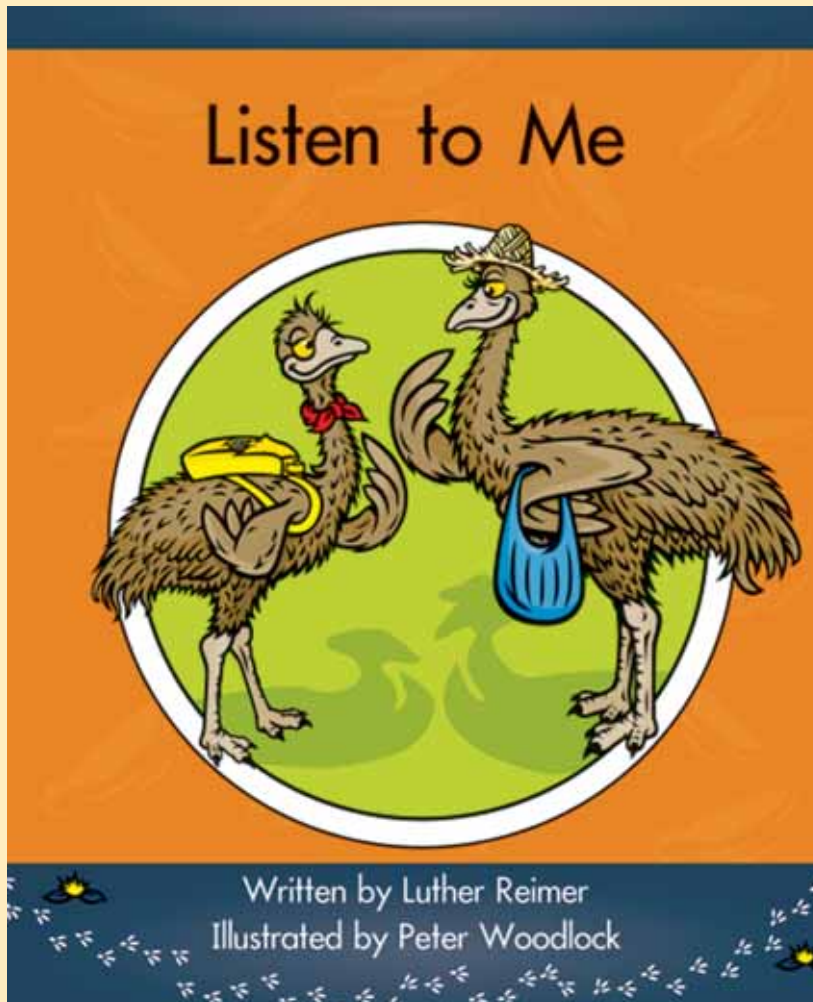




Level 14

Book a



Level	14
Word Count	327
Text Type	Literary recount
High Frequency Word/s Introduced	mother, me

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. 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

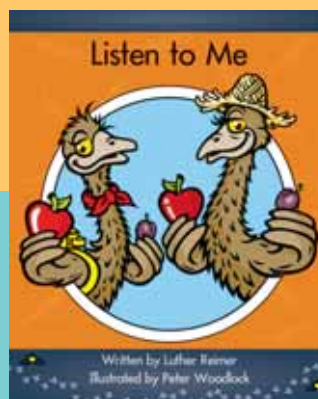
Cover & Title Page



Ask the children to look at the cover and the title page. Which of these emus is the mother? Who do you think is the one who says "listen to me"?



Ask the children what pronoun in the title is used by people to talk about themselves.



Ask the children what the title is commanding be done.

AFTER READING

Ask the children what is happening in this picture. What do they think the two emus are saying to one another?

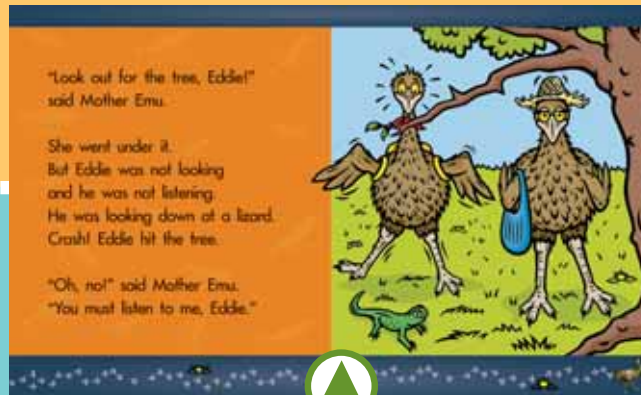
Explain alliteration to the children. Ask them to find an example on page 2.



Ask the children what Mother Emu has to do. What do Mother Emu and Eddie Emu get before they go to town? Ask them why Mother Emu has to go to town.

Have the children look at this picture. Ask them what has happened to Eddie. How does Mother Emu look? Why does she look surprised?

Have the children discuss why Eddie hit the tree. Why does Mother Emu tell him he must listen to her?

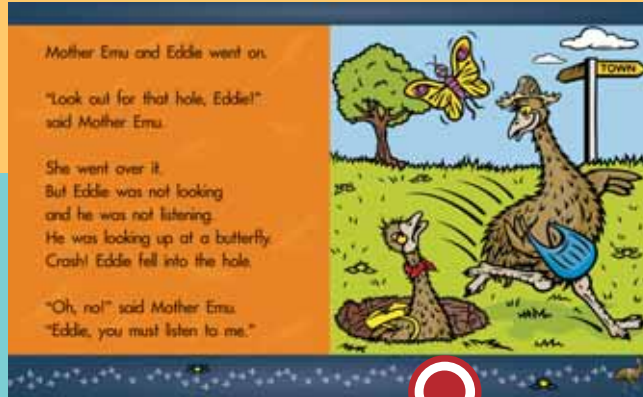


Ask the children what Mother Emu tells Eddie to look out for. What was Eddie looking at? What does Mother Emu say after he has hit the tree?

Write a heading Personal Pronoun on the board. Write *me* from the title. Explain personal pronouns to the children. Ask the children to find personal pronouns on page 4. Write them on the board.

Ask the children if Eddie listened to Mother Emu this time. What do they think he was doing instead?

Ask the children what there is in the picture to tell them which way to go.



Ask the children what Mother Emu warns Eddie about. What was Eddie looking at? What does Mother Emu say that Eddie must do?

Have the children think about what they have read and study the picture. How does Mother Emu avoid the hole? Is it easier for her to avoid the hole? Why?

Ask the children what has happened to Eddie now. Do you think he was listening?

Have the children find the compound word on page 8 – *bumblebee*. Clap the three syllables together. Clap the syllables in *listening*. Ask the children how many syllables they clapped. Clap *butterfly* from page 6.



Ask the children what Eddie falls into. Why does he fall into it?

Have the children discuss the following question – Why must Eddie listen to Mother Emu?

BEFORE READING 10/11

Ask the children to look at this picture. How does Mother Emu look now? Why do you think she looks that way?



Ask the children what Mother Emu says to look out for. How does she get past the stream?

Start a discussion about why Eddie falls into the stream.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

BEFORE READING 12/13

Ask the children where Mother Emu and Eddie are now. What are they doing? What do you think is going to happen?



Ask the children where Mother Emu and Eddie are. What do Mother Emu's apples begin to do? What might happen? Why does Mother Emu choose the apples she gets?

Write *apple* on the board. Ask the children to find a word on page 12 that has the same -/e ending. Compare. Ask the children if they know more words with the same ending.

AFTER READING

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children what has happened in this picture. Who is having the accident this time?

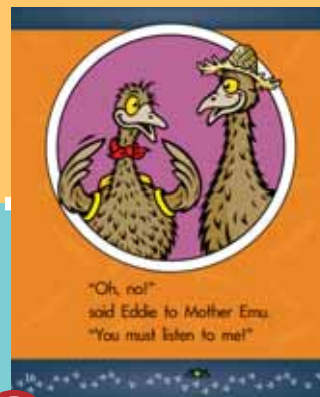
Discuss with the children whether the technique the illustrator has used to show movement in the picture has helped them understand what happened to the apples.



Ask the children who calls "look out" this time. Where do the apples fall?

Ask the children what they think Eddie Emu is saying to Mother Emu in this picture.

Have the children read the book independently. Ask the children if the book will make them laugh while they read.



Ask the children if they thought the end of the story was funny. Invite them to discuss what was funny about the end of this story.

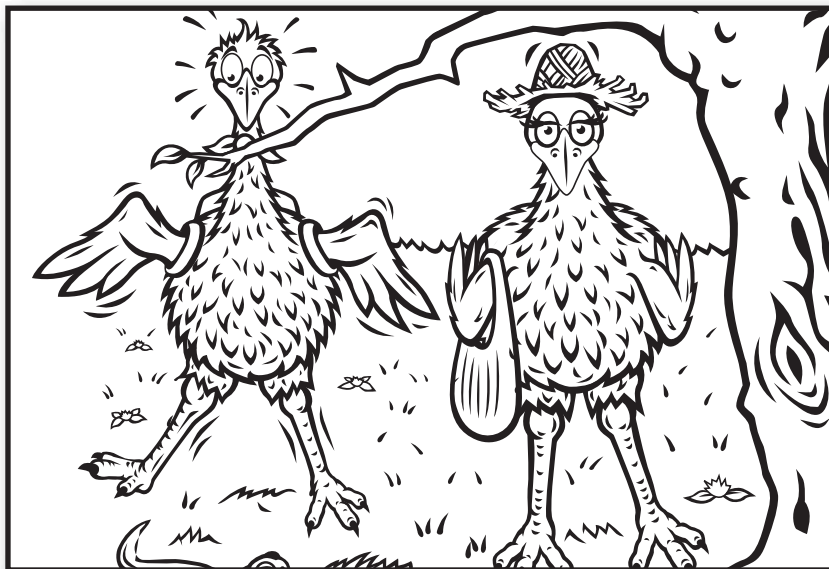
14 a Listen to Me

Name _____

1. Circle the personal pronouns.

me Eddie Emu she Mother Emu he
you lizard I butterfly

2. Circle the sentence that best explains what is happening in this picture.



She went under it.

“Look out for the tree, Eddie!”

Crash! Eddie hit the tree.

3. Colour the picture.

14 a Listen to Me

Name _____

1. Who did what – match the character to the actions.

Mother Emu

Hit a tree

Pulled out a tray of apples

Looking at a bumblebee

Went under it

Looking at a butterfly

Went over it

Got a bag

Fell in the mud

Went round it

Fell in the stream

Looking at a lizard

Looking at plums

Eddie

