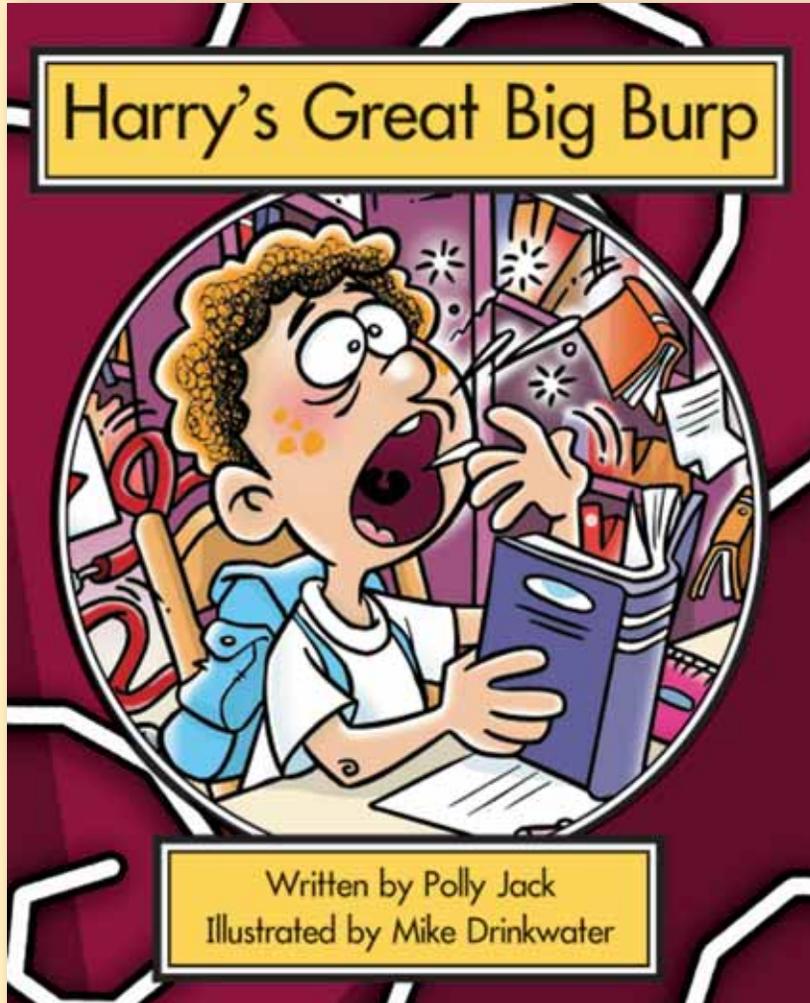




# Level 16

## Book f



Level	16
Word Count	361
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 discussions 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

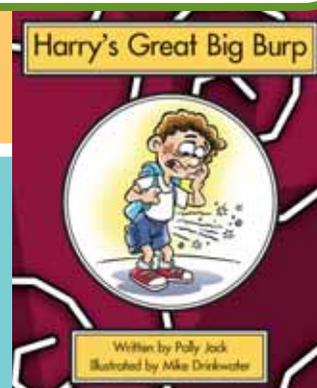
## Cover & Title Page



Discuss with the children the title of the story and the illustration. Using these clues, predict what might happen in the stories.



Discuss with the children some of the reading strategies they use when they come across unknown words. Write down these strategies. Remind them to check how the word looks and sounds.



Have the children analyse the story. Discuss embarrassing moments. Compare the feelings of Harry to their own personal experiences. How are they the same/different?

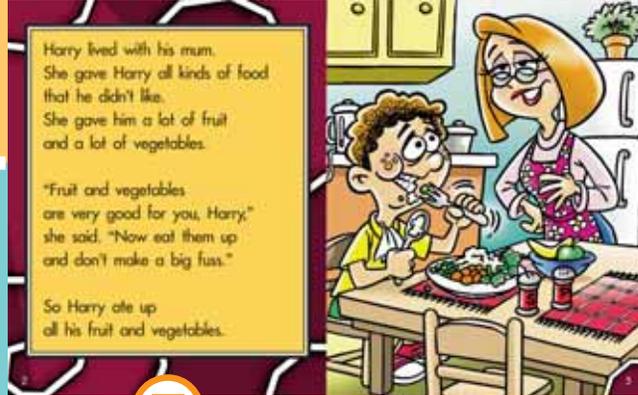


Ask the children to respond to the book. Could the story have had a better title? Could they have suggested a different ending?

AFTER READING

Explain to the children that they are going to read a literary recount. Explain that a literary recount has a series of events that are in chronological order. What does chronological mean?

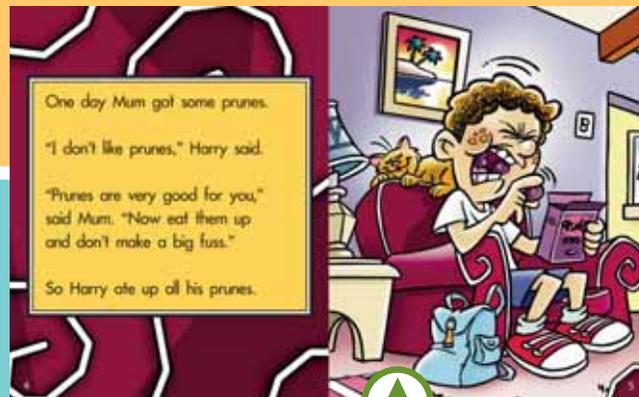
Revise contractions with the children. Explain that they are two words combined together in a shorter form. As they read ask them to locate contractions.



Discuss with the children the characters in the story. What can they tell us about Harry? How does the author introduce the characters?

Have the children look at the picture. What is happening? What is the problem in the picture?

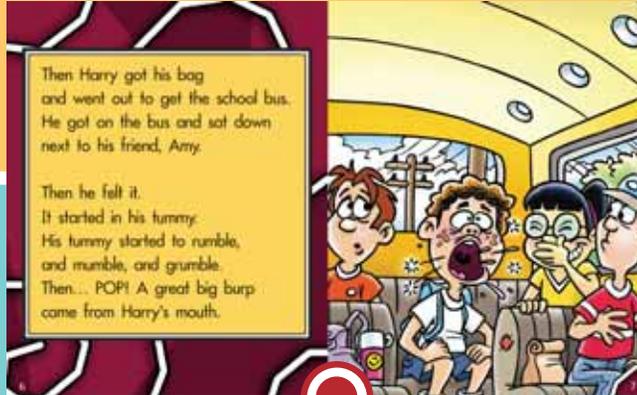
Explain to the children that often small words within words can help us read unknown words. Write the words *friend* and *singer* on the board. What are some of the small words in these?



Discuss with the children Harry's eating habits. Relate these to their own eating habits. How do they react when they eat food they don't like?

Invite the children to discuss any words they do not know. Were they able to find any small words within words to help them?

Invite the children to look at the illustrations. Ask them to look at the pictures and guess what is happening.

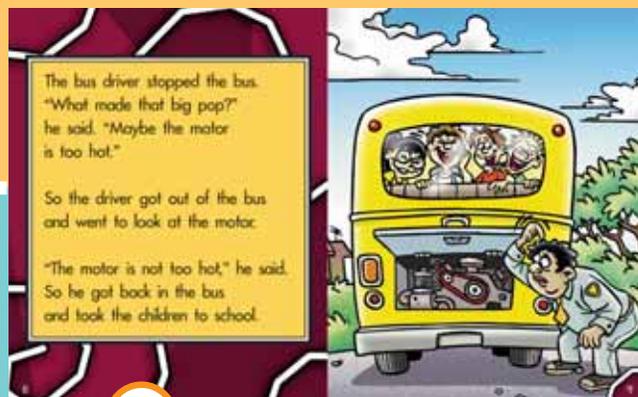


Discuss with the children onomatopoeia. Explain how onomatopoeia is the formation of a word from a sound. Have them find some on the page. How does it influence the story?

Invite the children to analyse the text. How do you think Harry felt when he burped? Compare his experience to embarrassing moments of their own. What feeling would be the same/different?

Invite the children to look at the pictures. What did the bus driver think had happened? Why are the children laughing?

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?



Discuss with the children the events in the story so far. Discuss how the story has taken place within a day. Have them predict what might come next.

BEFORE READING 10/11

Invite the children to look at the picture. What is happening?



Harry went to the library  
to take his book back.  
Then he felt it again.  
It started in his tummy.  
His tummy started to rumble,  
and rumble, and grumble.  
Then... POPI! Another great big burp  
came from Harry's mouth.

Discuss with the children the use of onomatopoeia. Invite them to suggest other words to replace the onomatopoeia.

Explain to the children that often in a story actions cause reactions. Discuss the events on the bus. Have them predict what might happen next.

AFTER READING

A Garden in a Bottle

All About Meat

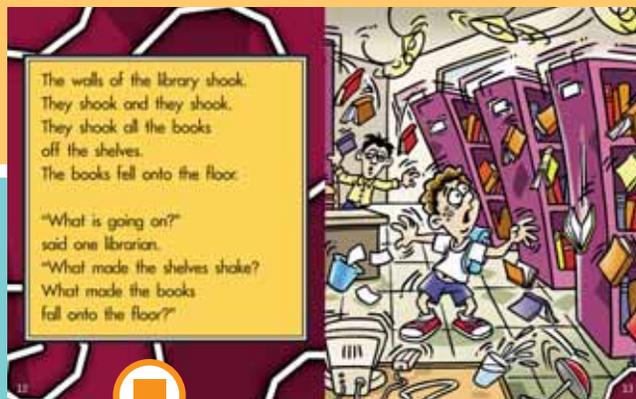
Fat Snake - Thin Snake

Harry's Great Big Burp

BEFORE READING 12/13

Invite the children to look at the picture. What was the reaction to Harry burping?

Explain to the children that speech marks tell us when someone is talking. Explain that they also tell us when to use expression in the book. Encourage the children to do this as they read.



The walls of the library shook.  
They shook and they shook.  
They shook all the books  
off the shelves.  
The books fell onto the floor.

"What is going on?"  
said one librarian.  
"What made the shelves shake?  
What made the books  
fall onto the floor?"

Discuss with the children the events of the story so far. What do they think will happen next? How do they think Harry is feeling?

AFTER READING

Kakadu

Polly Parkins's Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Ask the children to locate some compound words on p.14. Explain that looking for the two words in the compound word will help them with their reading.

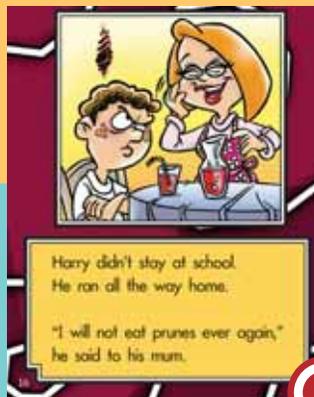


Discuss with the children the reaction of the librarian. Why did she call the firefighters and police officers? What is the usual procedure when there is an earthquake?

Invite the children to analyse p.14 and 15. How has the illustrator portrayed the feelings of Harry and the other children? How are the other children feeling now compared to when they were on the bus?

Explain to the children that a literary recount often finishes with a conclusion. Using the picture, have them predict how the story might end.

Remind the children that their reading needs to make sense and sound right. Remind them to use the little words in compound words to help them.



Discuss with the children the end of the story. Discuss the sequence of events. What time of day did the story end?

Invite the children to analyse the text. Compare how Harry felt when he burped on the bus to how he felt after he burped in the library. How were his feelings the same/different?

## 16 f Harry's Great Big Burp

Name \_\_\_\_\_

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

1. Harry ate lots of foods he didn't like. One day he ate prunes.
- Harry went to the library. His tummy started to rumble and out came a burp.
- The bus driver stopped the bus and went out to look at the motor.
- The walls in the library shook and shook. The books fell onto the floor.
- Harry sat on the bus with his friend Amy. His tummy started to rumble and out came a burp.
- The librarian called the firefighters and the police officers. There was no earthquake.
- Harry ran all the way home. He told his mum he would not eat prunes again.

2. Draw a picture of Harry burping in the library.



# 16 f Harry's Great Big Burp

Name \_\_\_\_\_

1. Expand these contractions.

didn't

did not

I'll

don't

won't

wouldn't

shouldn't

I've

haven't

2. Write three sentences using as many of these compound words as possible.

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