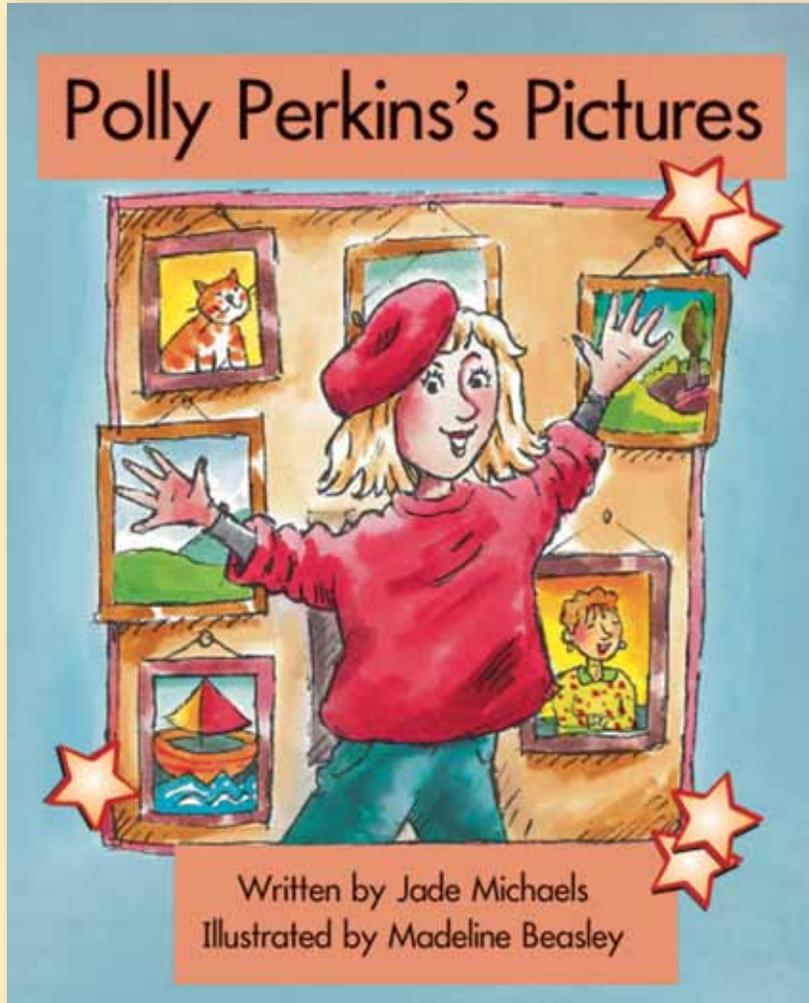




Level 16

Book g



Level	16
Word Count	377
Text Type	Narrative
High Frequency word/s Introduced	them, took, us



A Garden in a
Bottle

All About Meat

Fat Snake -
Thin Snake

Harry's Great Big
Burp

Kakadu

Polly Perkins's
Pictures

The Blank Sheet of
Paper

Three Naughty
Ostriches

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)

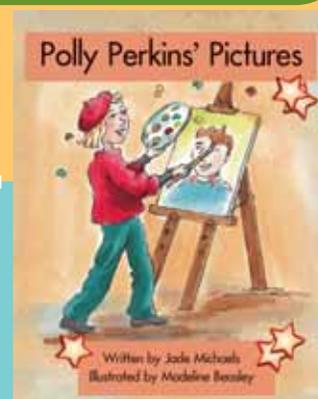
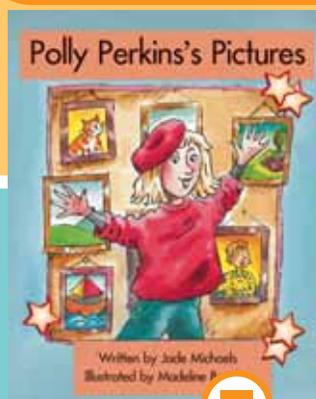
 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Ask the children to look at the pictures. Explain that they are reading a fiction story. What is the difference between fiction and non-fiction text?

 Have the children look at the title of the story. What can they tell you about it? Explain that alliteration is the use of the same letter or sound at the beginning of words closely connected.



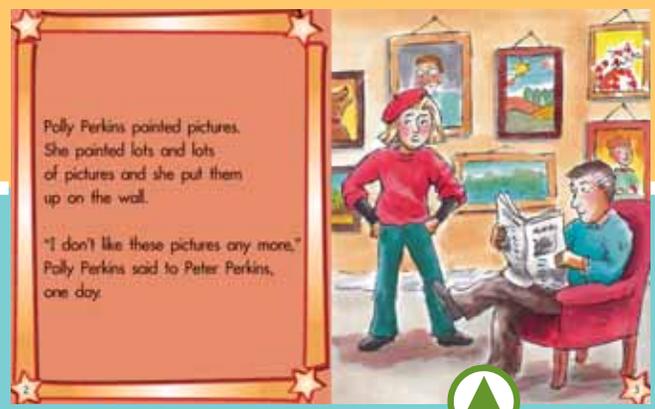
 Have the children respond to the book. Could they think of a better title for the story? Justify why they might change the title to the story.

AFTER READING

BEFORE READING

2/3

Have the children look at the pictures. What do they think is happening? Have them predict what will happen. Discuss their answers.



Explain to the children that they are reading a narrative. The first page often introduces the character, setting and a problem. Discuss these things with the children.

Discuss with the children the use of alliteration on p.2. Have them locate it. Discuss their thoughts about the use of these words.

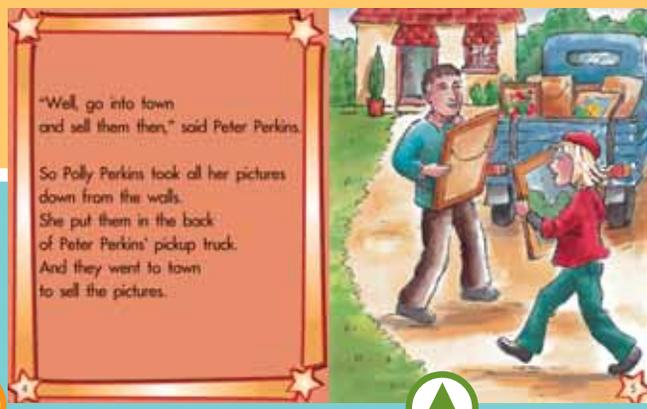
AFTER READING

BEFORE READING

4/5

Discuss with the children what they think Polly will do to solve her problem. Have them use the illustrations to help them with their answers.

Discuss with the children the use of speech marks. Explain that they show who is speaking and often tell us when to use expression. Encourage the children to use expression when they read.

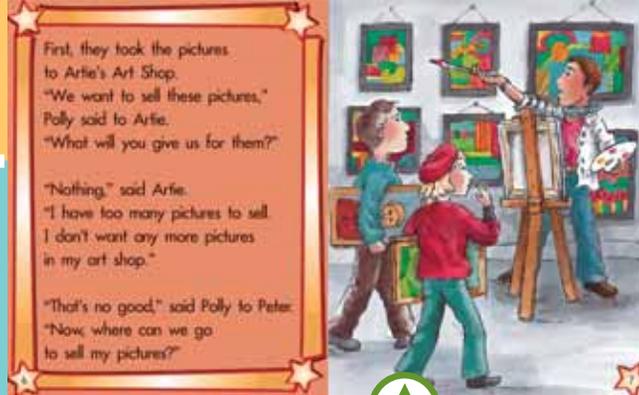


Discuss with the children where Polly might take her pictures in town. What places sell pictures?

Have the children locate any alliteration on the page. Discuss the use of the words in the sentences.

AFTER READING

Have the children look at the pictures. Where did Polly go first with her pictures? Was it the best place to go?

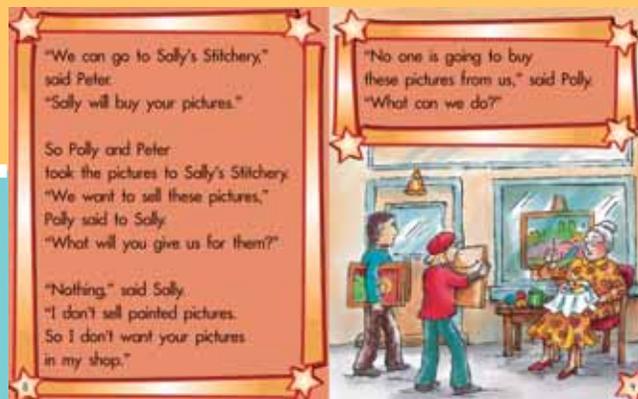


Discuss with the children what happened. Why would Artie not buy the pictures? What should Polly do now?

Have the children locate the alliteration on p.6. Is there a theme in the book so far? What is it?

Invite the children to use the illustrations to find out what type of shop Polly went to next. Do they think Polly will sell her pictures? Have them justify their answers.

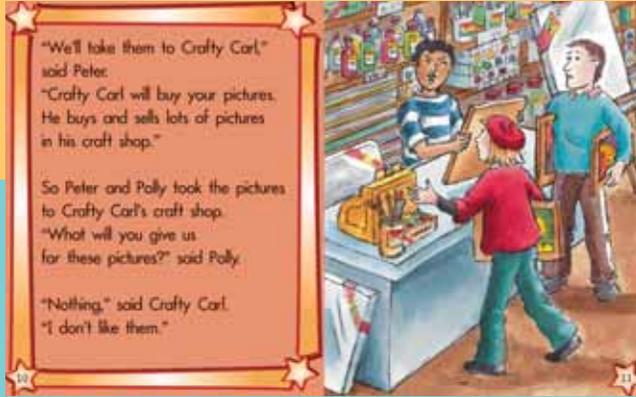
Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?



Discuss with the children why Sally didn't buy the pictures. What type of shop does Sally have?

BEFORE READING 10/11

Remind the children about the use of punctuation in stories. What is the purpose of punctuation? How does it help us with our reading?



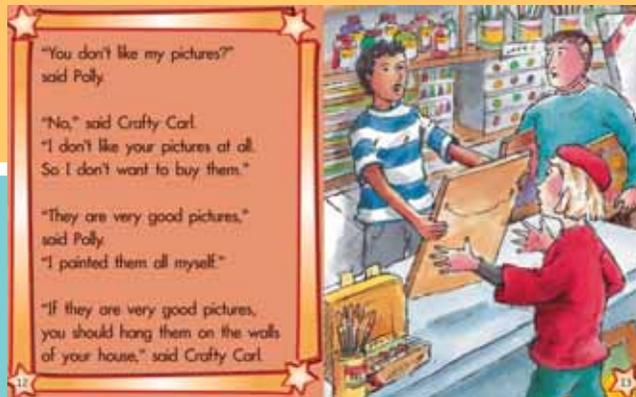
AFTER READING

Discuss with the children what kind of things are sold in a craft shop. How will this affect Polly who is trying to sell pictures?

Have the children analyse the text so far. How do they think the main character might be feeling? Have them think of similar experiences of their own.

BEFORE READING 12/13

Have the children look at the pictures. Have them predict what they think might happen. Have them justify their answers.



Discuss with the children what has happened in the story. What do they think Polly will do next?

Have the children locate alliteration on p.12. Discuss the use of it in the sentences.

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

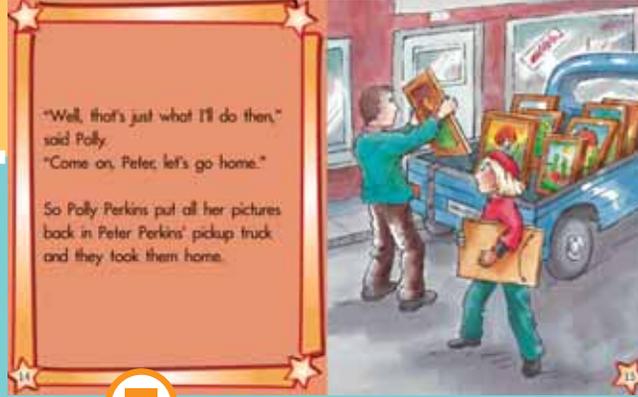
Kakadu

Polly Parkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

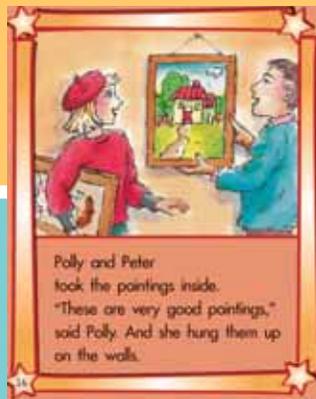
Have the children look at the pictures. What do they think Polly is doing with her pictures? Ask them to predict what will happen.



Discuss with the children what has happened so far. Where is Polly going with her pictures? Can they suggest other things to do with the pictures?

Have the children look at the illustration. What happened to the pictures? How do they think Polly is feeling?

Remind the children that their reading needs to make sense and sound right. Remind them to use punctuation to indicate when to stop and start, and use expression in their reading.



Invite the children to discuss the solution to Polly's problem. Explain that narratives usually finish with a solution to the problem. Can they suggest other ways the story could end?

Have the children analyse the text. How did Polly's feelings change from the start, middle and end of the story? How were her feelings similar/different throughout the book.

16 g Polly Perkins's Pictures

Name _____

1. Answer the following with a **Yes** or **No**.

Polly Perkins likes painting pictures. _____

Polly took her pictures to the country fair to sell them. _____

Artie owns a sports shop. _____

Artie had too many pictures in his shop. _____

Sally Stitchery owns a sewing shop. _____

Crafty Carl didn't like Polly's pictures. _____

Polly took her pictures home and threw them in the bin. _____

2. Use three words to describe how Polly was feeling about her paintings at the start, middle and end of the story.

Start: 1. _____ 2. _____ 3. _____

Middle: 1. _____ 2. _____ 3. _____

End: 1. _____ 2. _____ 3. _____

16 g Polly Perkins's Pictures

Name _____

1. Complete these sentences using alliteration.

1. The big brown bear _____

2. Claire the clean cat _____

3. Speedy Sam screamed as he _____

4. The mighty mouse _____

5. The fast flying machine _____

2. Write a short story containing alliteration.

Remember to place punctuation in your story.
