- What happens in the leaves?
- What do the roots do?
- Which three things make food for the tree?
- How does the food get from the leaves to the rest of the tree?
- What do the leaves do after they have made the food?

Have the students read pages 18–19 by themselves.
After Reading

Apply Comprehension Outcome
Discuss with the students why trees and the process of photosynthesis are important for life on Earth.

Apply Vocabulary Outcome
Hand out the word chart graphic organizer (on page 20). Have the students find the word *starts* on page 14. Tell them to write the base form of this verb in one column of the chart. Ask them to tell you the word with the opposite meaning to *start* and have them write *stop* in the other column of the chart. Have the students find the verb *take in* on page 16. Ask them to find the verb with the opposite meaning on page 17 (*give off*). Have the students add these words to their chart. Work together to find more verbs in the article. Have the students write the base forms (*trap, come, make, carry, send, live, grow*) and the opposites on their chart.

Demonstrate Writing Outcome
Use the paragraph sheet (on page 21).
Tell the students that you are going to use the organizer to show them how to write a paragraph with a title, a topic sentence, and some supporting details. You are going to write the information on pages 16–17 in paragraph form. Think aloud as you write a paragraph about the process of photosynthesis.

Let’s see, pages 16–17 explain the process of photosynthesis, so that can be my title: *Photosynthesis*. Now I need a topic sentence, to say what I am going to write about. How about, *Plants make food in a process called photosynthesis.*
Now for my supporting details. I’ll write these in the same order as the labels on the diagram. I can break up the information in the labels to make two simpler sentences. For example, I can say, *Plants have chlorophyll in their leaves. This traps energy from sunlight. The leaves take in carbon dioxide from the air, too.*
Continue in this way until the model paragraph is complete.

Apply Writing Outcome
Hand out the paragraph sheet (on page 21). Tell the students to turn to pages 18–19. Have the students re-read the pages and tell them to use the paragraph sheet to write a paragraph about what would happen to life on Earth if there were no trees or plants. Remind them to write in complete sentences and use all the features of a paragraph.

High-Frequency Words and Phonics
Teach or revise high-frequency words and phonics as necessary.
Multimedia Information

Explore the multimedia pages with the students.

FAQS

Discuss with the students how they use the Internet to access information. Have them read the FAQS page. Invite the students to formulate further questions that they think may be frequently asked about eucalyptus trees and to which they do not know the answers. List these questions and discuss the keywords that they would use in an Internet search for the answers. Assign the students the task of finding the answers on the Internet. Discuss the answers and also the process they used. Use questions such as these to start the discussion if necessary:

- How many sites did you have to visit in order to find the answers?
- Could you have refined your search better at the outset?
- Are there some sites, for example, Wikipedia, that you go to first?
- How can you check that information you find on the Internet is correct?

Grow Your Own Eucalyptus Trees

Have the students read page 21, then discuss the text together. Use questions such as these to start the discussion if necessary:

- What kind of text is this?
- Have you ever tried to grow a plant from a seed?
- What happened?
- Where would you plant a young eucalyptus tree?

Discuss different kinds of trees and what students know about them, such as how tall they grow and how much land they need. Ask questions such as:

- What kinds of trees do you have in your garden at home, or in the grounds at school?
- What do people need to think about when they plant trees?
- What happens if a tree grows too big or too close to a house, a fence, or some power lines?

Invite the students to use the Internet to find out more about trees and what they need. Have them think of a place where they would like to plant a tree. Students write a description of the place, then use the Internet to find some suitable kinds of trees to plant there.
The Good Oil

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<td>Reading Fluency</td>
<td>Read fluently with expression and intonation</td>
<td>Make a presentation in groups of four</td>
<td>Ability to read fluently with expression</td>
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Before Reading

Introduce the Text and Build Background

Read the title with the students and have them predict what the story is about. Have the students share ideas about where people might find oil in the outback of Australia. Explain to the students that they are going to read this comic strip as if it was a play script. The background colour behind the text will help them know which character is speaking.

Demonstrate Reading Outcome

Read the entire text to the students, changing your voice for each different character. Take time to explain what is happening in the diagram on page 26.

During Reading

Teach Reading Outcome

Have the students read the text along with you, changing their voices appropriately.

Apply Reading Outcome

Assign the students different roles. Have one student be the narrator, who will read the text in the black boxes, the sound effects, and explain what is happening in the diagram on page 26. Have the students practise reading the article until they are fluent. Present readings to the class.
After Reading

Discuss the story with the students. Use starter questions such as:

Where does the boy in the story live?
What is the great idea the boy has at the beginning of the story?
How do you think he feels when he has the idea?
What do people use eucalyptus oil for?
How do you think the people in the story picked the leaves? Did they climb the trees?
How long do you think it took to pick the leaves?
About how much oil do you think they got from the leaves? A cupful? A bucketful?
Do you think the people will be able to make a lot of money quickly?
What would happen if you picked all the leaves off a tree?
Quick & Quiz

Have the students take the quiz. Choose whether you want them to give the answers orally or write their responses (on page 22). You may want to use this as a formal assessment of science concepts, in which case you will not allow them to refer back to the text. If you are using the quiz as an informal assessment, let the students turn to page 32 of the book for clues that will direct them back to the appropriate page for the information.

Learn More

Choose whether you want the students to work independently or in pairs, and in ability groups or mixed ability groups to learn more about animals of the desert.
You may need to specifically teach the following:

• How to use people, and/or books, and/or the Internet to find information
• How to take notes
• How to draw diagrams
• How to order facts
• How to choose subheadings
• How to revise a draft
• How to check spelling, grammar, and punctuation
• How to present work appropriately

Set a time for the research project to be finished. Tell the students the form that the presentation will take.
Wrap-Up

Refer back to the initial brainstorm map organizer. Reread the map. Add to or revise any information on the map. Have the students say where they found the information in the brainstorm map graphic organizer. Record this information in the rectangle.

Discuss the book with the students. Use the following questions as discussion starters if necessary:

What do you now know about eucalyptus trees that you did not know before you started reading?
Why do you think that photosynthesis is an important process?
What made this book easy or hard to understand?
Which article did you like the most? Why?
What did you like best about the book? Why?
Which words did you find hard to pronounce, understand, read?
If you had written the book, what would you have included, left out? Why?
Do you think the author did a good job of giving you information about how eucalyptus trees grow and reproduce?
Could you take some of this information and apply it to other trees in other environments?
How could you use the strategies that you learned while you were reading this book somewhere else?
Name:____________________________
Eucalypts

**Name:**

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Eucalypts

Name: ____________________________________
Focus on Photosynthesis

Word Chart

Name: ____________________________

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Eucalyptus Trees
Focus on Photosynthesis

Name: ______________________________

Title: ________________________________________________________________

Topic sentence: _________________________________________________________

Supporting facts and details: _____________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Name: ______________________________

1. How big can eucalypts grow?
____________________________________________________________________
____________________________________________________________________

2. Name the female part of the eucalypt.
____________________________________________________________________
____________________________________________________________________

3. What is vascular tissue?
____________________________________________________________________
____________________________________________________________________

4. Why do plants need xylem?
____________________________________________________________________
____________________________________________________________________

5. What is phloem used for?
____________________________________________________________________
____________________________________________________________________

6. Where is chlorophyll found?
____________________________________________________________________
____________________________________________________________________

7. Why do eucalypts need to do photosynthesis?
____________________________________________________________________
____________________________________________________________________

8. How do koalas check if eucalyptus leaves are OK to eat?
____________________________________________________________________
____________________________________________________________________