



Level 12

Book a

Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

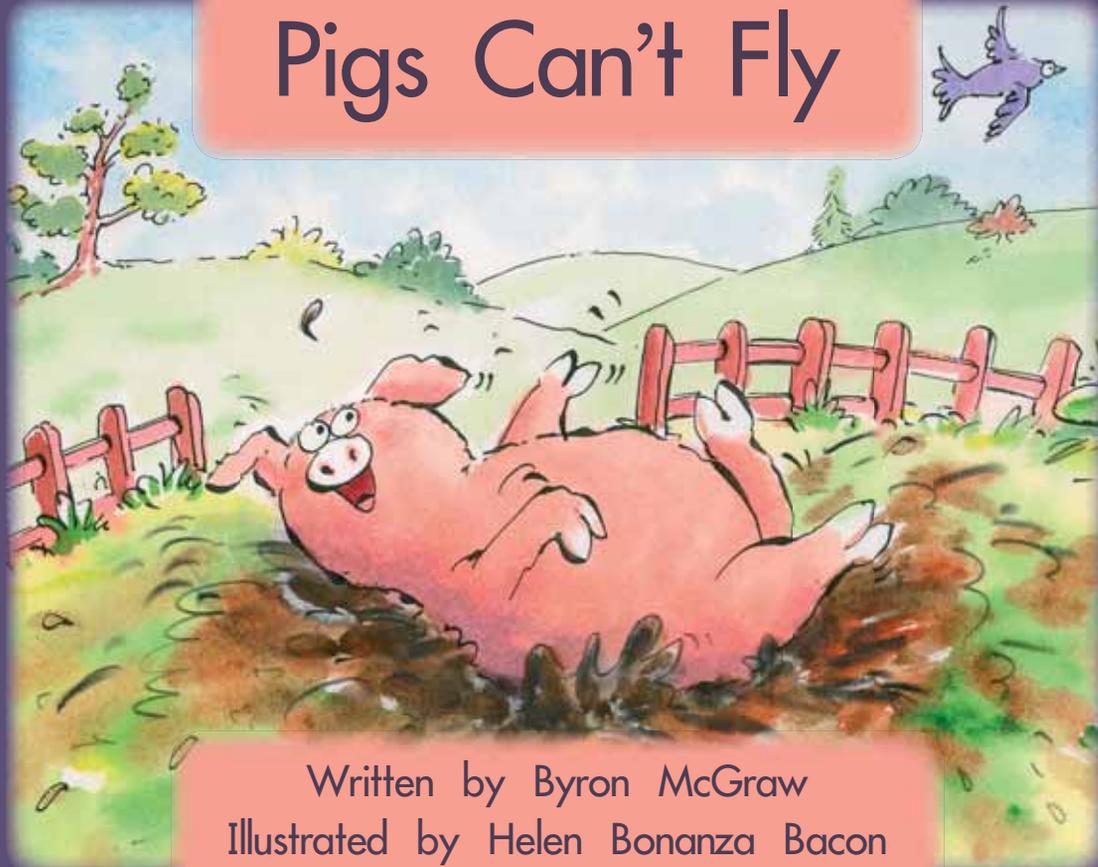
Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

Pigs Can't Fly



Written by Byron McGraw
Illustrated by Helen Bonanza Bacon

Level	12
Word Count	245
Text Type	Narrative
High Frequency	red, very
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

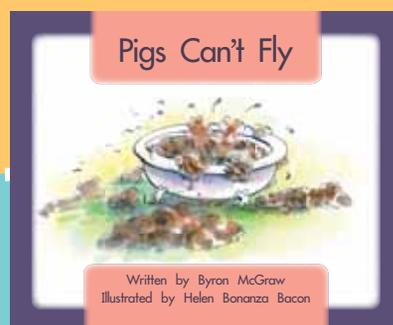
Cover & Title Page



Ask the children what they think the book will be about. Is it a story book or information book? What tells us this?



Talk about the jobs of the author and illustrator. Which job would the children like to do?



Ask the children if pigs can fly. Can they predict the story? What might happen to the pig? Explain the expression.

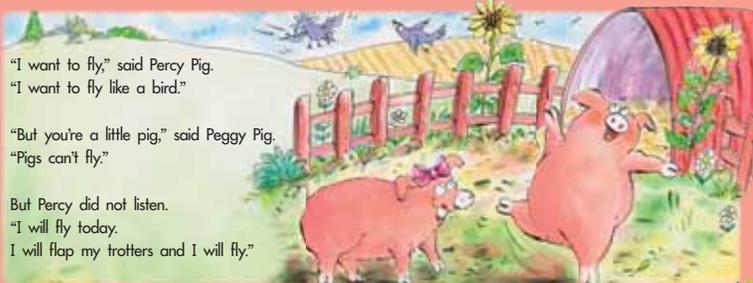


Explain that the word *can't* stands for *cannot*. Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Ask the children to describe the characters. Which is male? Which is female? Where do they live? Do the children like pigs?



AFTER READING

What does Percy Pig want to fly like? What does Peggy Pig say?

Identify the words *fly* and *my*. Identify the sound the *y* ending makes as a vowel. List other examples on the board. Read them together. How many times is *fly* on this page? What word has the *le* ending? Ask the children to find the word *you're*. What letter does the apostrophe replace?

BEFORE READING 4/5

Ask the children to name the new character in the picture. What has Percy done? How is he feeling now? How do we know this?



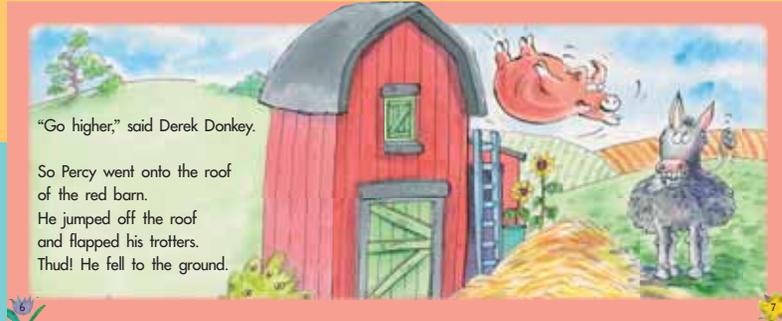
AFTER READING

Ask the children what Percy jumped off. Talk about safety issues. What does Glenda Goose say?

How does the word *very* change the size of the pile of mud? What word comes from a sound? Give the children other examples. Have the children place *of* and *off* in sentences to clarify meaning and use.

Ask the children what Percy is doing now. Will he have a soft landing? What might the donkey say? What do the curved lines around Percy show?

How does punctuation make this story easier to read? It tells us when to stop, start, and what to do with our voices.

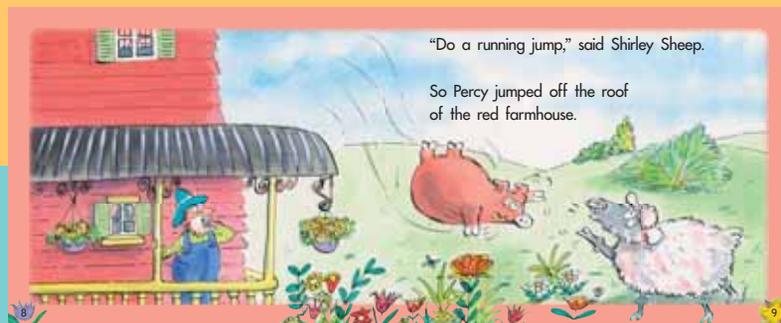


What did Derek Donkey tell Percy to do? What happened to Percy? Did Derek give good advice? What advice would the children give to Percy?

What word describes the barn? Ask the children to find the double *o* word. What word comes from a sound?

Have the children tell you what is happening in this picture. What is this new animal? What might the sheep have said to Percy? Will Percy have a soft landing?

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

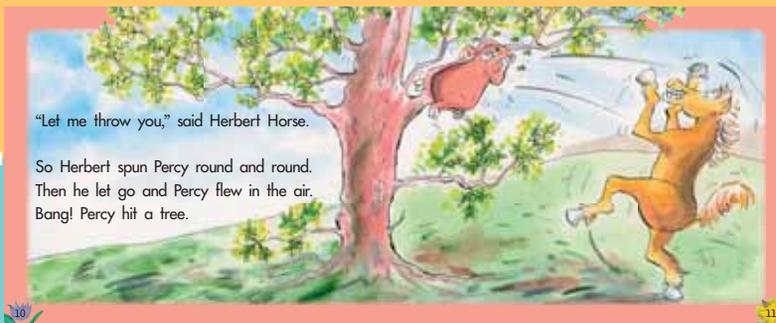


What does Shirley Sheep tell Percy to do? What did Percy Pig jump off?

Point to *Shirley* and *Percy*. What sound does the *y* ending make? What word here is made from two smaller words? Write *Shirley Sheep* on the board. What part is the same in both words? What ending has been added to *jump* to show that something has already happened?

BEFORE READING 10/11

How does the illustrator show movement? Who is moving? Is the horse being helpful? How is Percy feeling at the moment? Can the children think of some text for this picture?



AFTER READING

Ask the children what Herbert did to Percy. What happened to Percy?

Have the children identify the word *flew*. Compare the words *fly* and *flew*. Have the children place them in sentences. Identify the words *Herbert Horse*. What part is the same in both words? What word here comes from a sound?

Pigs Can't Fly

The Speedy Sparrow

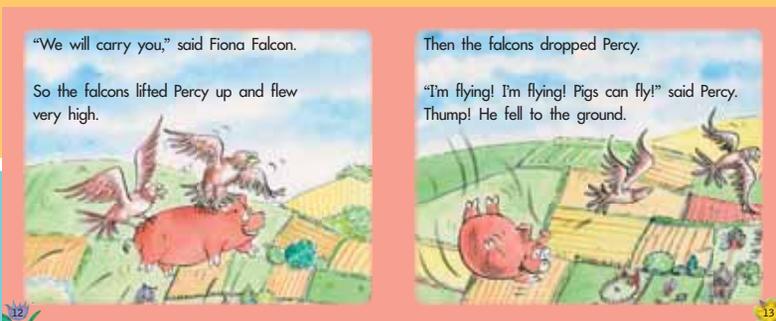
Andy Gets Left Behind

Compost

BEFORE READING 12/13

What is happening in this picture? How might it feel to be able to fly? How does the illustrator show things are moving? Will Percy fly?

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 what the falcons said to Percy. Where do the children think Percy will land?

Have the children find *ground*. What is another word with the *ou* sound? Count the exclamation marks. What do they show? Point to *I'm*. What letter does the apostrophe replace? What word comes from a sound?

Big Ted's Barbecue

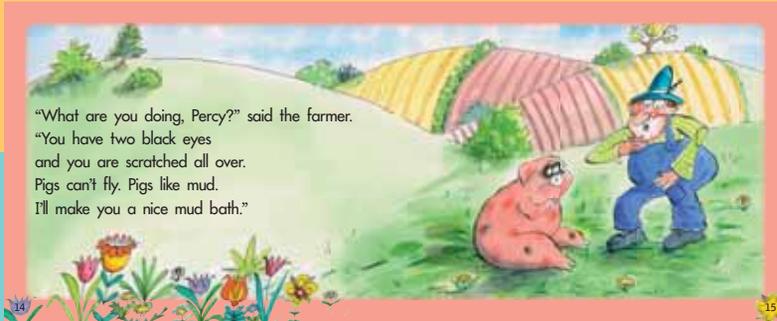
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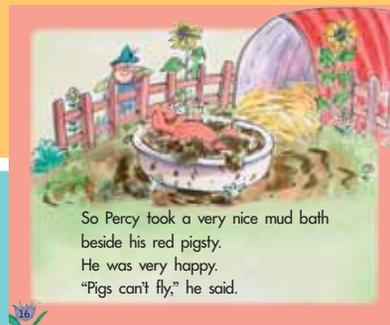
How is Percy feeling?
What might the farmer say to Percy?

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



Have the children point to the word *I'll*. Tell the children the apostrophe replaces two letters. What are they? Where is the question on this page? What is different about how we read a question? How does the illustrator show that Percy is hurt?

Ask the children if they liked the story. Is this a good ending? What would they change? What might the author be trying to teach us? Was he successful?



What words describe Percy's mud bath? What does Percy now understand?

Have the children find the words with *y* endings. Identify the two different sounds the *y* ending makes. Have them find *can't*. What word is *can't* made from?

12 a Pigs Can't Fly

Name _____

Put **red** or **very** in the sentences.

So Percy went onto the roof
of his _____ pigsty.

So the falcons lifted Percy up
and flew _____ high.

So Percy took a _____ nice mud bath
beside his _____ pigsty.

So Percy jumped off the roof
of the _____ farmhouse.

He was _____ happy.

Draw Percy having a bath
on another sheet of paper.

12 a Pigs Can't Fly

Name _____

Draw lines to match the words.

The first one has been done for you.

walk	cried
fly	walked
play	jumped
ride	did
sleep	rode
cry	slept
jump	flew
do	played

Circle the words that come from sounds.

went	flew	ouch
red	pigsty	
splat	mud	bang