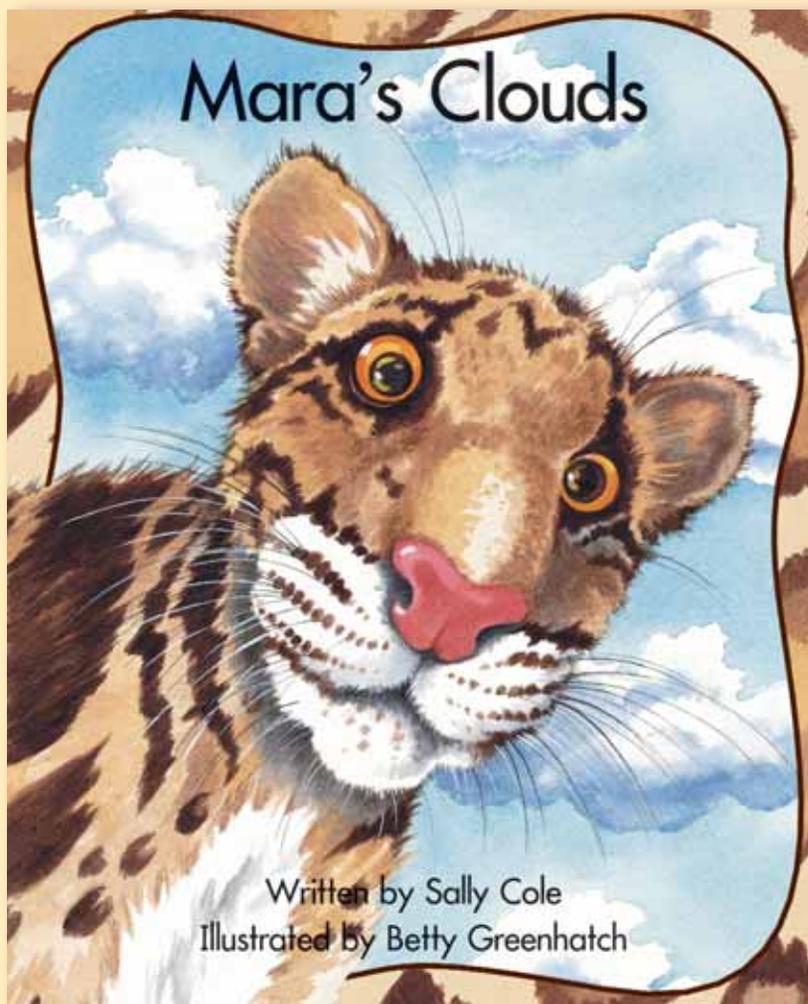




Level 17

Book g



Level	17
Word Count	414
Text Type	Narrative
High-Frequency	cold, should
Word/s Introduced	



Special Guests

Questions About
Koalas

Casey's Art Project

A Builder's Day

The Best
Blackberries

Sounds All Around

Mara's 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

Ask students to read the title, and the names of the author and illustrator. Have them discuss the picture. Ask who the main character is. What is her name and what animal is she? Have students suggest what the title means. Develop their curiosity by inquiring why Mara's name has a possessive apostrophe. How could the clouds belong to her? We will have to read the story to find out.

Explain to students that this story is a narrative about leopards. Discuss animated movies with animal characters. What other stories have they read about animals? Have they seen animated movies and videos with animal characters?

Ask students to predict what the setting of the story could be. Where do leopards live?

Turn to the title page. Reread the information and ask which leopard is Mara. What is in the picture that tells you about the setting?

DURING READING

Set students a purpose to read for, with a focus question for each page. Explain to students that you will be asking a question before they read each page, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–3 Discuss reflections with students. What is Mara thinking while she is looking at her reflection?

Pages 4–5 Discuss the patterns on a leopard's fur. What is Mara telling her mother?

Pages 6–7 How old is Mara?

Pages 8–9 Compare the clouds in the sky with clouds on a leopard's fur. Why is Mara climbing the tree?

Pages 10–11 Why wasn't it easy for Mara to hold on to the tree?

Pages 12–13 Why has Mara changed her mind?

Pages 14–17 Why did Mara come down from the tree?

Pages 18–21 Why is Mara looking in the water?

Pages 22–23 Why can they see Mara's clouds now?

Page 24 Why is Mara happy?

AFTER READING

Ask students if they enjoyed reading the story. Why or why not?

Have students reread the story independently, with fluency and expression. Then have them turn to the person next to them to discuss, in sequence, the main points in the story.

CODE BREAKER



Developing Specific Skills

Silent letters – climb – hard sound – *mb*

Plural – *es* – branches

Opposites – wet/dry

Vowel group – *ur* – fur

Doubling rule – stopped, getting

TEXT USER



Explain to students that the main purpose of reading a narrative is entertainment/pleasure, though the reader may also learn from the experience. Have students discuss what message the author has for the reader of this story. What lesson can we learn from the actions of Mara?

What information was needed to be better able to make a story prediction from the title? Have students use the library or Internet to find information about the clouded leopard.

MEANING MAKER

Together with students, construct a narrative frame for the story. Compare the resolution/ending with the story *Special Guests*.

Compare the words *happy/unhappy*. Make a comparison chart and under the two headings write why Mara was happy/unhappy.

Discuss and set up experiences related to reflections – water (puddles), glass (windows), mirrors. Have students draw themselves from a mirror image.

Have students make a time line for one year. Put a mark for each of the 12 months. At six months, mark Mara's age.

TEXT CRITIC

Ask students if the author, through writing this story, had reminded them of similar thoughts, feelings, or experiences to Mara's. Have them discuss, as a group, what they are looking forward to as they grow up.

Discuss with students how the author wrote the story to show the mother/child relationship.

Have students consider whether this book makes them want to read more animal narratives, or information books about leopards.

17g Mara's Clouds

Name _____

1. Describe the setting of the story.

2. Describe the two characters.

a. _____

b. _____

3. Draw a picture of Mara and her mother in a setting in the story.



17g Mara's Clouds

Name _____

1. Add *es* to change the words from singular to plural.

Singular

Plural

lunch

glass

fish

class

branch

2. Draw a line to the opposite word. The first one is done for you.

up

hot

wet

awake

over

down

cold

light

dark

dry

asleep

under

17g Mara's Clouds

Name _____

1. Fill in the missing words.

few easy wind blowing rain dug claws

The first _____ branches were _____ to climb
so Mara went on up.

The _____ was _____ the top of the tree.

Then the _____ came down.

Mara _____ in her _____.

2. Write about what happened so that Mara could see her clouds.

3. Draw the cloud patterns in the box.

