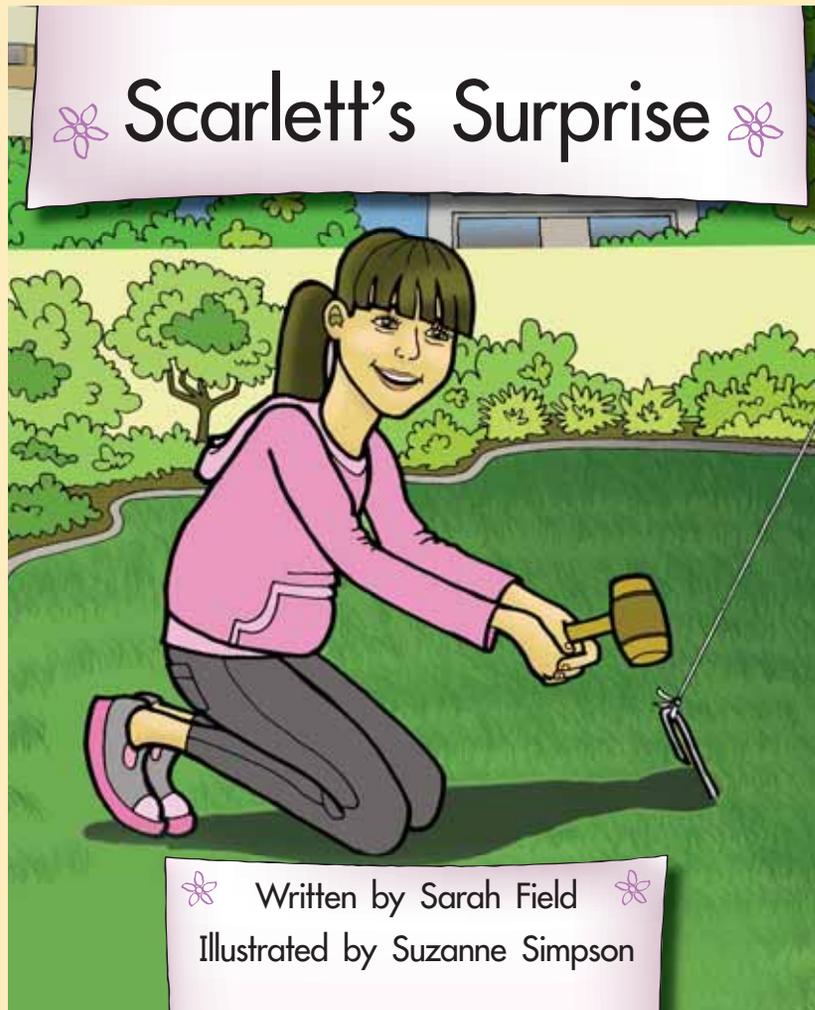




Level 13

Book c



Level	13
Word Count	277
Text Type	Literary recount
High Frequency	first
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)

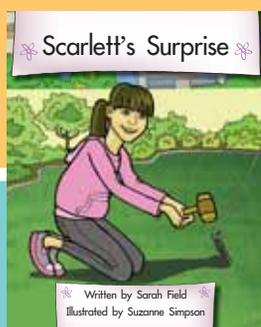
 This symbol relates to use (text user)

BEFORE READING

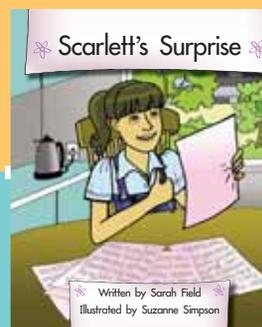
Cover & Title Page



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



Talk about the roles of the writer and illustrator. How are they different? Would the children like to do either of these jobs?



Talk about any surprises the children have had or given family members or friends. Invite them to share their experiences.



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

BEFORE READING 2/3

Ask the children how these characters might be related. What are they doing?

"What do you want to do for your birthday, Scarlett?" said Mum.

"I want to have a surprise party," said Scarlett.

First of all, Scarlett whispered her surprise to Mum.

Then Scarlett wrote letters with clues to Carly, Harper, Darcy, Jordan, and Tori.

AFTER READING

Ask the children who Scarlett wanted to invite to her surprise party. Praise the children for reading the names of all her friends.

Ask the children to find the word *all*. Have them place it in sentences. Ask them to find the word with the *rth* sound. What word has the silent letter? How is *wrote* different from *write*?

BEFORE READING 4/5

Ask the children to describe what is happening in the picture. Who might this new character be? What is she doing? Talk about how thought bubbles show what a character is thinking. Discuss the difference between thought bubbles and speech bubbles.

Scarlett wrote to Carly first. Carly was the first one to get a letter. Carly got the first clue.

Dear Carly

Please come to my house on Saturday. You will find me outside. Please take a torch!

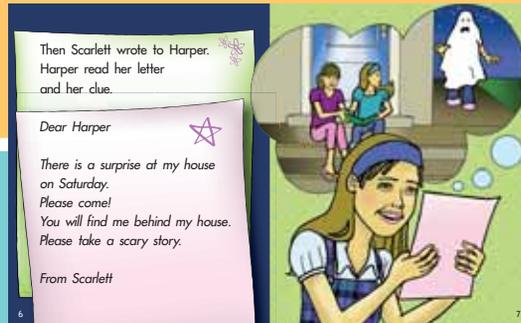
From Scarlett

AFTER READING

Ask the children who Scarlett wrote to first. What did Scarlett ask Carly to bring?

Ask the children to find the word *first*. Have them place it in sentences. Have the children find the word *torch*. How does the letter *r* change the sound of the vowel?

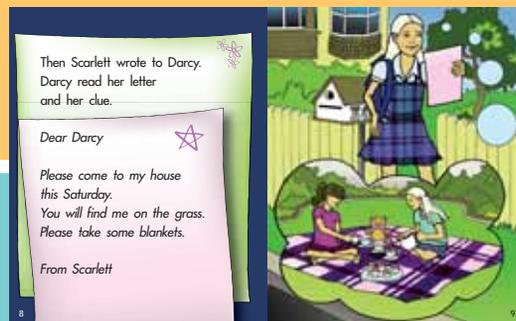
What might Scarlett be asking her next friend to bring? What might Scarlett be planning?



Ask the children who Scarlett's next friend is and what Scarlett asked her to bring. What words describe Scarlett's position?

Ask the children to point to the word *find*. Have them place it in sentences. Have the children find the word *scary*. What sound does the *y* ending make? How does the letter *r* change the sound of the vowel?

Ask the children to guess what Scarlett's next friend will be asked to bring. Discuss what the children do when they invite their friends to their homes. What do they like to do?



Ask the children to name the next friend. Talk about what Scarlett asked her to bring. What words describe Scarlett's position?

Have the children find the word *house*. What other words have the *ou* sound?

BEFORE READING 10/11

Ask the children what Scarlett might ask her next friend to bring. Recall the things Scarlett requested – torch, scary story, pillows, and blankets. Are the clues coming together?



AFTER READING

Ask the children why part of the text is in italics. Talk about the author trying to keep the letter separate from the rest of the text.

Ask the children to find the word *Then*. Have them place it in sentences. What words describe Scarlett's position?

BEFORE READING 12/13

Ask the children what Scarlett's friend might be asked to bring. Are the children getting any closer to guessing what Scarlett's surprise will be?



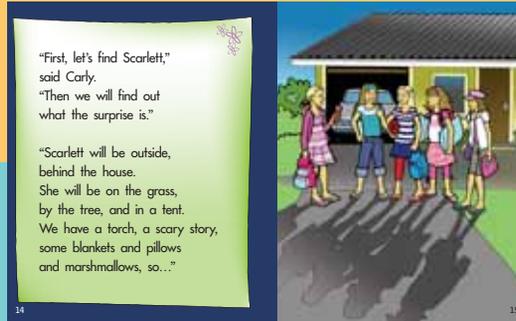
AFTER READING

Ask the children where Tori was told she would find Scarlett. What words describe Scarlett's position?

Have the children find the word with the *rsh* sound. How does the letter *r* change the sound of the vowel?

Ask the children to tell you what is happening in the picture. What are the girls talking about?

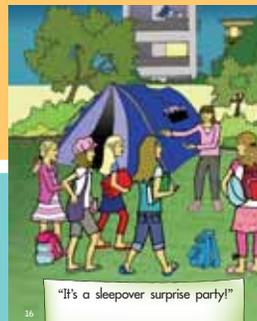
Have the children predict the text using vocabulary and style similar to that of the author.



Ask the children what the girls suggest doing first. Have the children show the words in the text that tell where they will find Scarlett.

Ask the children to find the word with the double *e* sound. What word here is made from two smaller words?

What was Scarlett's surprise? What will the girls do to celebrate Scarlett's birthday?



What do all the girls exclaim in surprise?

Ask the children what they liked most about this book. Would they recommend it to their friends?

13 c Scarlett's Surprise

Name _____

Use the words to complete the sentences.

Word Bank

at behind by
in on outside

You will find me _____.

You will find me _____ my house.

You will find me _____ the grass.

You will find me _____ a tree.

You will find me _____ a tent.

You will get a surprise ____ my house.

On another sheet of paper,
draw Scarlett waiting outside the tent.

13 c Scarlett's Secret

Name _____

Write a letter to a friend
explaining that you have a surprise.
Remember to tell them **when** and **where**
you want to meet.

Dear

From