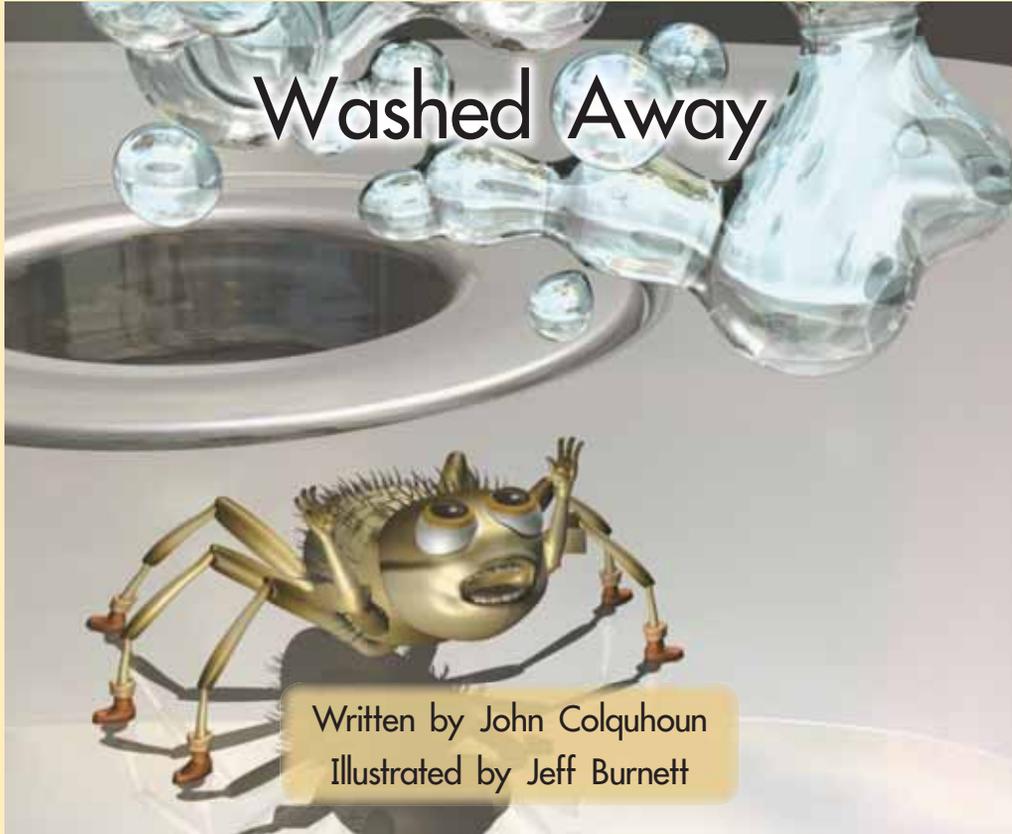




Level 11

Book a



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Illustrated by Jeff Burnett

Level	11
Word Count	217
Text Type	Narrative
High Frequency Word/s Introduced	



Washed Away

Inside Games

Dragons Don't
Eat Meat

Ted and Lees' Book

School Blog

Overnight Train

Big Dogs
Little Dogs

What's That
Smell?

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)

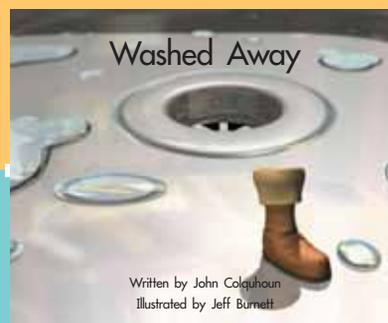
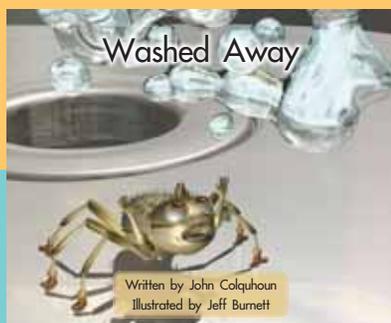
 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Ask the children to describe the front cover and title page. Is this an information book or a story book? How are they different?

 Read the author's and illustrator's names. What do these people do? Have the children written or drawn any stories?



 Ask the children to predict what happens in this story. Who is this creature? Have the children found spiders in their homes? What did they do with the spiders?

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

AFTER READING



Ask the children to look at the picture. How might these spiders be related to each other?



Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



Stan the Spider liked to play in the kitchen.
But Stan's mum did not like him to play there.

"You cannot play in the kitchen," she said.
"It is not a safe place to play."



Ask the children why Stan's mum did not want him to play in the kitchen.



Identify the word *did*. Have the children place it in sentences to clarify meaning and use. Identify the *ch* sound in the word *kitchen*. What other words have the *ch* sound?



Ask the children to describe what is happening in the picture. Did Stan listen to his mum? What might happen next?



Tell the children that punctuation makes a story easier to read. It tells us when to stop and start, and what to do with our voices. Would the story make sense without punctuation?



Stan did not want to listen to his mum.

"I do not care what she says.
I like to play in the kitchen," he said.
So Stan went to play there.



Have the children identify the word *want*. Have them place it in sentences. Revise speech marks. Ask the children to find the words with the *ay* sound.



Ask the children what Stan is doing in the kitchen. Identify the items in the four pictures.



Point out the curved lines to the children. What do the lines show? Is it clear that Stan is jumping on things?



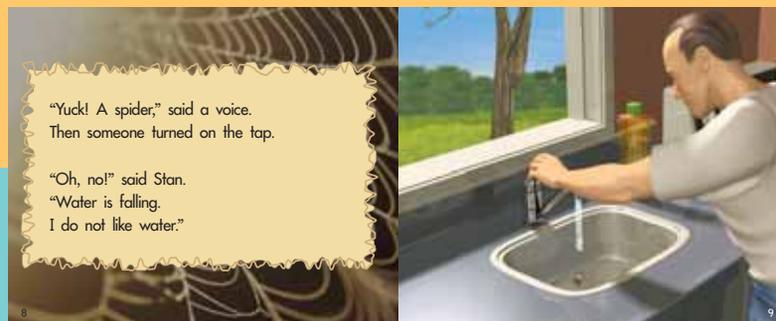
Identify the word *there*. Have the children place it in sentences. Ask them to find the words *to* and *too*. Clarify the difference in meaning by placing the words in sentences. Identify the words *play* and *played*. How are they different? Tell the children the *ed* ending shows something has already happened. Identify the silent *k* in *knives*.



Ask the children what is happening in the picture. How might the man in the kitchen be feeling? How might Stan be feeling?



If the children were Stan, what would they have done? Would they have gone to play in the kitchen? Why or why not?

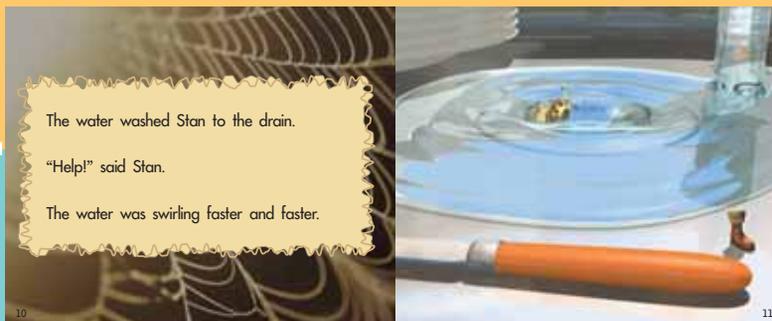


Identify the words *Yuck!* and *Oh, no!* Who says these words? What do exclamation marks mean? How does an exclamation mark change how we read a sentence? Demonstrate how to read *Yuck!* and *Oh, no!*

BEFORE READING 10/11

Have the children tell you what is happening to Stan. Will Stan escape?

Discuss the use of speech marks in the text. Explain that speech marks are used when someone is talking. Locate the speech marks on the page. How do speech marks affect our reading?



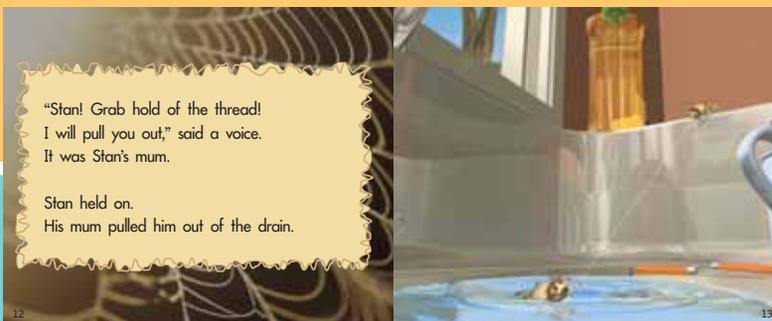
AFTER READING

Ask the children to find the word *washed*. Write other *sh* words on the board. Read them. What part is the same? Write *fast* and *faster* on the board. How is the meaning different? Why has the author repeated the word *faster*? What words describe the water?

BEFORE READING 12/13

Who has come to save Stan? What is Stan's mum doing? Look at the image behind the text and discuss the threads spiders weave.

Have the children think of some text for this picture. What does Stan's mum say? What might Stan say?



AFTER READING

Ask the children to point to the words *Stan's mum*. What does the apostrophe show? Tell the children that it shows the mother spider belongs to Stan. Build other examples of possession using the children's names and possessions. Demonstrate how to read *Stan! Grab hold of the thread!*



Ask the children what is happening. How must Stan be feeling?



Why did Stan's mum not want him to play in the kitchen? Can the children remember any times their parents or guardians helped them out of a difficult situation? How does it feel to know they care?



Ask the children what Stan promised his mum. What would have happened to Stan if his mum had not come to his rescue? What is the lesson of the story?



Ask the children to identify the word *I'm*. What two words is this word made from?



Why does Stan say sorry to his mum? Where is Stan playing now? Do the children think he will be safer here? How will his mum feel now?



Ask the children what they liked about this book. Tell them that parents and guardians often tell children not to do things to keep the children safe.



Ask the children to find the word made from two smaller words. Praise them for finding *outside*. Can the children think of other words with the same *ou* sound?

11 a Washed Away

Name _____

Put the describing words in the sentences.

happy

safe

fun

faster

“It is not a _____ place to play.”

The water was swirling faster and _____.

“Sliding down the fork is _____,” said Stan.

“Jumping on plates makes me _____.”

Circle the things Stan liked to play on.

cups

chairs

taps

books

teacher

knives

plates

forks

wall

11 a Washed Away

Name _____

Write **to** or **too** in the sentences.

“I told you not ___ play in the kitchen,”
said Stan’s mum.

The water washed Stan ___ the drain.

He played on the knives and forks, ___.

“I want ___ play in the sink,” said Stan.

Stan did not want ___ listen ___ his mum.

“Don’t play ___ near the edge.”

Put the words **to** and **too** in sentences.
