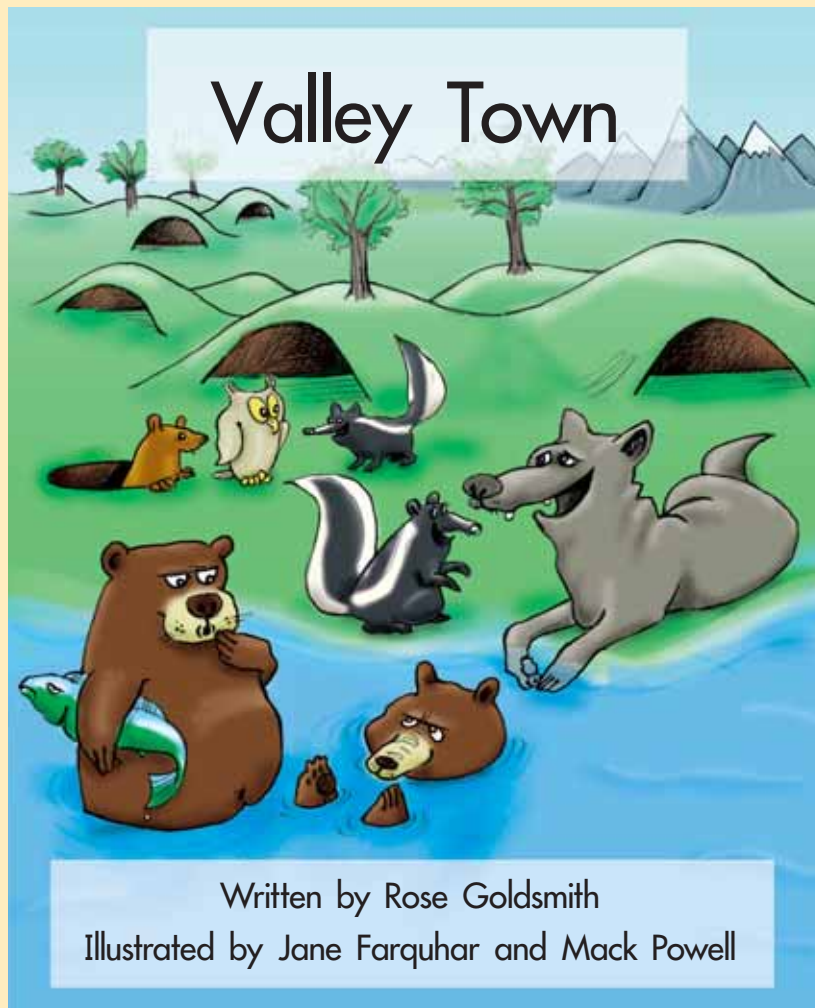




Level 15

Book c



Level	15
Word Count	360
Text Type	Narrative
High Frequency Word/s Introduced	



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

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)



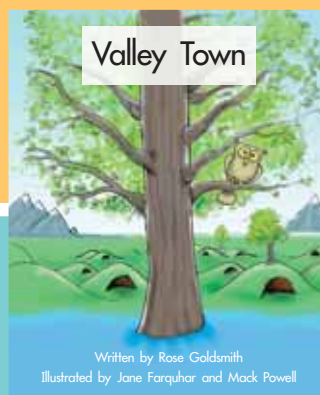
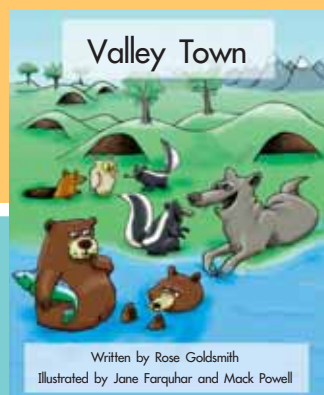
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to describe the front cover and title page of this book. Can the children describe what kind of town Valley Town is?



Ask the children if they would like to live in Valley Town. Talk about all the animals in Valley Town. What do the children like about this town? Ask them to predict what might happen in this story.



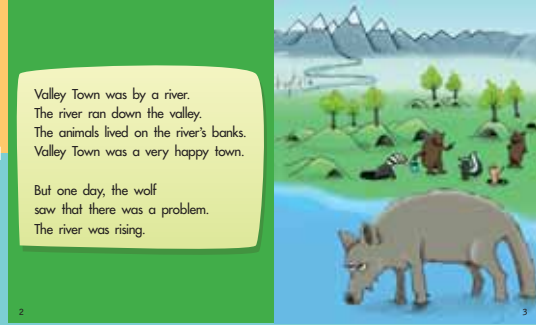
Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

Explain that this book is a narrative and that narratives have a problem that is resolved by the end of the story. Ask the children to think about what the problem might be as they read.



Valley Town was by a river. The river ran down the valley. The animals lived on the river's banks. Valley Town was a very happy town. But one day, the wolf saw that there was a problem. The river was rising.

AFTER READING

Ask the children why the wolf is worried. Ask them to point to the part of the text that tells us why the wolf is worried.

Ask the children to find the y-ending word *very*, and then cover the text and spell the word. Then have the children find the word with the apostrophe – *river's*. Discuss how apostrophes are used to show possession. Use the children's names to illustrate this, e.g. *Cara's desk*.

BEFORE READING 4/5

Talk to the children about what is happening in this picture. What might the animals be talking about? What tells us there is a serious situation? Focus on the expressions on the character's faces.

Explain to the children that punctuation helps make stories readable. It tells us when to stop, start, and use expression. Look at the punctuation on page 4 and discuss its use.

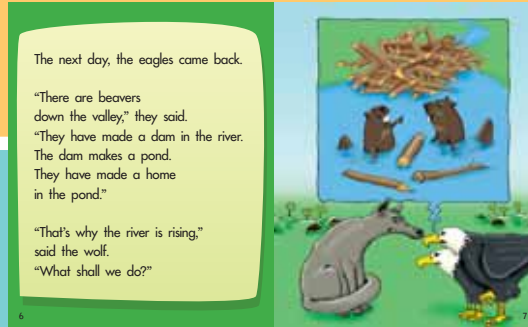


The animals had a meeting. The wolf and the bears came. The skunks, marmots, and raccoons came, too. So did the eagles and owls. "Soon, the river could flood the valley," said the wolf. "What shall we do?" "We will fly away and look down," said the eagles. "We will find out what is wrong."

AFTER READING

Ask the children to identify the words *find out*, putting them in sentences to share with the group in order to clarify meaning and use. Discuss the vowel digraph *ea* in *eagles*. What are some other words that contain this digraph? Make a list on the board.

Ask the children to look at the picture and say what the eagles found. Discuss speech bubbles and how they are useful in pictures. Have the children seen speech or thought bubbles used in other books? Which ones?

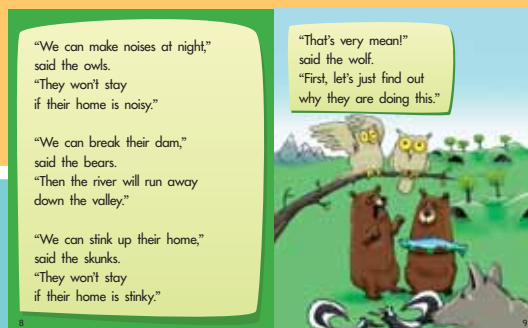


Ask the children to tell you what the eagles said to the wolf. What is a dam? How do beavers make their homes? Talk about what the dam has done to the river.

Ask the children to find the word *That's*. Does this apostrophe show possession or contraction? Talk about contractions, where two words have become one. What two words is *that's* made from? List other possessives and contractions.

Ask the children to cover the text and guess what the Valley Town animals are doing. Predict what they might be saying.

Revise the use of speech marks in direct speech. Look at the way speech marks are used in the text on these pages.



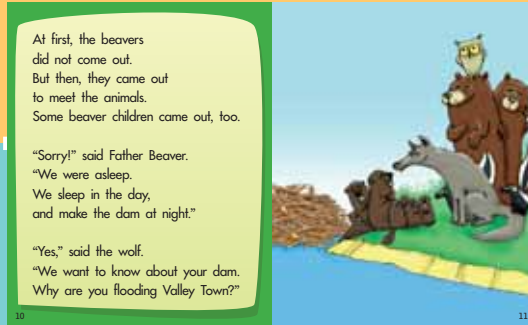
Ask the children what kinds of things the animals are suggesting. Talk about whether these are good ideas. Why or why not?

Ask the children to find the word *away*, and place it in sentences to clarify use and meaning. Discuss the vowel digraph *ay*. Talk about suffixes and *ing* endings. Ask the children to find the *ing* ending in the text.

BEFORE READING 10/11

Ask the children to cover the text and suggest what is happening. What might the wolf be asking the beavers?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



AFTER READING

Ask the children to identify the beavers' unusual habit. Discuss nocturnal animals that wake up at nighttime and sleep during the day. Are there other animals like that?

Ask the children to find the word *children* and count its syllables. Have them find the word *day* and its antonym. Discuss other antonym pairs. Identify the *r*-controlled vowel in *first*. Explain how *r* changes the sound of the vowel.

BEFORE READING 12/13

Have the children cover the text and think about what Mother Beaver might be saying. What tells us what she might be feeling? Talk about how expressions on characters' faces can tell how they feel.

Ask the children to predict the text. Praise them for using words that are similar to the author's vocabulary and style.



AFTER READING

Ask the children to find the word *just* and place it in their own sentences to clarify meaning. Have them find the word with the apostrophe and identify whether it is possessive or a contraction.

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Go Green

Ask the children to suggest what is happening here. How are the characters feeling? How important has the wolf been in this story? Who do the children think is the main character and why?

Ask the children 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?



Have the children think back to the problem in the story. Was the problem solved?

Ask the children to identify the word *Could*. Place it in sentences to clarify meaning and use. List the one-syllable and two-syllable words in the text.

Ask the children what they think of the ending of this story. What has this story taught us about problems? How could we try to be like the wolf in this story when a problem comes up?



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

15 c Valley Town

Name _____

Put a circle around the possessive words.

Put a square around the contraction words.

wolf's

town

beavers

could

don't

Mother's

that's

found

children's

pond

won't

floods

stinky

didn't

river's

Choose one possessive word and one contraction.

Write two sentences.

Think of 10 words with the **ai** vowel blend.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fill in the columns below with one, two, and three-syllable words.

One Syllable	Two Syllables	Three Syllables