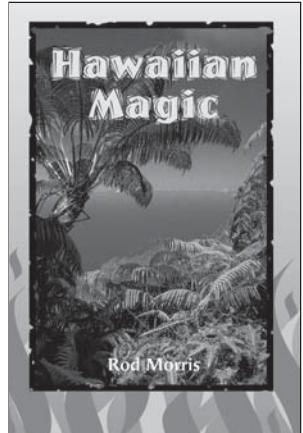


Hawaiian Magic

by Rod Morris



Book Summary

This nonfiction text explains how plants and animals end up on a newly formed island and the changes they have to make to survive there.

Features of the Book

- Labeled diagrams and photographs
- Background textures that support the theme
- The contents page, glossary, and index
- Maps
- Alliteration in the subheadings
- Specialized vocabulary – *pollinate, husk, larva*

Purpose

Hawaiian Magic can be used to introduce and reinforce the following skills:

- using prior knowledge to make predictions;
- exploring the use of adjectives;
- distinguishing between fact and opinion;
- skim-reading to retrieve information;
- displaying information from the text in different ways;
- exploring the effectiveness of the design;
- discussing and creating labeled diagrams.

The Guided Reading Lesson

- Using prior knowledge to make predictions
- Exploring the use of adjectives
- Distinguishing between fact and opinion

Introducing the text

Look at the cover and title of the book.

- *What do you think this book will be about?*
- *Can you tell from the title and cover photograph?*
- *What do you think the word “magic” refers to?*

Ask the students to find Hawaii in an atlas or on a globe.

- *What do you notice about this state?*
- *Where is the closest continent?*
- *Has anyone been to Hawaii? Can you describe it?*

Read the blurb on the back cover together. Ask the students to define the word “island.”

- *How do you think islands are formed?*
- *Where do you think the plants and animals on an island like Hawaii come from?*

Ask the students to read the introduction and chapter 1 independently to discover how the island was formed. Ask them to give an oral summary of page 5 to check their comprehension of the process.

Reading and discussing the text

Look at pages 8 and 9 and discuss the text and labeled diagram. Ask the students to explain how the designer has used such a small space to give a lot of information.

- *What is the purpose of this diagram? Is it effective?*
- *Could all of this information be written as text? Would that be harder or easier to understand?*

The students can now read the rest of the text independently. As they read, they could think about the following question:

- *How do you think people found out where the animals and plants on the island came from in the first place?*

Ask the students to make a list of all the different ways that plants and animals have arrived on the island.

- *Why would the animals need to be good swimmers or fliers?*

→ Reread the description of the silversword on pages 17 to 19. Ask the students to list all the adjectives on these pages.

- *Why are adjectives effective and necessary in these descriptions?*
- *Would the text be interesting to read without them?*

Note how the author has used a mixture of fact and opinion in his writing.

- *Which parts of the description would you call facts? Which are the author's opinion?*



Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Skim-reading to retrieve information

S Displaying information from the text in different ways

→ Ask the students to skim-read the text and to note the new arrivals to the island. Record their initial suggestions on the board as a star diagram.

The students can use the blackline master on page 72 to list the ways that the plants and animals have changed.

S Exploring the effectiveness of the design

→ Ask the students to skim-read the text and to note the different ways that information has been presented (labeled diagrams, fact boxes, photographs, and captions).

Discuss the way that this book has been designed so that the information is clear and can be found and read easily. Discuss alternative ways of presenting the information for each format.

S Discussing and creating labeled diagrams

Revisit the labeled diagrams on pages 9 and 24. Discuss the ways that the information has been shown by using scales and labels and by the layering of images (both diagrams offer comparisons).

Ask the students to use the photographs of the tarweed to create their own labeled comparison diagram.