



Level	14
Word Count	317
Text Type	Literary recount
High Frequency	
Word/s Introduced	need, help

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



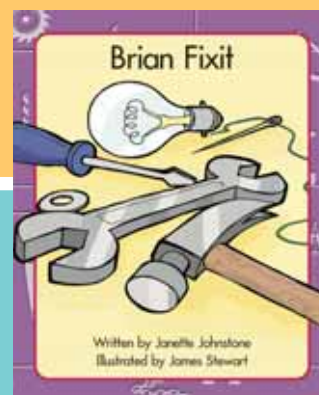
Ask the children to look at the cover and title page. Ask them what they think the story will be about. Why do they think that Brian is called Brian Fixit?



Have the children look carefully at the tools in this picture. Ask them what Brian might fix with these things.



Ask the children to point to Brian's surname and find the two words *Fix* and *it*.



Discuss with the children whether changing their voices as they read helped them understand the story.

## BEFORE READING 2/3

Ask the children what Brian is doing in this picture. Who is he helping? What are they fixing?



Ask the children what Brian liked to do. Who did he help? How many people did Brian help?

Have the children think carefully about what the text says. Ask them why Brian helped people fix things.

## AFTER READING

## BEFORE READING 4/5

Ask the children what they think Brian is going to help fix on this page. Who will he help?



Ask the children why the tap needs fixing. Who fixes the tap? What does he use to fix the tap?

Write *drip* on the board. Ask the children to find the two words on page 4 with the suffixes *ed* and *ing* added to the base word *drip*. Discuss with the children double *p* in *dripped*. Write *helped* from page 2 under *dripped* and compare.

## AFTER READING

Ask the children what they think needs fixing on this page. Who is doing the fixing this time? How does Brian help?

Discuss onomatopoeia with the children. Have the children find these words on page 6.



Ask the children what happened to the light. Who fixes the light? How is it fixed? Why did Brian's grandma asks Brian's mum if she could fix the light?

Ask the children what has broken this time. How do they think it can be fixed? Who do they think will fix it this time?

Discuss with the children if the illustrator has made it easier for them to understand the text on page 9. How? Do the children understand the word *sewing*?



Ask the children how the cushion got ripped. Whose cushion was it? Who fixes the cushion? What do they use to fix the cushion?

Focus the children to the short vowel *i* sound. Write *nip* on the board. Add *fix*, *it*, *did* and *with* as the children point to them in the text.

Ask the children what needs fixing in these pictures. Why does it need fixing? Who fixes it?

Discuss with the children why the word *creak* has been written three times and not once. Why have capital letters been used for the third creak?



Ask the children how the gate gets broken? Who fixes the gate? What tools does he use to fix the gate? How does Brian help?

Ask the children what has happened to Brian. What is going to need fixing?



Ask the children what Brian was doing? What happened to the trolley? What sounds did it make? What happened to Brian? Why did the wheel fall off the trolley?

Write the words *to* and *too* on the board. Ask the children to check the page and find which of the two is used. Explain to and discuss with them the difference between these.

Ask the children what Brian is thinking here. What might he want to do to his trolley? Ask them to predict who will help him fix his trolley.

Ask the children why the author has written the check list. Is this a good idea? Do they think it will help Brian know what he needs?



Ask the children to find which word, *to* or *too*, is in the text. Ask them to explain why the word chosen is *to* and not *too*.

Ask the children if Brian ends up fixing his own trolley. Who does? What do they use?

Explain to the children that when they read the story independently they should change their voices for the onomatopoeia, questions and exclamation marks.



Tell the children to think carefully about what they could learn from this text. Ask them what they have learnt about the tools required for different jobs. Ask them what they think they have learnt overall about fixing things.

Have the children discuss whether Brian could have fixed the trolley by himself. How does the story help them to decide?

# 14 b Brian Fixit

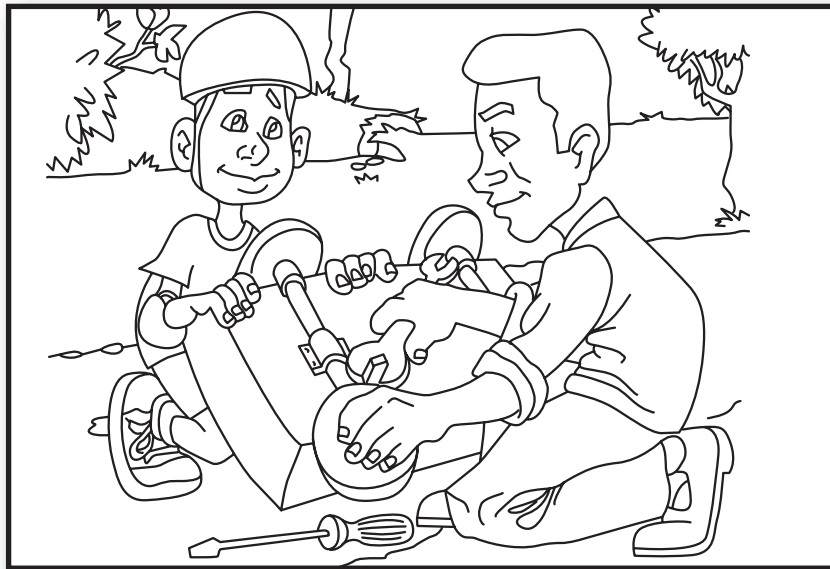
Name \_\_\_\_\_

1. Short "I", Long "I"

Circle the words that have a short "I" sound.

**Fix** Find Drip Like Little This Brian  
Night Fizz Light Rip Did Time It

2. Colour in the picture.



3. Write a sentence about what Brian and his dad are doing.

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# 14 b Brian Fixit

Name \_\_\_\_\_

Word endings - “ed” and “ing”

Cut out the words below.

Add the word endings “ed” and “ing” to the other words.

On a separate piece of paper, write down the new words that they make.

ed

ing

Fix

Help

Play

Fizz

Work

Want

Look

Crash

Bump

Bang

Kick

Walk

Paint

Need