

# Glowing Green



Alba is part of a **transgenic** art project by artist Eduardo Kac.

**I**n daylight, Alba, a rabbit, looks like a normal white rabbit. But under a black light, a light that makes **ultraviolet light**, Alba's eyes, whiskers, and fur glow green.

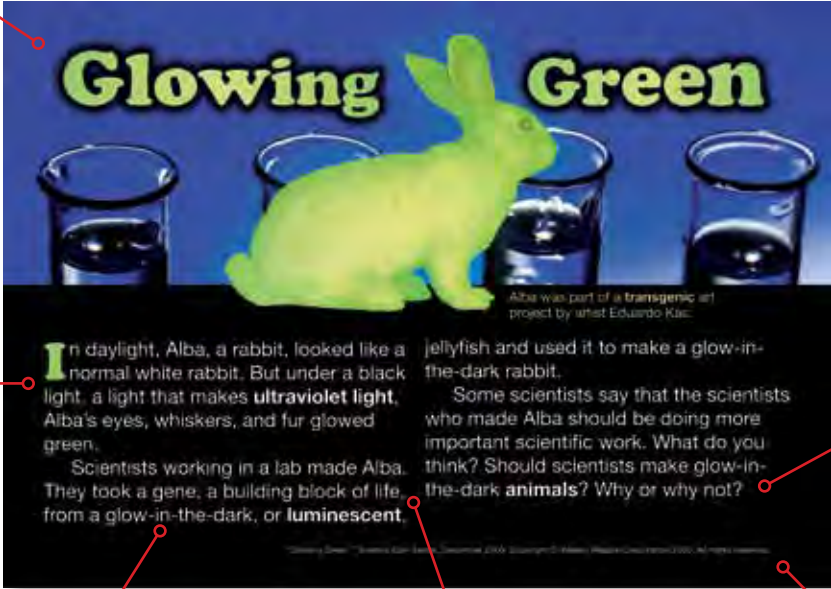
Scientists working in a lab made Alba. They took a gene, a building block of life, from a glow-in-the-dark,

or **luminescent**, jellyfish and used it to make a glow-in-the-dark rabbit.

Some scientists say that the scientists who made Alba should be doing more important scientific work. What do you think? Should scientists make glow-in-the-dark **animals**? Why or why not?

# Glowing Green

Note alliteration and connection of colour between title, font and rabbit image.



This first paragraph explains what glows green and is followed by details explaining where and how.

Asking pupils to develop an opinion engages them with the text.

Why are these words connected with hyphens? Explore the use of hyphens in adjectival phrases.

Commas are used to separate out subordinate clauses that provide information additional to the main sentence.

Using a source gives credibility to the text.



### Lesson focus

Pupils will use their background knowledge and clues in the text to make predictions and draw inferences.



### Text type

Explanation

An explanation is a descriptive account of how something works or why something happens. This text piece contains descriptive and compare/contrast text structure features.

Pages 141–145 of this book include the following vocabulary support for EAL pupils and struggling readers: *animals, luminescent, transgenic, ultraviolet light*

**Follow-up activity**

**Page 18** Co-operative Activities Book



## Lesson focus

In this lesson, you will use your background knowledge and clues in the text to make predictions and draw inferences.



**Note:** Before you begin the lesson, mask the text so only the title shows

### Prior to reading



State the lesson focus. Display the title and read it aloud. Invite the pupils to make predictions (predictions are a type of inference) about the text. Ask them to do this by drawing inferences from the words, font and design of the title. This serves to activate their prior (world) knowledge. Discuss their predictions and model your own.



With your learning partner(s), share one or two predictions about this text.



Display the first paragraph.



Skim and scan the first paragraph.



### Interacting with the text



Read the first paragraph aloud. Model how to check your prediction. For example, "My prediction that this text would be about the environment was wrong. Based on the first paragraph, I now predict that this text is about animals that glow naturally, such as fireflies or glow-worms."



With your partner(s), check the predictions you made. Were they right? Work with your partner(s) to predict what the rest of the text will be about. Remember to use your background knowledge.



Display and read aloud the remaining text.



Based on your knowledge and the information in the text, draw an inference about why you think the scientists made a glow-in-the-dark rabbit. Discuss your inference with your partner(s).



Ask the pupils what they can infer about the line beginning, "Some scientists say that..." Do they think that this experiment was popular with other scientists, and if not, why not?



Think, pair, share about whether you think it is right to make animals glow in the dark. Give reasons for your opinions.



Focus pupils' attention on the caption. Alba was made to glow green for an art project. How does this change the pupils' points of view about the text and whether this was right or wrong?



### Reflecting on the text



With your partner(s), discuss whether or not you can easily draw an inference about the author's viewpoint in the text. If it is not easy to draw an inference, point out a reason why. If you read between the lines of this text, what message do you get?



Facilitate a whole-group discussion about how drawing inferences helped the pupils gain a deeper understanding of the issues in this text.



### Writing activity



Write an opinion piece giving your view about the rabbit in this text. Should the scientists have done this experiment? Give reasons for your view.



# Locks of Love



Hannah Nemiah and her friends once had long hair. Not any more! The 9-year-olds decided to chop off their hair and donate it. To donate means to give to a **charity**. The charity they donated their hair to is called Locks of Love. It is a group that gives wigs to kids who have lost their hair because of illness.




The three girls heard about Locks of Love at school. “I thought it would be nice to donate my hair”, Hannah told *Weekly Reader*. Hannah’s mother called a local salon. The owner helped out by giving the haircuts for free.

After they had their hair cut, the girls were all smiles. “I think it’s nice to help other people”, said Gillian Kennedy, one of the friends.




“Locks of Love.” *Weekly Reader* 3, September 23, 2005. Copyright © Weekly Reader Corporation 2005. All rights reserved.

## Drawing Inferences


### Before reading

-  Read the title.
-  With your learning partner(s), discuss what you predict this text will be about. Discuss what the word “locks” could mean in this text.
-  Skim and scan the text.


### During reading

-  Read the text or listen to the audio.
-  Using clues from the text, discuss what you can infer about Hannah and her friends. Why do you think the girls were “all smiles” after donating their hair?
-  Discuss what inferences you can draw about the owner of the salon. Talk about how you drew your inferences.

### After reading

-  Discuss how drawing inferences helped you to understand this text better.

### Writing activity

-  Work with your partner(s) to fill out the graphic organiser on page 63 of the Reflection Journal.



Name(s):

# Locks of Love

Draw inferences from the text to complete the boxes below:

Our thinking behind the inference

Our inference

Hannah Nemiah and her friends decided to donate their hair

The salon owner gave the haircuts for free

Why the charity is called "Locks of Love"