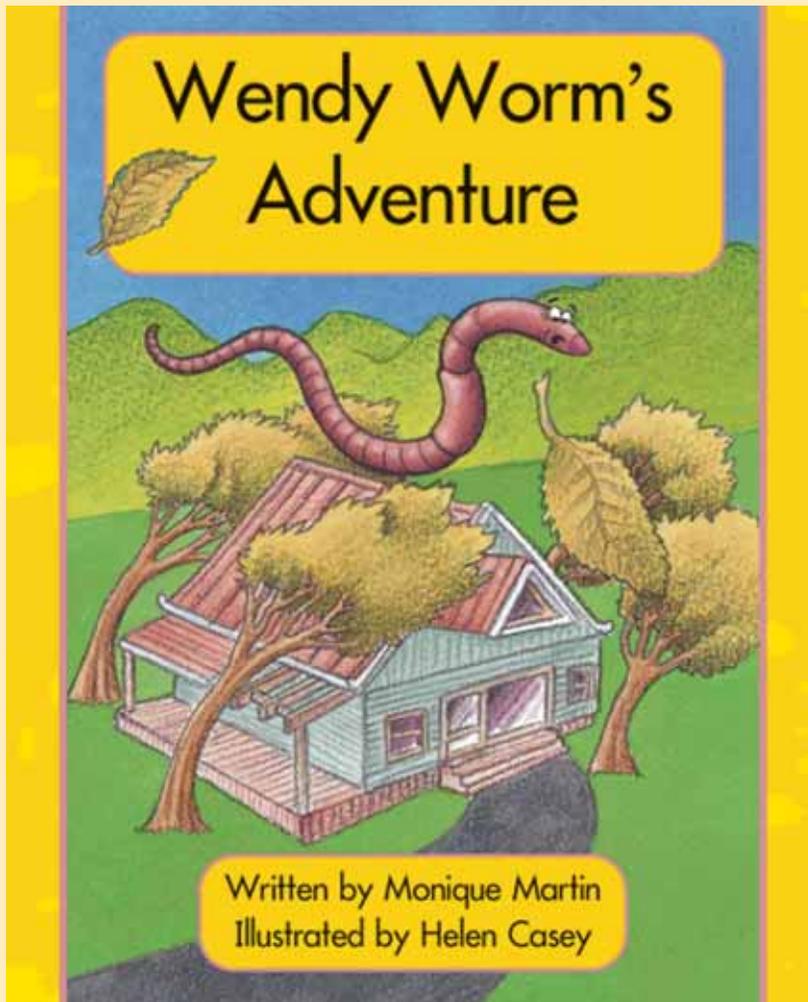




Level 13

Book b



Level	13
Word Count	286
Text Type	Narrative
High Frequency Word/s Introduced	all



Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

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 discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)

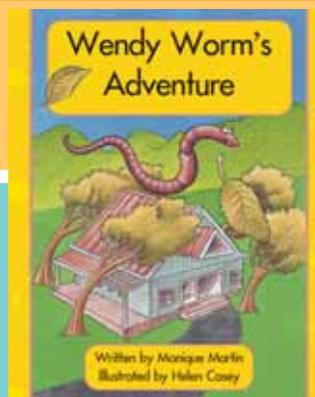


This symbol relates to use (text user)

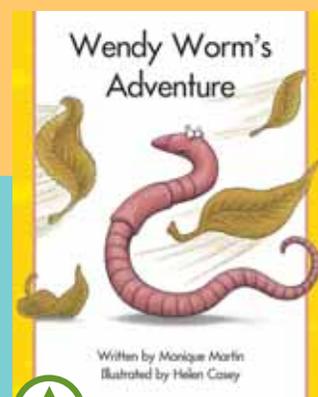
BEFORE READING Cover & Title Page



Think about the title and look at the picture on the cover and title page. What adventure do you think a worm might have? What gives you clues about the type of adventure Wendy has?



Look at the first two words of the title. What sound do they both begin with? Explain to the children that this is called alliteration.



AFTER READING



Think about the text you have read. Discuss the main character. What problems does she have? How does she overcome her problems?

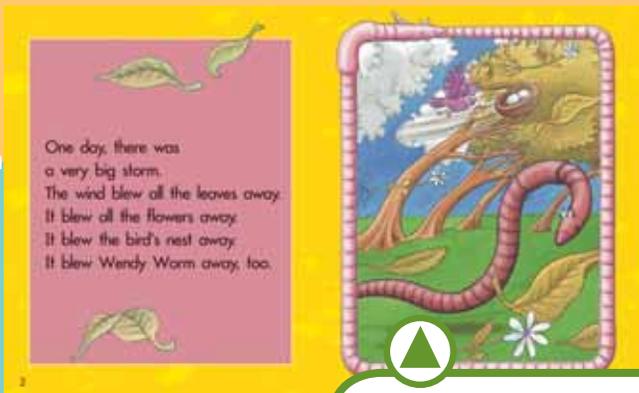


Ask the children if they found any words difficult. How did they work them out? Ask them to show you the difficult word.

BEFORE READING 2/3

What would make the trees bend over like they are in this picture? What makes the wind strong like that? What is it doing to Wendy Worm? What else is being blown away?

Discuss whether the picture helps the reader to imagine a very big storm.



One day, there was a very big storm. The wind blew all the leaves away. It blew all the flowers away. It blew the bird's nest away. It blew Wendy Worm away, too.

AFTER READING

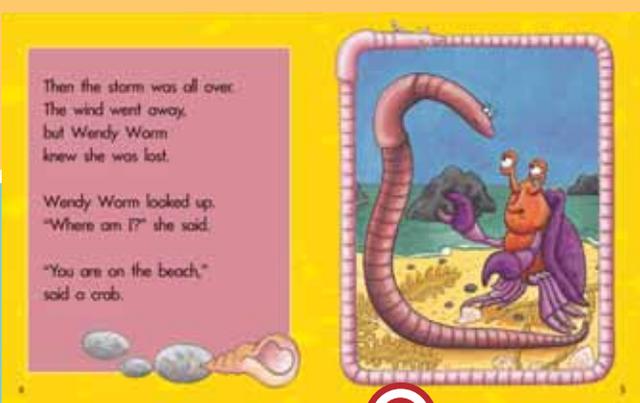
Ask the children what happened to Wendy Worm. What was it that blew her away? What might she be feeling as she is blown away? What might she be thinking?

Ask the children to tell you the words that describe the storm. Write *very big storm* on the board. Discuss the difference between a big storm and a very big storm. Ask for alternative adjectives for the storm.

BEFORE READING 4/5

Ask the children where Wendy Worm has landed. Who is it that she has met? What do they think the crab is saying to her? What do they think she might be asking?

Discuss whether the picture demonstrates that the storm is over. What is the difference between page 3 and page 5?



Then the storm was all over. The wind went away, but Wendy Worm knew she was lost. Wendy Worm looked up. "Where am I?" she said. "You are on the beach," said a crab.

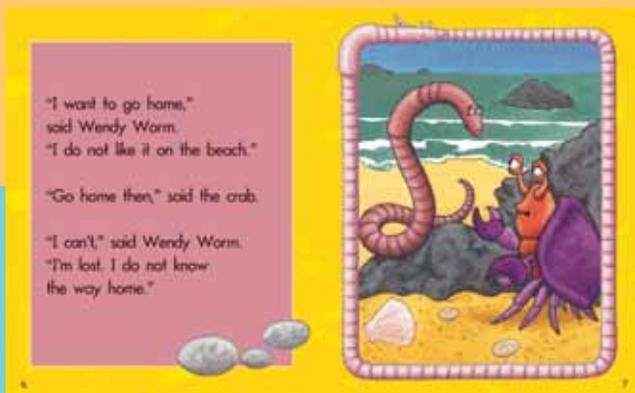
AFTER READING

Invite the children to discuss what has happened to Wendy Worm. How does she find out where she is?

Ask the children who the characters of this story are so far. Ask the children what problem Wendy has. How does she solve her problem?

What do you think a worm might think of the beach? What might Wendy Worm be saying to the crab? Why do you think they are still on the beach?

Write away on the board. Put a line under way. Ask the children to point to the word way in the text.



Wendy Worm has solved her first problem. Invite the children to discuss what problem she has now. Ask them how she might solve her new problem.

Ask the children if they can see the thought bubble on this page. Remember what happened to Wendy. Why is she in the sky?

Discuss with the children how the thought bubble helps them understand the text on page 8.



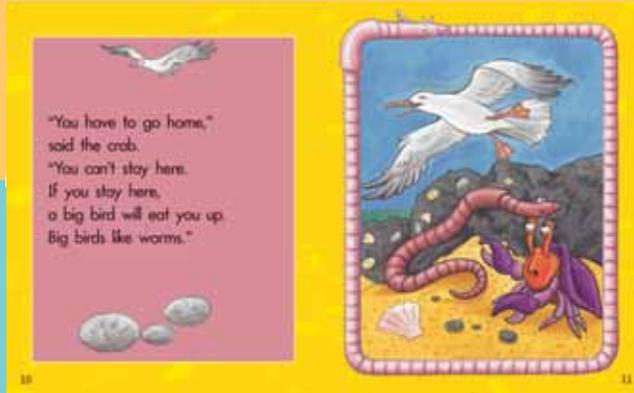
Have the children find the words on this page that start with *W*. Tell them that two of these words refer to things that happened in the past. Ask them what these two words are. Can they find any other words on this page that mean things that happened in the past?

Ask the children to answer the crab's question, "How did you (Wendy Worm) get here?" What did the big wind blow Wendy Worm over?

BEFORE READING 10/11

Encourage a discussion about what birds like to eat. Then ask the children what Wendy Worm and the crab are doing in this picture and why.

Tell the children that the crab has just told Wendy Worm about another problem. What is the new problem?



AFTER READING

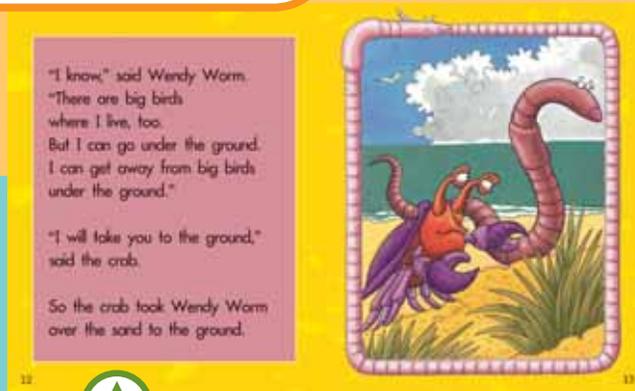
Ask the children why the crab says that Wendy Worm can't stay at the beach. Where does he say she has to go?

Write *stay* on the board. Underneath write *way*. Ask the children to add more words to the word family.

BEFORE READING 12/13

Have the children talk about where worms usually live. Ask the children where Wendy Worm and the crab have moved to in this picture. Why have they moved there?

Ask the children to explain what Wendy Worm's solution to big birds is. Where does she go? How does the crab help her solve this problem?



AFTER READING

Write the word *know* on the board. Discuss the silent *k* with the children. Together think of more words with a silent *k*. Add them to the board and read them.

Have the children think about what happened on the previous page then look at this picture. What is Wendy Worm doing? Did she dig this tunnel? Whose tunnel is it? Have the children think about what Wanda Worm says to Wendy. Do they think that Wendy Worm will find her way back to her own home? Why or why not?

"Thank you, Crab,"
said Wendy Worm
as she went under the ground.

"Now I have to find
my way home," she said.

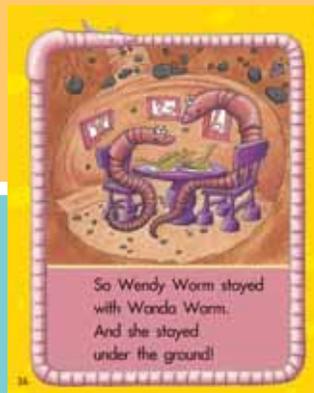
"This is a good new home
for a lost little worm,"
said Wanda Worm.
"You can stay in this home
with me."



Ask the children to look at the picture and discuss animation. How important is the technique in this story? Where have they seen animation used before? Would they expect animation in a nonfiction book?

Encourage a discussion about whose home this is. Did Wendy Worm make it back to the home she was blown away from? Why is she sitting down to dinner in this picture?

Have the children read the book independently. Ask the children to practise reading some of the pages silently.



So Wendy Worm stayed
with Wanda Worm.
And she stayed
under the ground!

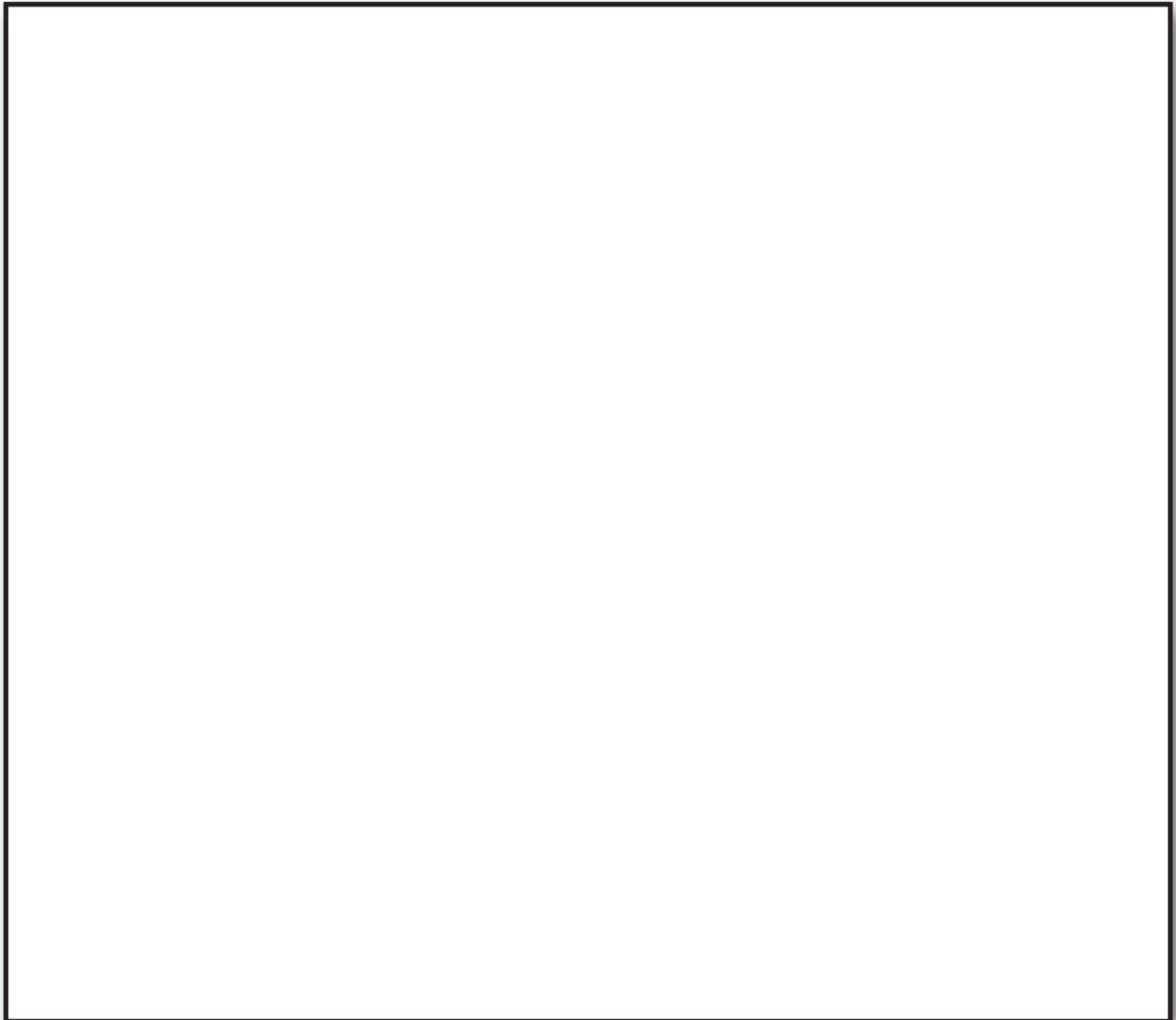
Have the children discuss Wendy Worm's final solution to all the problems of the story. How does she solve all her problems? Review the problems with the children.

13 b Wendy Worm's Adventure

Name _____

1. Read the sentences and draw the picture.

Then the storm was all over. The wind went away, but Wendy Worm knew she was lost.



13 b Wendy Worm's Adventure

Name _____

1. Add a letter to each of the following words to complete the sentences. Then colour the picture.

“I ___as on a stone,” said ___endy ___orm.

“Then a big ___ind came and ble___ me a ___ay.”

The missing letter was ___.

