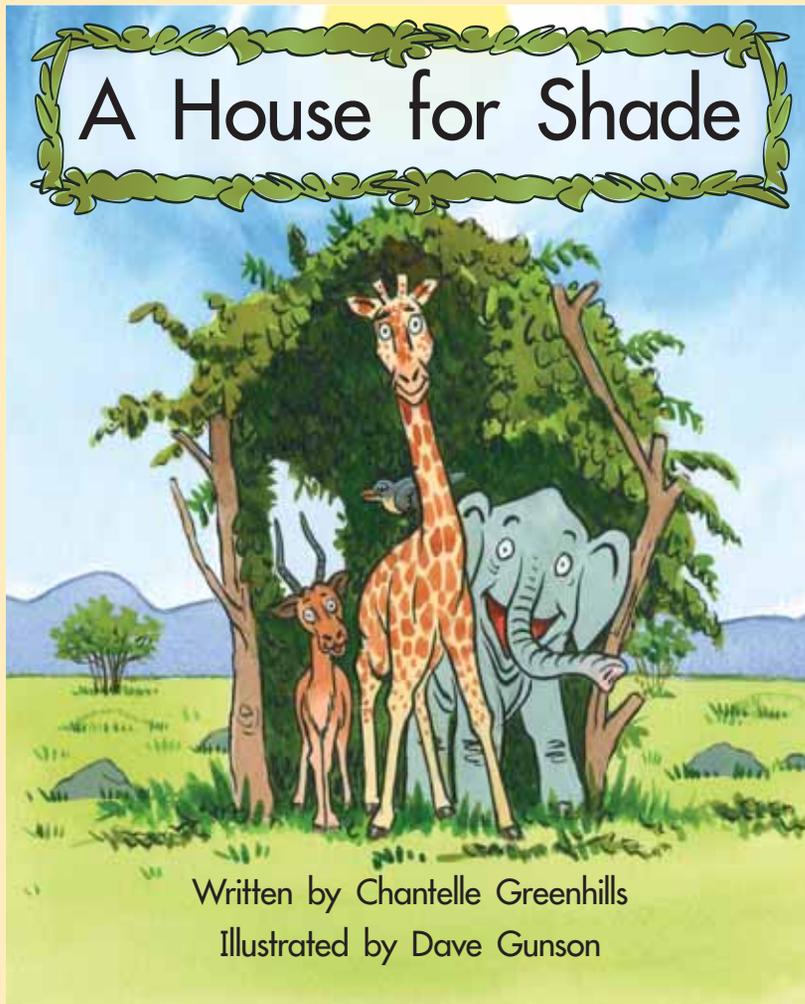




Level 15

Book d



Level	15
Word Count	356
Text Type	Narrative
High Frequency	small, which, would
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)

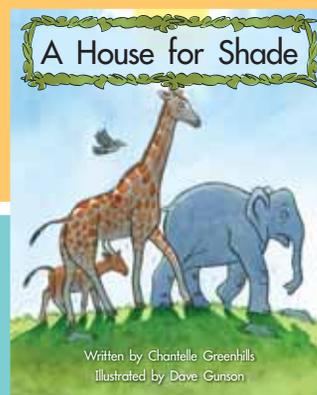
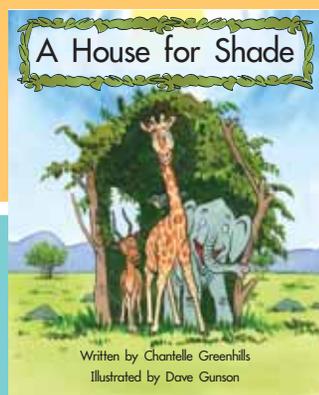
 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Ask the children to describe the front cover and title page of this book. Have them tell you what kinds of animals these are.

 Explain that this book is a narrative and that narratives feature a problem that is resolved by the end of the story.



 Ask the children to predict what might happen in this story. Why do the animals need shade? What is distinctive about this kind of environment? What country could this be?

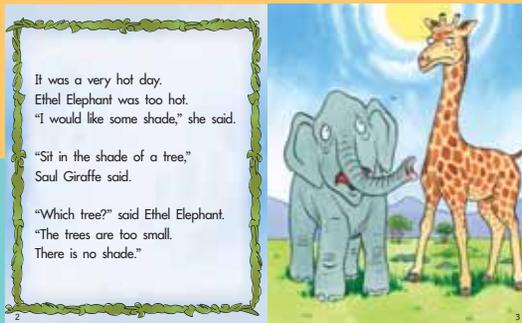
 Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING

2/3

Ask the children to look at the picture and describe how these animals are feeling. How do their expressions tell us this? Why are they sweating so much? How does hot weather make people feel?



AFTER READING

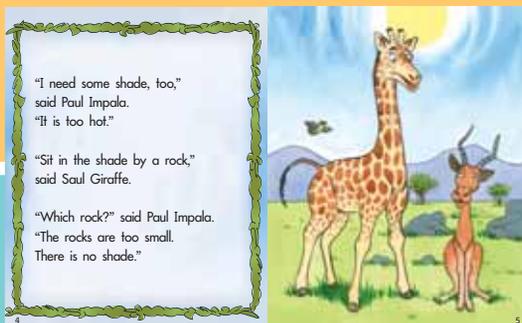
Ask the children to say what the animals want and to locate where it says this in the text. Ask the children why there is little shade at the moment.

Ask the children to find the word *small* and point to it. Then ask them to cover the text and spell the word. Have the children find the word *hot* and tell you its antonym. Discuss other words and their antonyms.

BEFORE READING

4/5

Ask the children to look at the picture and predict what these characters are saying. Discuss how it feels when we are too hot and list things we can do to keep cool.

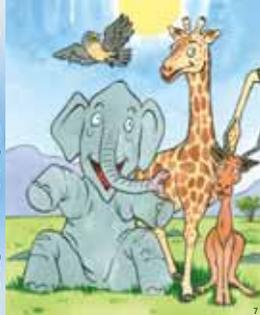
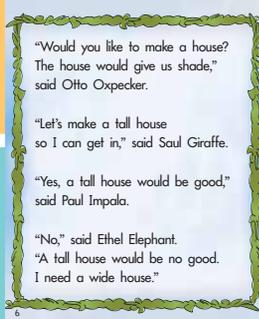


AFTER READING

Ask the children why the rocks will not give any shade. Encourage the children to refer to the text for the answer.

Can the children describe the problem in this narrative that is now apparent? Discuss the narrative text type and its features.

Ask the children to look at the picture. What tells them someone has come up with an excellent idea to solve their problem? What tells us the animals are very hot in the picture?

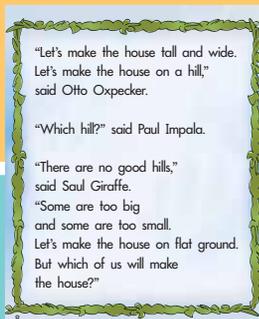


Discuss with the children the different needs each animal has. What kind of house does the elephant need? What about the giraffe? Encourage the children to refer to the text to find the answers.

Ask the children to find the word *Would*, then cover the text and spell the word. Then ask them to find the *ou* words *would* and *house*. Can they spot the contraction *Let's*?

Ask the children to cover the text and tell you what they can see in the picture. What do they think the animals will need to do to make the house? Talk about the jobs they would need to do and which animal is suited to each one.

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



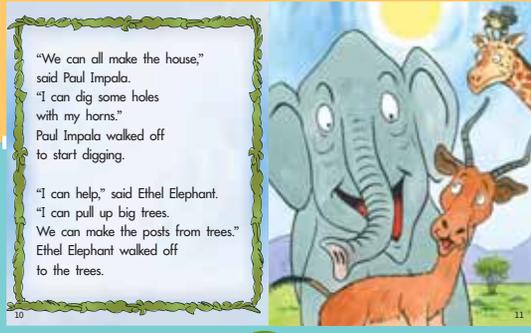
Ask the children whether the animals decide to make the house on a hill or on flat ground. Ask the children where it says this and have them refer to the text.

Ask the children to find the word *Which* and place it in sentences of their own to clarify meaning. Ask the children which open vowel we find in the word *Otto*.

BEFORE READING 10/11



Ask the children to predict some text to go with this picture, using a style and vocabulary similar to the author's. Encourage the children to think about what the animals may be saying to each other.



AFTER READING



Ask the children to tell you what Paul and Ethel are going to do. Encourage them to find the information in the text.



Ask the children to find the word *all*. Spell it and place it in sentences to clarify use and meaning. Identify the *ee* vowel digraph in the word *trees*. What other words have the same sound? List some on the board.

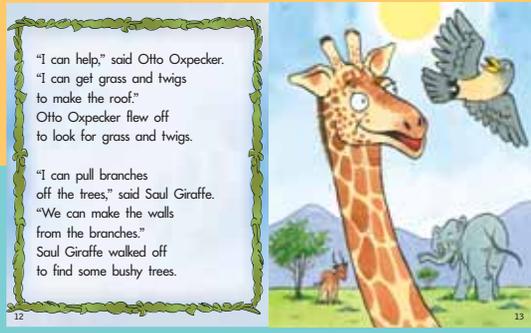
BEFORE READING 12/13



Have the children cover the text and predict what Otto will do to help.



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



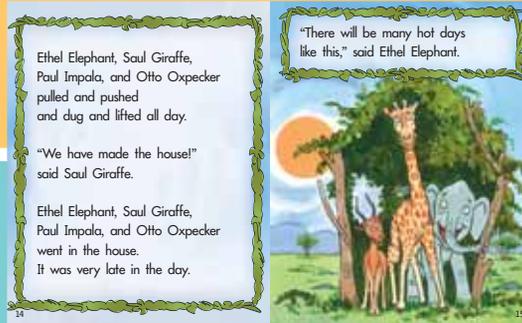
AFTER READING



Ask the children to find the word *help* and place it in sentences to clarify meaning and use. Find the word *flew* and note the vowel digraph *ew*. Have the children find all the punctuation on this page and explain the function of each.

Ask the children what is happening in this picture. How do they think the animals all feel in their new house?

Ask the children to tell you what they think of this story so far and why. Discuss the resolution of the problem the characters faced early in the story.



Ask the children to identify the word *very*. Can the children find the antonym words – *pushed* and *pulled*? Talk about the meaning of these antonyms and encourage the children to think of others.

Ask the children how they would feel if they had a new house to make them cool. Ask the children if all the work has paid off.



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

15 d A House for Shade Name _____

Draw a line to match each animal
with the job it did.

Ethel Elephant got grass and twigs
for the roof.

Paul Impala pulled branches off the trees
to make the walls.

Otto Oxpecker pulled up trees
to make posts.

Saul Giraffe dug some holes
for the posts.

Write the words that mean the opposite.

hot _____

pulled _____

tall _____

dry _____

15 d A House for Shade Name _____

Put a circle around the **ew** words.

Put a square around the **oo** words.

flew

good

new

blew

tree

look

grew

few

room

Put two of the words in sentences.
