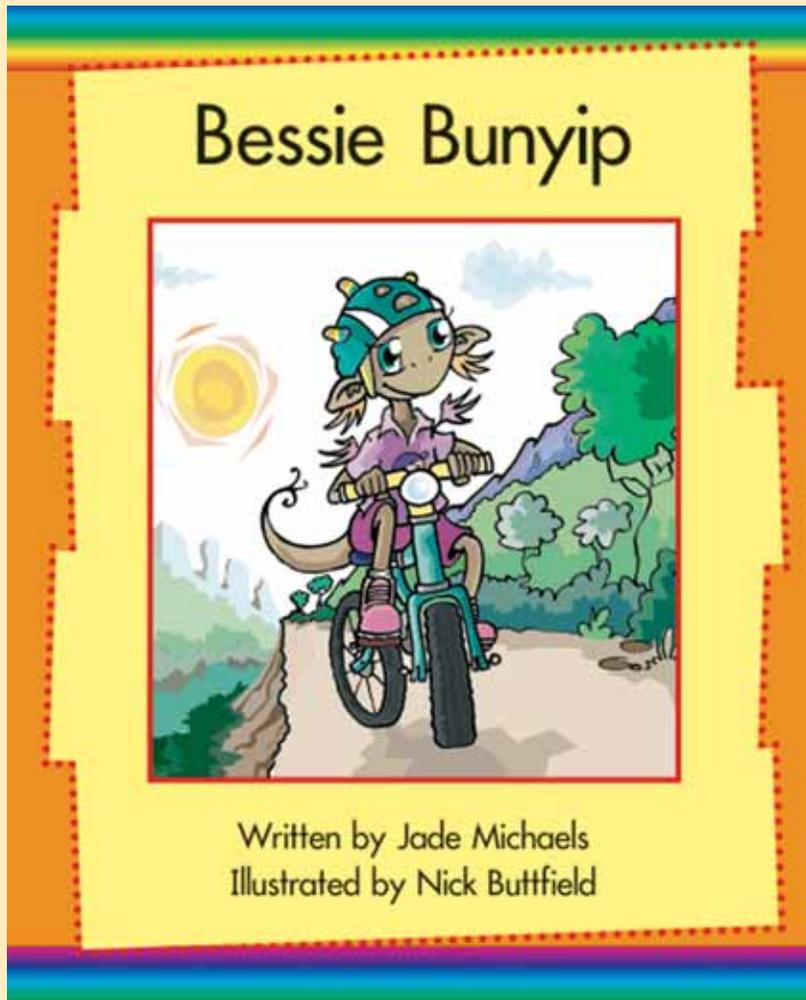




Level 14

Book g



Level	14
Word Count	321
Text Type	Narrative
High Frequency Word/s Introduced	



Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the
Farm

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the
Supermarket?

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)



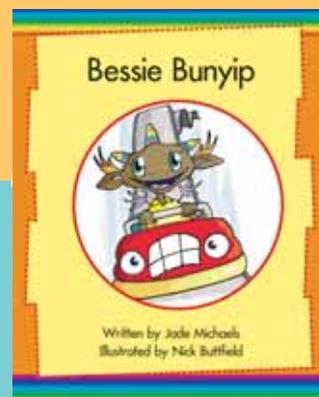
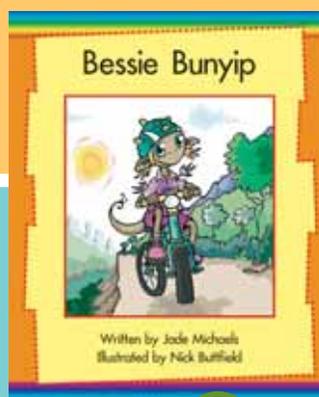
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the cover and the title page. Have them point to Bessie Bunyip. What is she doing? What do they think the story will be about?



Ask the children what letter the two words *Bessie* and *Bunyip* start with. What sound does this letter make? Explain alliteration to the children.

AFTER READING

BEFORE READING

2/3



Ask the children what Bessie Bunyip is doing. Where is she? Where would you find a roller-coaster?



Have the children scan the text. How many times can they see the words *Bessie Bunyip*? How many times can they see *Bertie Bunyip*?



Ask the children what Bessie Bunyip liked. How did she get up high? Where did she go for this? Why does Bessie want to go on the roller-coaster? What does the roller-coaster do?

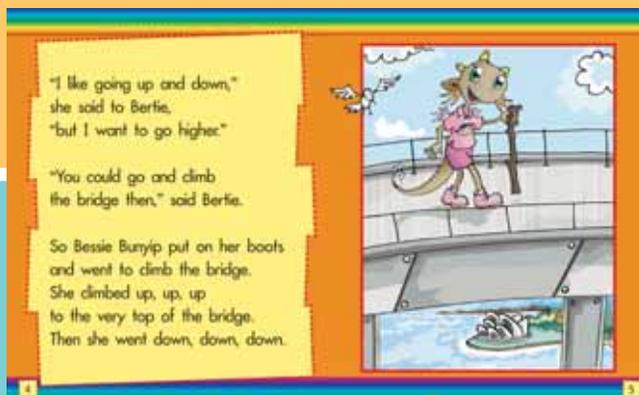
AFTER READING

BEFORE READING

4/5



Ask the children what Bessie is doing in this picture. Is she high up? How can you tell? What is she high up on?



What does Bessie do after the roller-coaster? Why does she climb the bridge? What does she wear to climb the bridge?

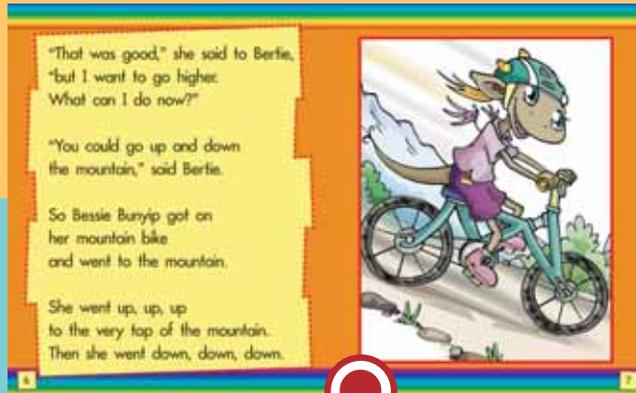


Write the word *bridge* on the board and together write words that rhyme with *bridge*. Read the list on completion.

AFTER READING

Ask the children what Bessie is doing now. Why do they think she is doing this? Will this take her higher than a bridge?

Have the children talk about why the writer has repeated *up* and *down* three times.

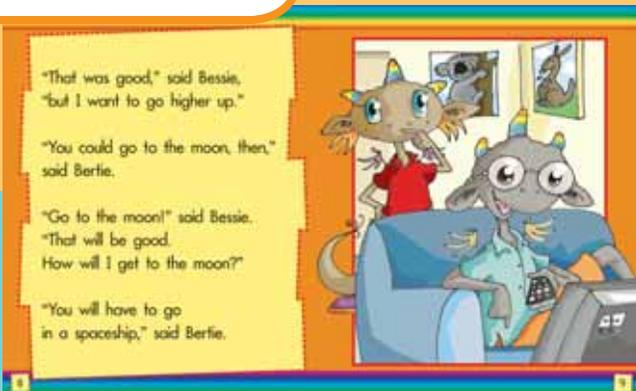


Ask the children why Bessie wants to climb a mountain? What does she use to climb the mountain?

Have the children think about the text they have just read. Ask them how Bessie got the idea to climb a mountain. Have them look at Bessie's face. Has the illustrator indicated well to the reader what Bessie's reaction to her adventures are?

Encourage a discussion among the children. Now that Bessie has climbed a mountain, what do you think she is thinking about? Will she be happy with climbing the mountain or will she want to go even higher?

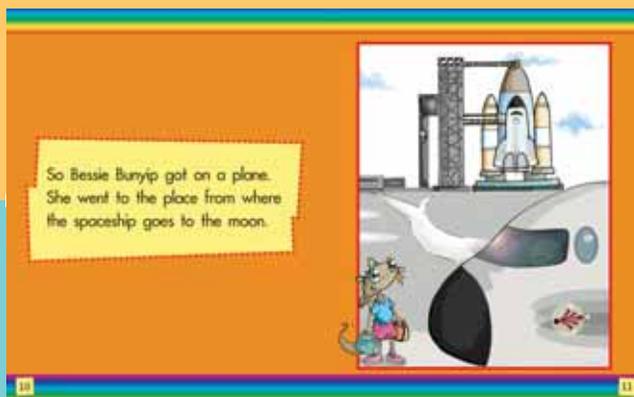
Explain to the children that the story is a narrative. Discuss what the story so far has indicated the problem is. Ask if they can predict a resolution.



Ask the children where Bertie says Bessie should go next. What does Bessie say to that? How does Bertie say she will have to go to the moon? Encourage a discussion about why Bertie says that Bessie should go to the moon.

BEFORE READING 10/11

Ask the children where Bessie has travelled to. How do they think she got there? What clues tell them this?

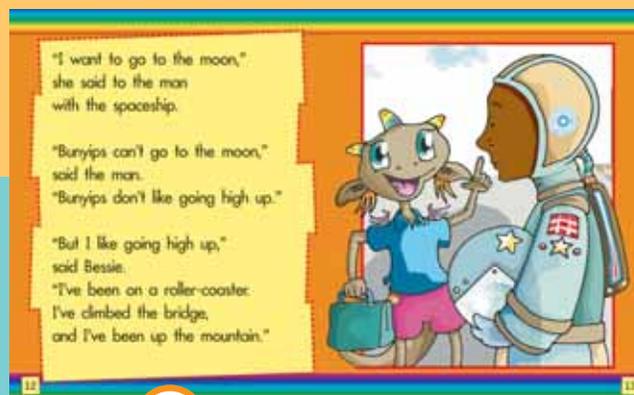


AFTER READING

Encourage a discussion about Bessie wanting to go higher and higher and the way she gets to the spaceship place. Do you think she went higher than a mountain to get there?

BEFORE READING 12/13

Ask the children what they think is happening in this picture. Who is the man in this picture? What is Bessie saying to him?



AFTER READING

Ask the children why the man says that Bessie can't go to the moon. What does Bessie say? What high things has she done?

Ask the children the following question: Has Bessie been successful in getting to go in a spaceship?

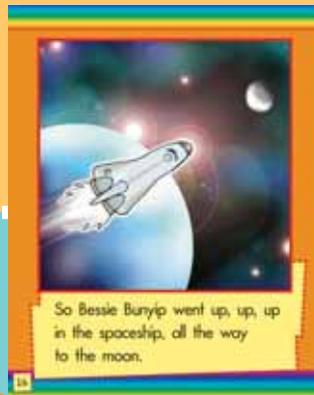


Ask the children to think carefully about the text they read on this page and what they have read on the previous page. Ask them why the man says Bessie can go to the moon with him.

Write *spaceship* on the board. Underline the consonant blend *sp*. Ask the children for words beginning with *sp* to make a list. Read the list together.

Ask the children where the spaceship is going.

Have the children read the book independently. Remind the children to change their voice as each character speaks.



Ask the children if Bessie made it to the moon. Ask them what words in the text tell them that Bessie made it all the way to the moon.

14 g Bessie Bunyip

Name _____

1. Write or draw four things that Bessie Bunyip does in the book.



2. Write two words that rhyme with **bridge**.

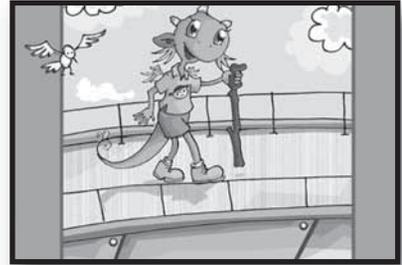
Write words that begin with **sp**.

14 g Bessie Bunyip

Name _____

Arrange the following events from the story
in their correct order.

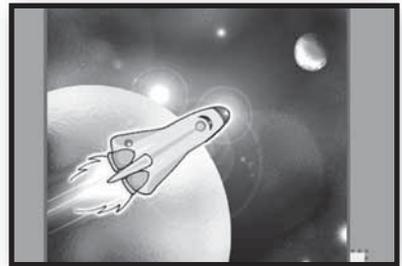
1. "You could go and climb the bridge then," said Bertie.



2. "I am going to the fair today," she said to Bertie Bunyip.



3. So Bessie Bunyip went up, up, up in the spaceship, all the way to the moon.



4. She went to the place where the spaceship goes to the moon.



5. So Bessie got on her mountain bike and went to the mountain.

