



Level 10

Book c

Time to Play

Clown About

Freaky Frank

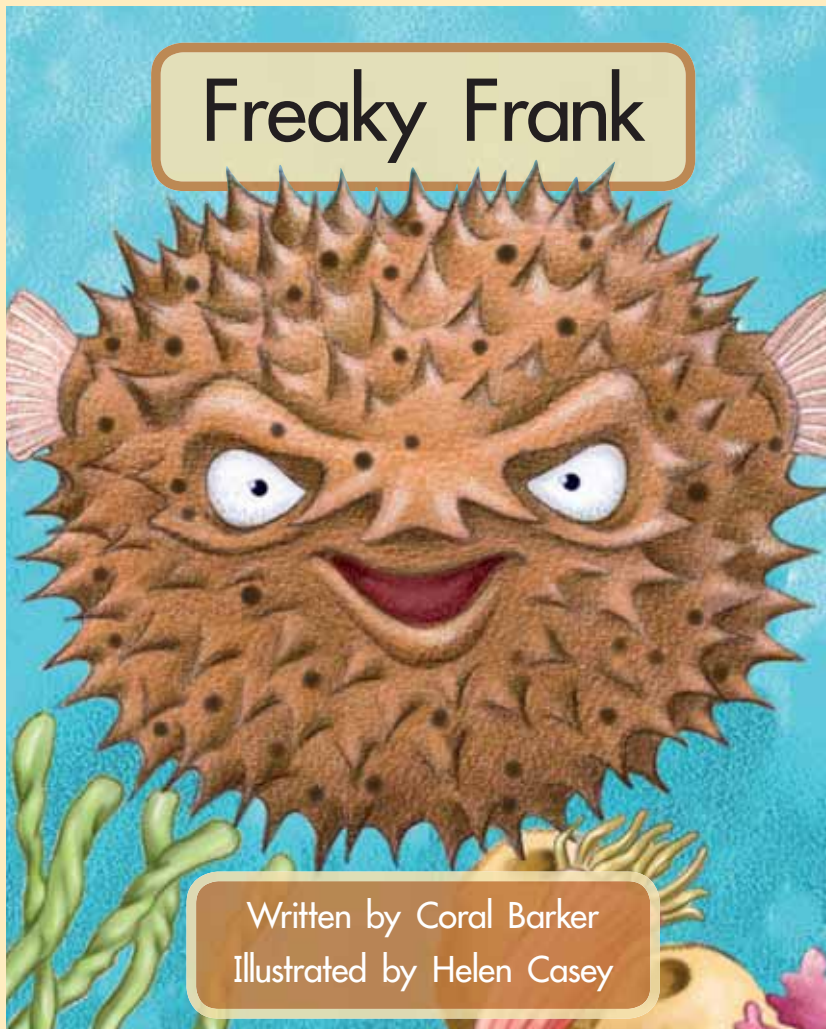
Summer
and Winter

Lenny and
the Comet

A Real Dinosaur

Places Where
Animals Live


A Scarecrow
for the Field





Level	10
Word Count	209
Text Type	Narrative
High Frequency Word/s Introduced	as, had


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)

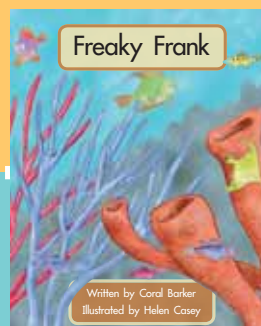
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)


BEFORE READING

Cover & Title Page

 Have the children look at the cover and title page. What might Freaky Frank be? How does Freaky Frank look different from other fish?



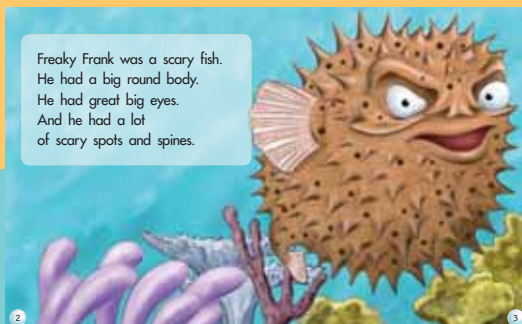
 Ask the children if they have been to an aquarium. Have the children seen a fish like Freaky Frank at an aquarium?

 Ask the children what they notice about Freaky Frank's name. Praise them for noticing that the first two letters are the same in both words. Brainstorm more examples of alliteration, using children's names.

AFTER READING

BEFORE READING 2/3

Ask the children to describe Freaky Frank. Does he look like a friendly fish?



AFTER READING

Ask the children if they would like Freaky Frank as a pet. Why or why not? Have the children find all the words on the page that describe Freaky Frank.

Ask the children to point to the word *had*. Have them place the word in sentences. Identify the *ea* sound in the word *Freaky*. What other words have the same *ea* sound? Do they have the *ea* spelling? List the words on the board.

BEFORE READING 4/5

Is Freaky Frank a friendly fish? Have the children justify their answers by identifying how Frank looks at Sam in the picture.



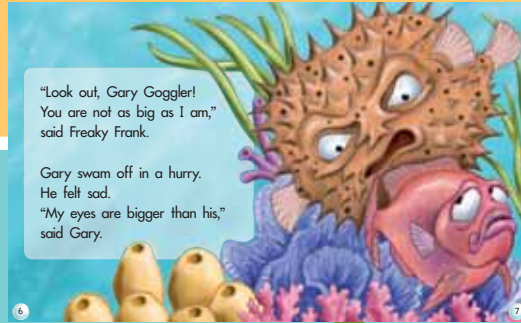
AFTER READING

Ask the children what Freaky Frank says that shows he is not friendly. Is Freaky Frank a bully? Do the children think Sam is scared or worried?

Identify the word *your*. Have the children place it in sentences to clarify meaning and use. Ask the children what they notice about Spotty Sam's name. Praise them for noticing that the first letter is the same in both words.

Ask the children what is happening in the picture. How does this new fish feel? Praise the children for referring to the expression on the new fish's face.

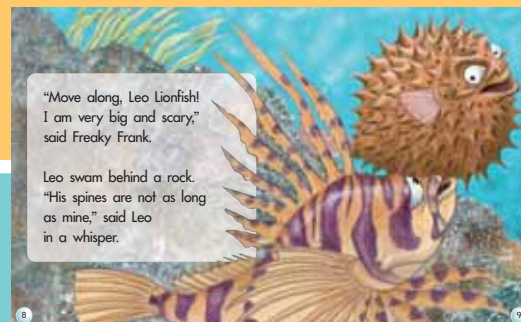
What do the children think the author might be trying to show us? Talk about how the things we say can hurt other people's feelings or make them feel bad.



What did Freaky Frank say to Gary Goggler? How did this make Gary Goggler feel? Can the children think of a time when someone said something that made them feel bad?

Have the children point to the words *big* and *bigger*. How is the meaning different? Discuss comparatives. What other word can we make from the word *big*?

Ask the children to predict what Freaky Frank might say to the next fish. Praise the children for using vocabulary and style similar to that of the author.



Does the illustrator do a good job of showing how the characters are feeling? Why or why not? Ask the children what they would do if they were Leo Lionfish. What would they say to Freaky Frank?

Invite the children to find the word *long*. What word means the opposite of *long*? What endings can we add to *long*? How do they change the meaning of the word?

BEFORE READING 10/11

Ask the children to tell you who the new fish is and why it might be scared by Freaky Frank. Brainstorm words that describe the new fish.

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



AFTER READING

Ask the children if Freaky Frank would scare them if they were fish. How might they feel if they were a tiny seahorse or a big shark? Would they be kind to Freaky Frank?

Review direct speech. Ask the children what they notice about Angela Angelfish's name. Praise them for noticing the part that is the same in both words.

BEFORE READING 12/13

Cover the text and ask the children to tell you what is happening in the picture.

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

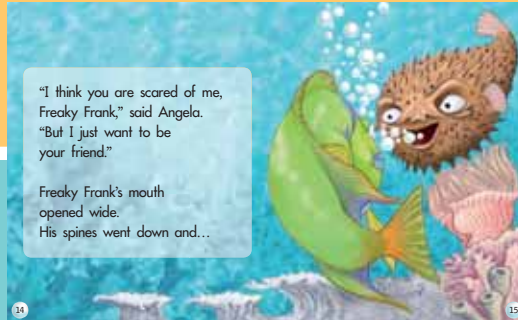


Ask the children what Angela Angelfish said to Freaky Frank. How will the story end?

Identify the word *was*. Have the children place it in sentences to clarify meaning and use. Identify the word *don't*. Tell the children the apostrophe stands in place of a letter. What two words is *don't* made from?

AFTER READING

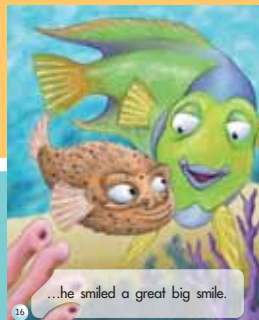
Ask the children to describe what is happening in the picture.



Talk about how bullies can be mean because they are lonely, feel scared, or want people to notice them. What is Angela Angelfish trying to do?

Ask the children to identify the word *Frank's*. What does the apostrophe show? Who owns the mouth? Create other examples using the children's names.

Have the children look at the final picture. What has happened? Why has he changed? How does Freaky Frank feel now?



Talk to the children about a time when they made someone else feel better about themselves.

Talk about what the children liked most about the book. Ask them what they have learned from the book. What lesson is the author trying to teach us? Did she do a good job? Why or why not?

10 c Freaky Frank

Name _____

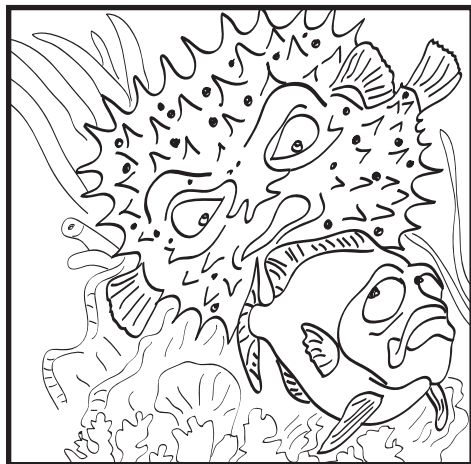
Use the words to label the pictures of Frank.

big

bigger

biggest







10 c Freaky Frank

Name _____

Complete the table.

word	word + er	word + est
	smaller	
		scariest
funny		
		biggest
	longer	

Put two of the words into sentences.
