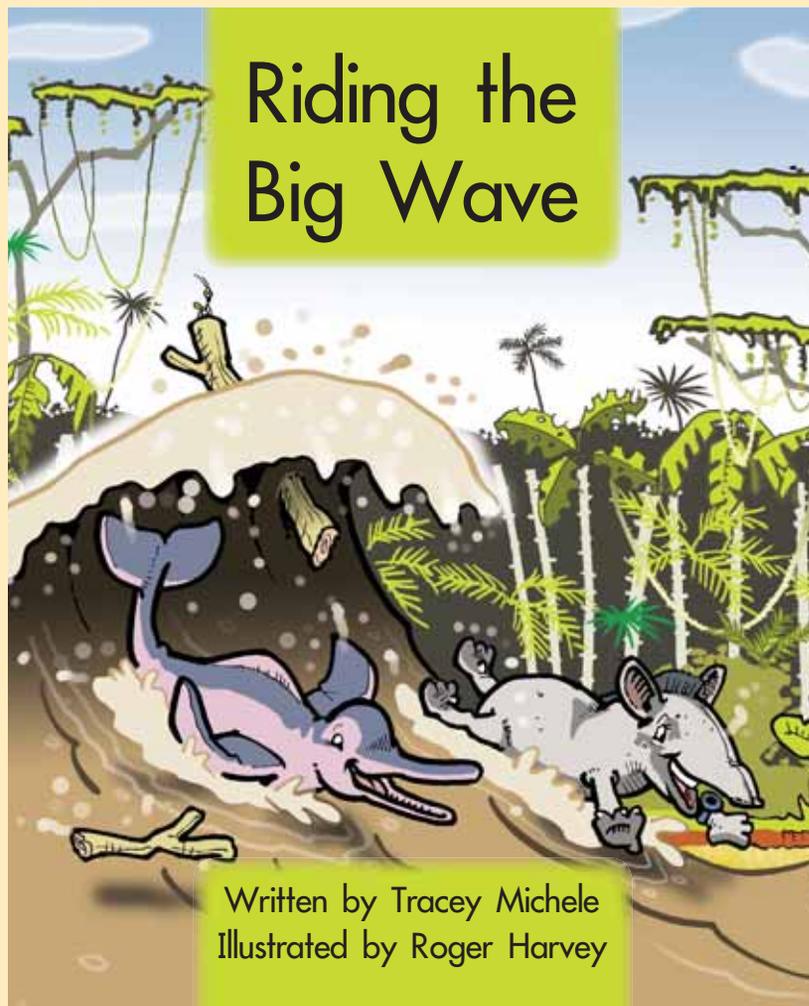




Level 15 Book b



Level	15
Word Count	350
Text Type	Literary recount
High Frequency	again, each
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

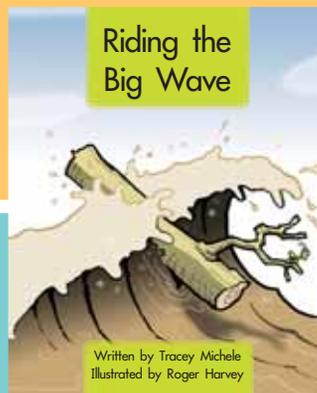
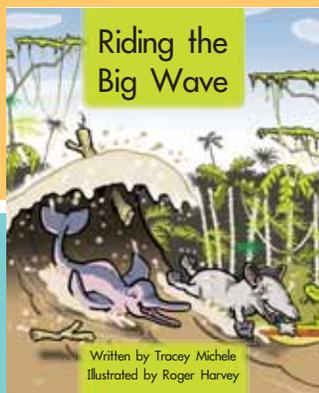
Cover & Title Page



Ask the children to describe the front cover and title page of this book. Can they identify the animals here – dolphin and tapir?



Discuss the jobs the illustrator and writer do. Ask the children if they would like to have jobs like these.



AFTER READING



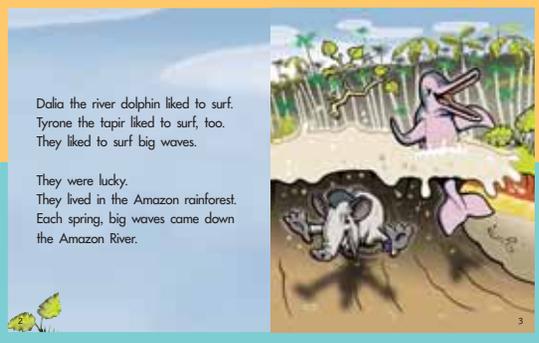
Ask the children if they like surfing. What do they think might happen to the characters in this story? Have them predict the plot and give reasons for their guesses.



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

BEFORE READING 2/3

Have the children look at the picture and describe what these animals are doing. Talk about their possible feelings and thoughts as they ride the wave.



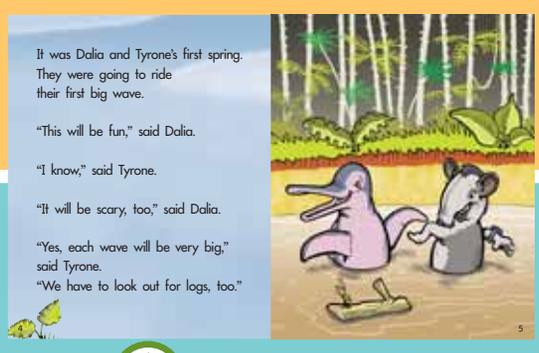
AFTER READING

Ask the children where Tyrone and Dalia live. Discuss the Amazon – the world's largest river. In what season do big waves come? Encourage the children to refer to the text.

Ask the children to identify the word *Each*. Have them spell it without looking at the text. Then have the children find the word *Amazon*. Ask the children how many syllables it has.

BEFORE READING 4/5

Discuss what Dalia and Tyrone are waiting for. How might they be feeling? How do the children feel as they wait for something exciting to happen? Brainstorm adjectives that describe those feelings.

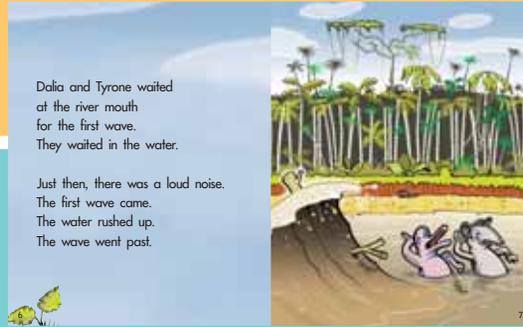


AFTER READING

Ask the children what two things Dalia says about riding the wave. Encourage them to reread the text to find the information.

Have the children find the word *first*, then place it in sentences to clarify meaning and use. Ask them to find the word with the *r*-controlled vowel – *first*. Explain that the *r* changes the sound of the vowel. Have them find the *y*-ending word – *scary*.

Ask the children to tell you what is happening in this picture. What do the characters need to be careful of? How might the logs be dangerous? What hazards should people look out for when they are surfing?

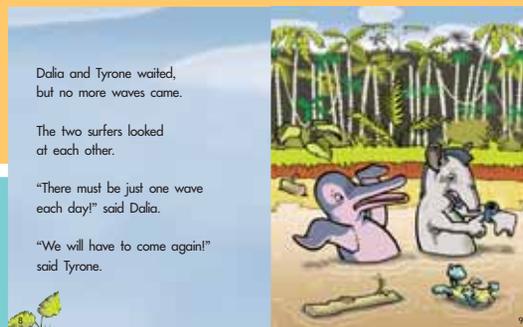


Ask the children how Dalia and Tyrone knew there was a wave coming. Encourage them to refer to the text, and tell you that the characters heard the wave coming.

Have the children identify the word *just*. Ask them to place it in their own sentences to clarify meaning and use. Ask the children to find the word *waited* and describe the vowel digraph *ai*. Talk about words they know with the same sound.

Ask the children to cover the text and tell you what other animals they can see. What is Tyrone looking at? Why is he looking at his watch?

Ask the children to predict what the text might say, encouraging them to use examples similar to the style and vocabulary of the author.



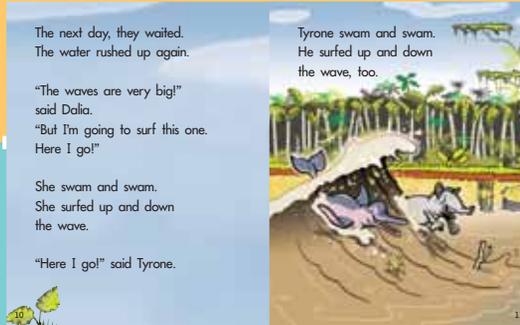
Ask the children what Dalia said. Have them point to the text as they locate the information. Ask them to explain why there are no more waves. What might happen next?

Ask the children to identify the word *looked*. Have them place it in sentences to clarify use and meaning. Discuss the word *waited* and what it has in common with the word *looked*. Talk about suffixes and *ed* endings and the past tense.

BEFORE READING 10/11

Ask the children to cover the text and tell you what has just happened. Why do they think this wave is so big? Have them look at the expressions on the characters' faces and describe what they might be thinking and feeling.

Ask the children to predict some text to go with this picture, using words in the style and vocabulary of the author.



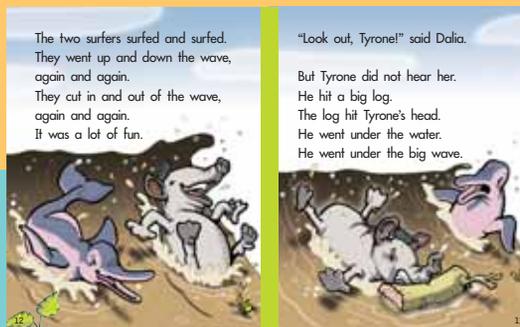
AFTER READING

Ask the children to find the *y*-ending word – *very*. How many syllables does it have? Have them find the words with the *ed* ending. Discuss the word *surfed* and its suffix. Talk about other suffixes we can add to *surf*.

BEFORE READING 12/13

Have the children cover the text and think about what is happening in these two pictures. What is happening to Tyrone? What would the children do if they were in Tyrone or Dalia's position?

Ask the children to predict the text, encouraging them to use words that are similar to the author's vocabulary and style.



Have the children find the possessive word *Tyrone's*, then put it in sentences to clarify meaning. Discuss the apostrophe and the way we use it. Use the children's names to make examples of the possessive.

AFTER READING

The Big Fun Run

Riding the Big Wave

Valley Town

A House for Shade

Pandas in Danger

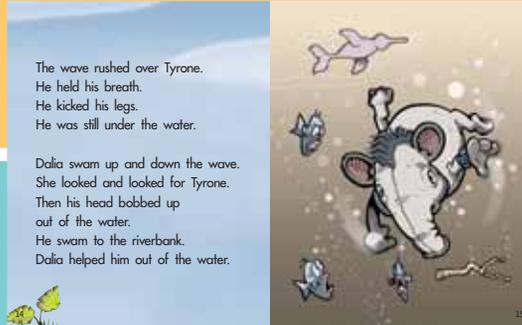
The Bornean Clouded Leopard

Connor Camels' New Career

Go Green

Ask the children what is happening in this picture. What has happened to Tyrone? How is he going to get out of this situation?

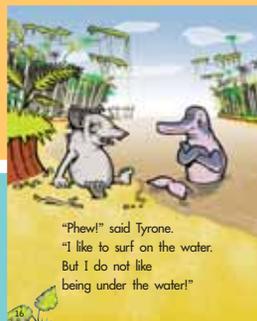
Ask the children to tell you what they think of this story so far, and why. Do they think the author has come up with a good idea for a story?



Ask the children why Dalia could not find Tyrone at first. Would she have seen him if she had looked under the water?

Ask the children to identify the word *wave*. Discuss different meanings of the word *wave*; for example, waves in the ocean, or a wave goodbye. Explain that this is a homograph. List other homographs (*just*, *log*, *spring*, *wave*) and discuss them.

Ask the children how they think Tyrone is feeling at the moment. Discuss the importance of surfing with one or more friends, never alone.



Ask the children what type of word *Phew!* is. Talk about onomatopoeia and ask the children to make a list of other examples.

Ask the children what they liked most about this book and whether they might recommend it to their friends.

15 b Riding the Big Wave Name _____

Put a circle around the homographs.

town leaves
ground flowers wave
log bat spring

Choose one of the homographs.

Write a sentence for both meanings.

Put in all the punctuation.

phew said tyrone

i like to surf on the water

but i do not like

being under the water

15 b Riding the Big Wave Name _____

Complete the table.

The first one has been done for you.

Base word	ing	ed
look	looking	looked
run		
scare		
shout		
surf		
wait		
walk		

On another sheet of paper,
draw a picture of Dalia and Tyrone surfing.