



Level 10

Book b

Time to Play

Clown About

Freaky Frank

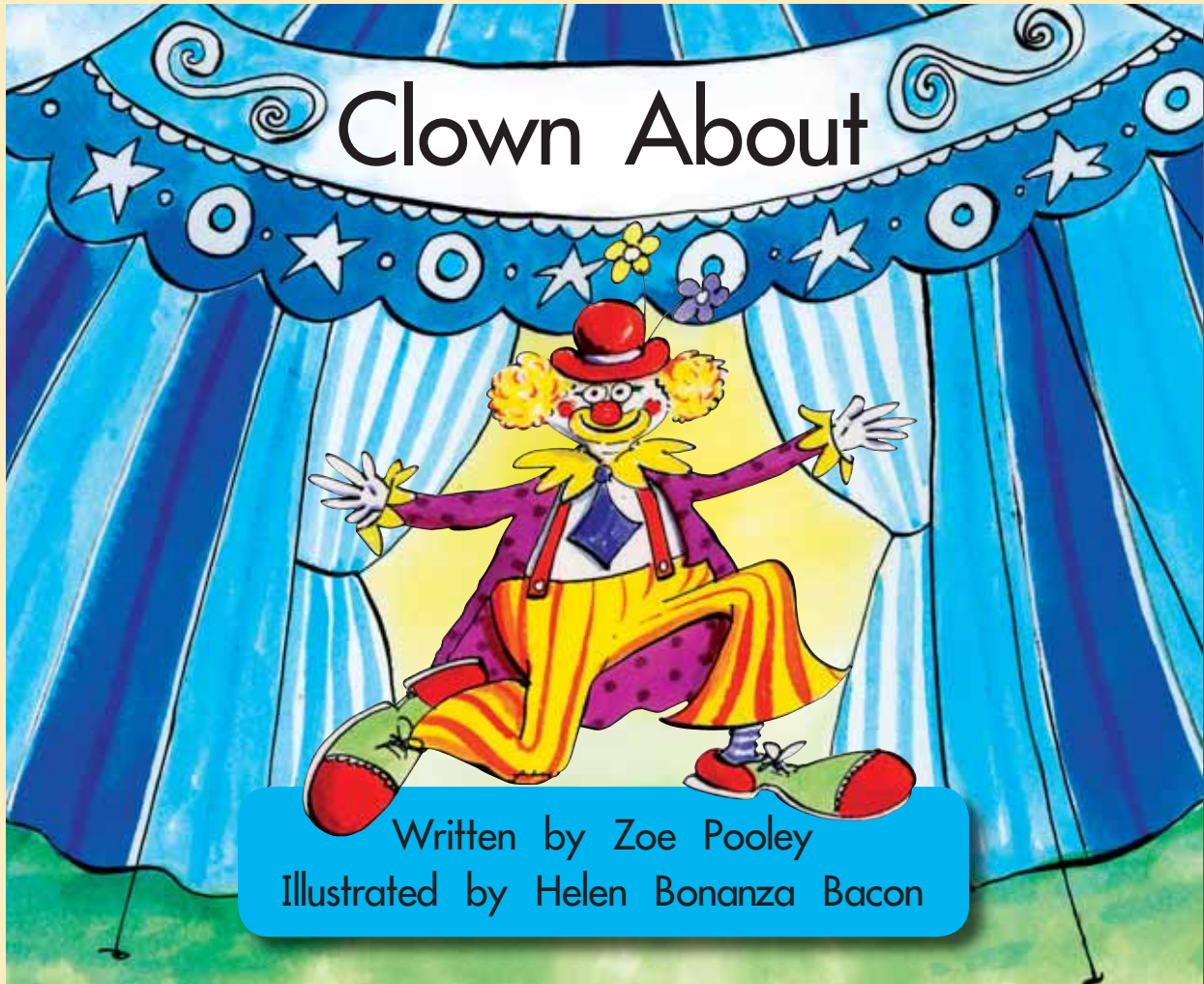
Summer
and Winter

Lenny and
the Comet

A Real Dinosaur

Places Where
Animals Live

A Scarecrow
for the Field



Level	10
Word Count	196
Text Type	Narrative
High Frequency	house
Word/s Introduced	



We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



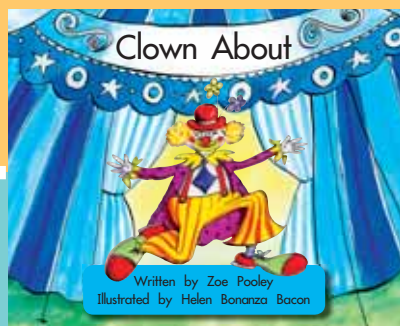
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children what they think this story will be about. Talk about the cover picture. Have the children seen a clown before?



Where is the clown? Talk about the circus and whether or not the children have been to a circus before.



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING

2/3

Ask the children to describe what the clown looks like. Can they describe other clowns they have seen at the circus or on TV? Were they sad clowns or happy clowns?



AFTER READING

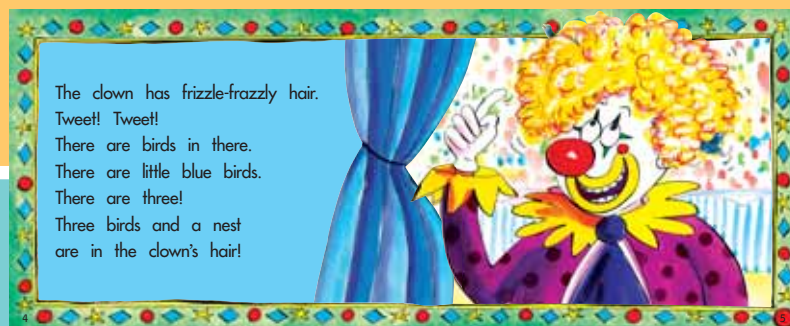
Ask the children what is about to begin. Can they predict what things will happen in the show?

Ask the children to find the word *house*. Have them place the word in their own sentences. Identify the word *clown*. Talk about the *cl* blend. Can the children think of any other words that start with the same *cl* blend?

BEFORE READING

4/5

What is the clown showing us in the picture? Ask the children to say what is in the clown's hair. How many birds are in the clown's hair?



AFTER READING

Ask the children what word describes the clown's hair. Praise them for choosing *frizzle-frazzly*. Ask them what else they notice about the word. Praise them for noticing the sounds that are the same.

What other words describe the clown's hair? Identify the word *There*. Have the children place it in sentences to clarify meaning and use.

Ask the children what the clown is showing us now. How can we describe the clown's shirt?

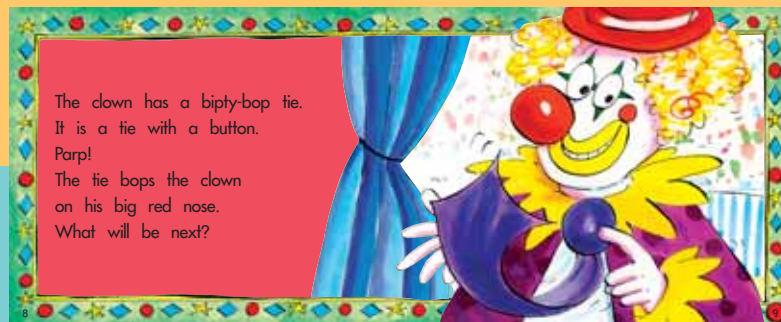


What word in the text is used to describe the clown's shirt?

Ask the children to point to the word *will*. Have the children place it in sentences to clarify meaning and use. Have the children answer the question posed in the text.

Ask the children to explain what is happening in the picture. What is the clown showing us now?

Have the children predict the text. Encourage them to use vocabulary and style similar to that of the author.



Ask the children to tell you what words in the text describe the clown's nose. Have the children answer the question posed in the text.

Ask the children to point to the word *What*. Tell the children it often comes at the start of a question. Have the children place the word in sentences. What word in the text comes from a sound?

BEFORE READING 10/11

Ask the children what the clown is showing us now. Can they describe what he is showing us? Have they seen a jacket like this before?



The clown has a droopy-droop jacket.
Tra-la-la!
The clown dances
a silly clown dance
with his jacket.
He dances in the ring.

AFTER READING

Ask the children what the clown is doing in the ring. Praise them for referring to the text and pointing to the correct words.

Ask the children to identify the word *dance*. Have them place it in sentences to share with the group. Review exclamation marks. What places do we use exclamation marks? Make a list on the board. What word in the text comes from a sound?

BEFORE READING 12/13

Ask the children what the clown is showing us now. What word in the text describes the clown's pants?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



The clown has razzle-dazzly pants.
Rrrrrrip!
The clown's funny fat bottom
rips a hole
in his silly clown pants.

AFTER READING

Have the children find the words *has* and *his*. Ask them to place the words in sentences of their own. Have them find the exclamation mark and discuss its use. Write *clown's funny fat bottom* on the board. What does the apostrophe show? What do the children notice about the word *razzle-dazzly*? What parts are the same? What word comes from a sound?



Ask the children to tell you what the clown is showing us now. What word in the text describes the shoes? Ask the children to look at their own shoes. What words describe the children's shoes?



Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.



The clown has flip-flappy socks.
The socks fall down and...
Crash!
The clown falls over
his crazy down shoes.



Ask the children to identify the word *over*. What word means the opposite of *over*? What word comes from a sound? Identify the *cr* blend in the word *crazy*. Can the children think of other words that start with the same *cr* sound?



Have the children tell you what they liked most about the story and why.



The clown is in the house!
The house is a circus.
Everyone laughs.



Ask the children what the clown makes people do. They should identify the word *laughs* in the text.



Have the children find the word *house*. Identify the *ou* sound in the word. Can the children think of other words with the same *ou* sound? Have the children clap the syllables in the word *everyone*.

10 b Clown About

Name _____

Circle the describing words.

having big time
dances eating red
funny crazy hand
four went had
little silly getting

Put two of the words into sentences.

10 b Clown About

Name _____

Complete the sentences.

The clown ___ a zim-zoomy shirt.

The tie bops the clown
on his big red _____.

The clown dances a _____ clown dance.

The clown _____ razzle-dazzly pants.

The socks _____ down and...Crash!

The house ___ a circus.

Draw your own clown.

