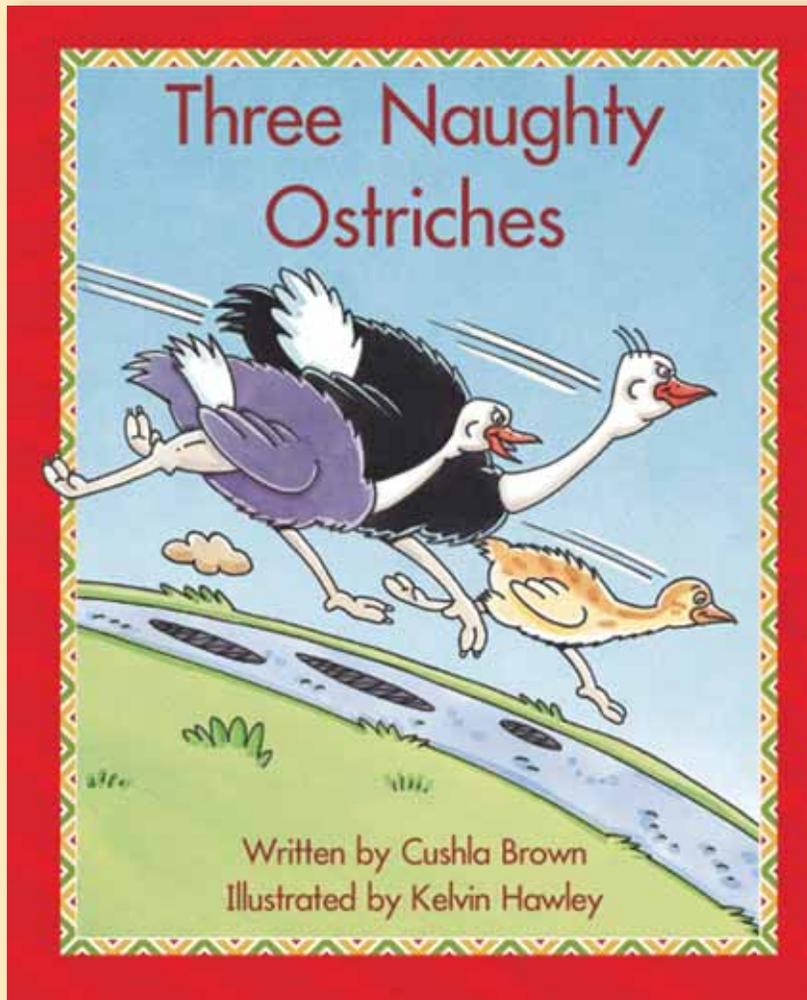




Level 16

Book b



Level	16
Word Count	369
Text Type	Literary recount
High Frequency	
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. 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)



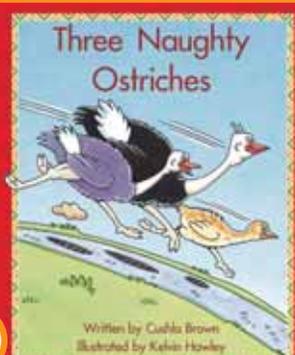
This symbol relates to use (text user)

BEFORE READING

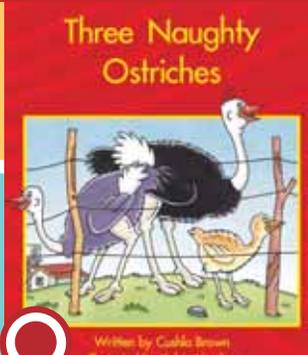
Cover & Title Page



Ask the children to look at the pictures. Discuss ostriches with them. What are they? Where would they be found? Invite the children to share their experiences.



Discuss with the children the title. How has the illustrator portrayed the ostriches? How would the illustration have been different if the title was *Three Nice Ostriches*?



Ask the children to respond to the book. Invite the children to do more research on ostriches. Discuss with them how the author used features of ostriches to portray the characters.



Ask the children to analyse the book. How would the story have been different if it was called *Three Naughty Elephants*? How would the characters be different?

AFTER READING

BEFORE READING

2/3

Tell the children that they are reading a literary recount. Explain that they will find the story will be a series of events in chronological order.

Explain to the children that hyphens are used in writing to join words to show they have a combined meaning. Have them search for a hyphen on p.3. Discuss the meaning.

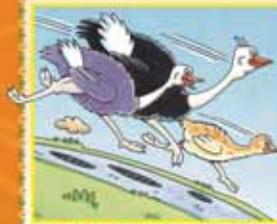
One day, three naughty ostriches got out of the farm.

"This is fun!" said the smallest ostrich. "Let's run down the road as fast as we can."

So the three naughty ostriches ran down the road. Soon, they came to a corner.

"Which way shall we go now?" said the biggest ostrich.

"Down the hill," said the middle-sized ostrich. So the three of them ran down the hill.



AFTER READING

Invite the children to discuss the events of the story. What has happened so far? Discuss the order of events and how these are important.

Have the children analyse the text. Discuss the characters in the story. How have the author and illustrator emphasised the word *naughty*?

BEFORE READING

4/5

Have the children look at the pictures. What do they think is going to happen in the story?

"Look at those three naughty ostriches!" said a girl on her skates. "I'm going to chase them." So she chased them down the hill.

"A girl is chasing us," said the smallest ostrich. "Run faster!"

So the three naughty ostriches ran on as fast as they could.



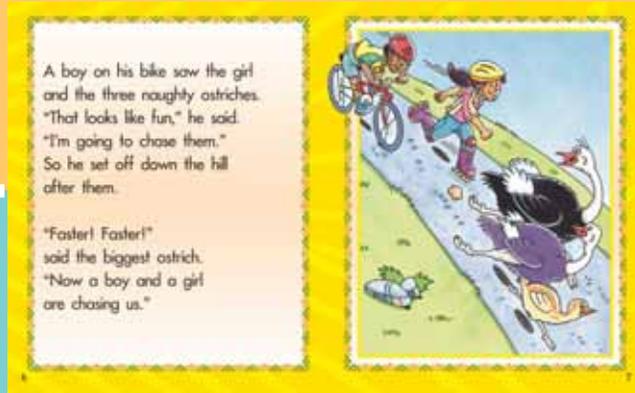
AFTER READING

Have the children discuss the reaction of the girl when she saw the ostriches. Ask them if they have seen animals that have escaped from farms. What did they do?

Discuss with the children what adjectives are and how they are used to make stories more interesting. Help the children locate adjectives in the story.



Discuss with the children that punctuation helps make stories readable. Punctuation tells us when to stop, start and use expression. Look at the punctuation on p.6 and discuss its use.



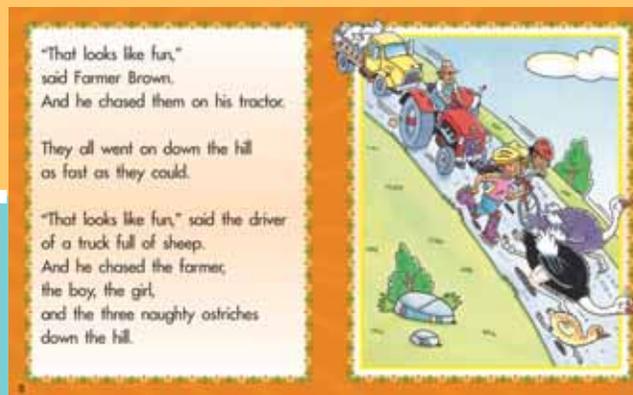
Ask the children how the punctuation on p.6 affected their reading. Would they have read the story differently if it wasn't there?



Ask the children to discuss the ostriches' reaction to the people chasing them. Have the children predict the next event in the story.



Discuss with the children that pictures give us clues to what is happening in the story. What do they think is happening?



Discuss with the children the story so far. If they were observing this event from the roadside, how would they react? Would they join in? Have them justify their answers.

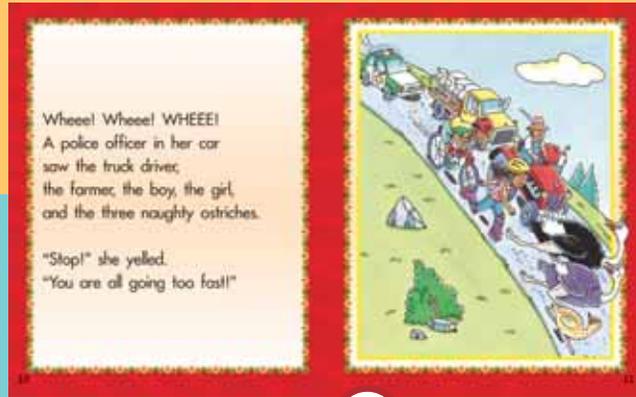


Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

BEFORE READING 10/11

Ask the children if they can predict whether everybody will stop because the police officer is there.

Discuss with the children the use of onomatopoeia in the story. Explain that these words form a sound. Can they think of other examples of onomatopoeia?



AFTER READING

Discuss with the children what happened on p.10. Why did the police officer stop the ostriches?

Have the children analyse the text so far. How do the actions of the police officer in the story compare with what you know about the police? What roles do they play in your community?

BEFORE READING 12/13

Ask the children if they have ever disobeyed an instruction. What were the consequences? Discuss the consequences of their actions.



AFTER READING

Have the children scan the page for punctuation and hyphens. Discuss their use on p.12.

Discuss with the children how the police officer caught the ostriches. What problems would they have catching ostriches in real life?

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

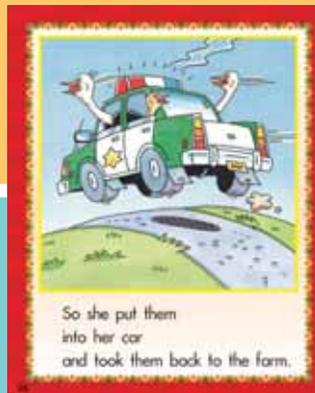
Ask the children to look at the picture. What is happening in the picture? What do they think will happen to the ostriches? Have them justify their answers.



Discuss the speech marks on p.14. Who is talking? How do they know who is talking? What part of the text tells them this?

Explain to the children that a literary recount often ends with a conclusion. Have them look at the picture and discuss what their conclusion might be.

Remind the children that their reading needs to make sense and sound right. Remind them that punctuation helps their reading make sense.



Have the children look back at the events of the story. Discuss each major event of the story in chronological order.

Have the children analyse the text. Discuss how the author placed the naughty ostriches in the police car. How would the story have been different if they were nice ostriches?

16 b Three Naughty Ostriches

Name _____

1. Use numbers to place each event in chronological order.
The first one is done for you.

- 1 The three naughty ostriches escaped from the farm.
- 2 A boy chased the girl and the ostriches.
- 3 The naughty ostriches were taken back to the farm in the police car.
- 4 A girl chased the ostriches on her skates.
- 5 Farmer Brown chased the boy, girl and ostriches on his tractor.
- 6 The police officer caught the ostriches.
- 7 The truck driver chased the farmer, the boy, the girl and the ostriches.

2. In a story an action often causes a reaction.
Think of three actions causing reactions in the story.
The first one is done for you.

Action

Reaction

A girl chased the ostriches. The ostriches ran faster.

16 b Three Naughty Ostriches

Name _____

1. Think of an onomatopoeia for each sentence.

- 1 We sat on the balloon and it went POP!
- 2 The birds singing sweetly in the trees went _____.
- 3 The soup boiling on the stove went _____.
- 4 The bacon went _____ in the frying pan.
- 5 The cow in the paddock went _____.
- 6 The plates fell on the floor and went _____.
- 7 The rain on the roof went _____.

2. The sentences below need punctuation.

Add the correct punctuation to the sentences.

- 1 what is the time
- 2 sam went to the shop to buy some bread
- 3 a girl is chasing us said the smallest ostrich
- 4 john and kim went surfing at the beach
- 5 stop yelled the police officer