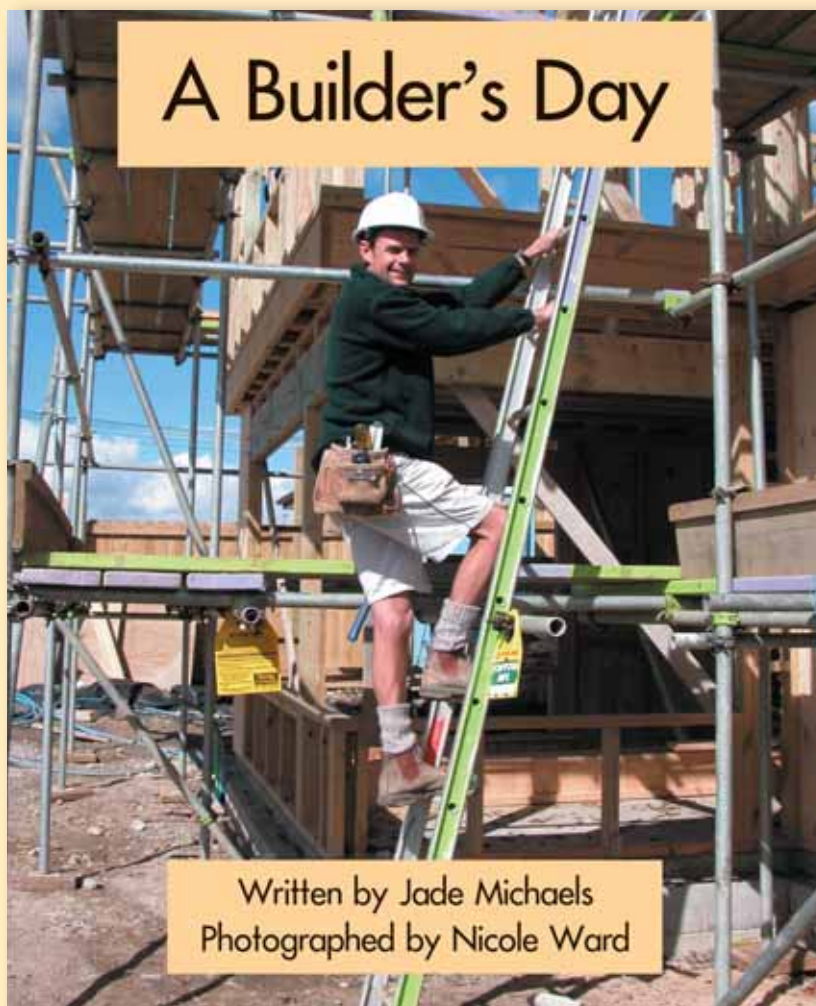




Level 17

Book d



A Builder's Day

Written by Jade Michaels
Photographed by Nicole Ward

Level	17
Word Count	417
Text Type	Factual recount
High-Frequency Word/s Introduced	



Special Guests

Questions About
Koalas

Casey's Art Project

A Builder's Day

The Best
Blackberries

Sounds All Around

Maras Clouds

Horses

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Share the front cover with students. Ask students what they know about the work of a builder. Discuss the items in the photo. What does a builder use these items for?

Have students turn to the glossary and discuss its purpose. Look at a particular entry, such as *plans*, and read the definition. Ask students how they think this term relates to a builder's day. Read the index and discuss how it could be utilised to help the reader.

Draw students' attention to the timetable format of the book. Talk about the characteristics of a factual recount. Ask students to recognise that a recount is about a real event or experience. It begins with an introduction that includes who, when, where, what, and events in order of time follow, ending with a final comment.

Give students a copy of the *Inquiry Words* chart and explain its purpose. Explain to students that they will be filling in information when they have finished reading.

Review with students the strategies they can use to work out unfamiliar words and meanings. They can use the context of the sentences around the unknown word to work out its meaning. They should also look at the clock times and photographs, and check to see if the word is in the glossary.

DURING READING

Explain to students that pages 2–5 are the introduction, and that the timetable begins on page 6.

Some students may be able to read the text independently. However, some students may require you to monitor and guide their reading, providing prompts where necessary. Remind students to refer to the inquiry words on their charts to focus their reading.

AFTER READING

Ask students to reflect on the reading and information strategies they used to help them solve any problems they had while reading the text. What answers to your questions did you find in the photographs? Did you use the glossary? Which words did you find there? What people did the builder need to talk to during the day? Can you find the place in the text that tells you about one of these people? Can you explain the difference between the introduction and timetable in the recount?

Have students reread the book independently and complete the *Inquiry Words* chart using information from the text.

CODE BREAKER



Developing Specific Skills

Past tense verbs – needed, phoned, checked, started, talked, showed, worked, stopped, ordered, looked

Words of time to connect events – first, then, next

Digraph – *ph*, phoned

r controlled vowel sounds – Thursday, worked, computer, materials, order, there, started, card

Telling the time from clocks

TEXT USER



Identify the structures and features of a factual recount and a timetable.

Have students use text features to find and record information from the text on the *Inquiry Words* chart.

MEANING MAKER



Draw plans of the classroom or a school building.

Write a list of equipment a builder would need or a list of materials for a building site.

Complete the *Timetable* chart.

TEXT CRITIC



Discuss whether the visual feature of clocks helped the reader or not. If so, how? Why is working to time important for a builder? How can you link this to your school timetable? How could this recount be different if clock times were not a feature?

17d A Builder's Day

Name _____

1. Change these verbs into the past tense.

run _____ order _____ talk _____

check _____ dance _____ skip _____

drive _____ show _____ start _____

2. Put in these time-connecting words.

then first next

_____, I talk to the people whose building I am going to build.

_____ I plan it.

She asked me to phone her the _____ time.

Inquiry Words

Who	
What	
Where	
When	
Why	

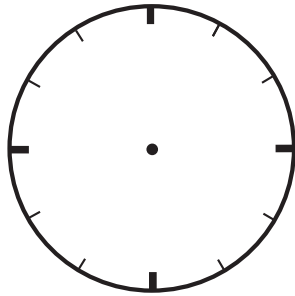
17d A Builder's Day

Name _____

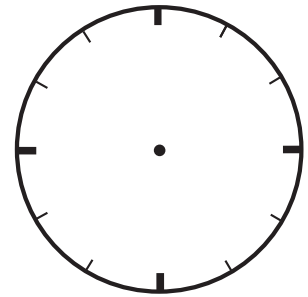
Timetable

1. Draw hands on the clocks to show these times.
2. Write your school day activity for each time.

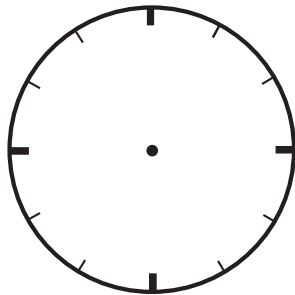
8.00 a.m.



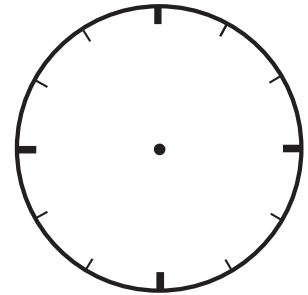
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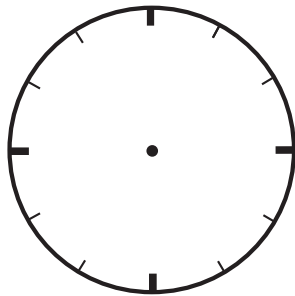
11.00 a.m.



1.00 p.m.



3.00 p.m.



4.00 p.m.

