



Level 18

Book a

The Maze Race

Ice-Cream

Carla Crocodile's
Adventure

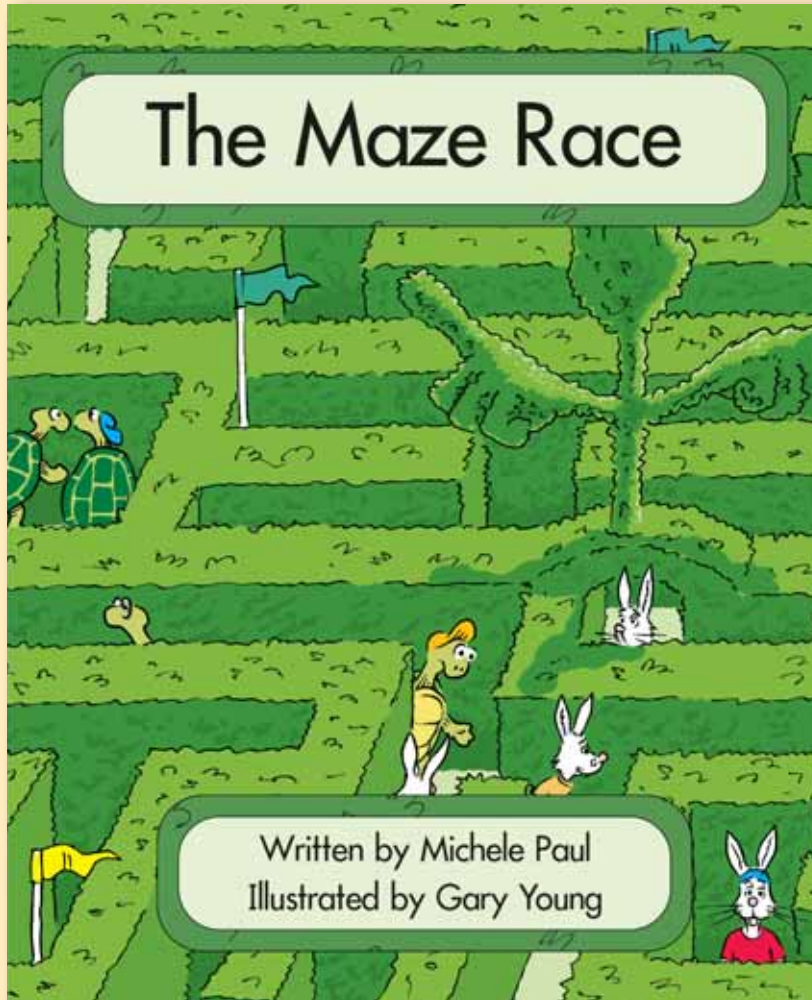
An Interview
with Alan Ant

Bisa's First Gallop

Big Bird Relatives

A Very Good Idea

Amazing
Mudskippers



Level	18
Word Count	442
Text Type	Narrative (fable)
High-Frequency Word/s Introduced	green, were, yellow

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 names of the author and illustrator. Have students discuss how the title could be the theme of the story. What is a maze? What is a maze race? Have you been in a maze? Would you like to race in a maze?

Explain to students that the characters in the story are animals. Discuss what students know about animated animals from stories, films, and videos. Ask students which animal characters are in the picture.

Ask students if they can remember a story about animals in a race. Talk about the fable *The Hare and the Tortoise*. Ask students what a fable is. What does a reader expect from reading a fable?

Read the title page. Ask students to look at the illustration and decide what the maze is made of.

DURING READING

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

Ask, before students read each page –

Pages 2–3 Discuss with students what a team in a race is. Who is going to start the teams off in the race?

Pages 4–5 What do the animals have to do to win the race?

Pages 6–7 Who says they are going to be the winners?

Pages 8–9 What did the rabbits do in the maze?

Pages 10–11 What did the turtles do in the maze?

Pages 12–15 What did the rabbits do with the yellow flag?

Pages 16–17 What happened to the rabbits?

Pages 18–21 What did the turtles do?

Pages 22–24 How did the race finish?

AFTER READING

Ask students what lesson they learned from reading the fable. Have students find the page in the book where the rabbits cheated.

Ask students to think about the events during the race, as they reread the story independently.

Have students work in pairs to discuss and compare the rabbit and turtle teams.

**Developing Specific Skills**

old, older, oldest

Repetition for emphasis or effect – *on and on* (page 14)

Triple consonants – *thr* – through (page 4)

Syllables – remember (page 8)

Possessive pronoun – their (page 4)



Compare the turtle team's race with the rabbit team's race. Talk about what makes this story a fable. Ask students what other fables they have read. Have students find other fables in the library. Discuss Aesop's fables and find common writing techniques and genre structure within the fables.

Ask students who the leader of the turtle team is. Did the rabbits have a leader? If the rabbits had a strong leader like the turtles, would that have made a difference to the race? Have students consider the importance of leadership.

MEANING MAKER



Hold a team race, with each student returning with flags in their team colour.

Discuss the character of the walrus in the story. Make comparisons between the role of the walrus with that of a teacher or a leader.

Have each student draw and colour a maze.

TEXT CRITIC



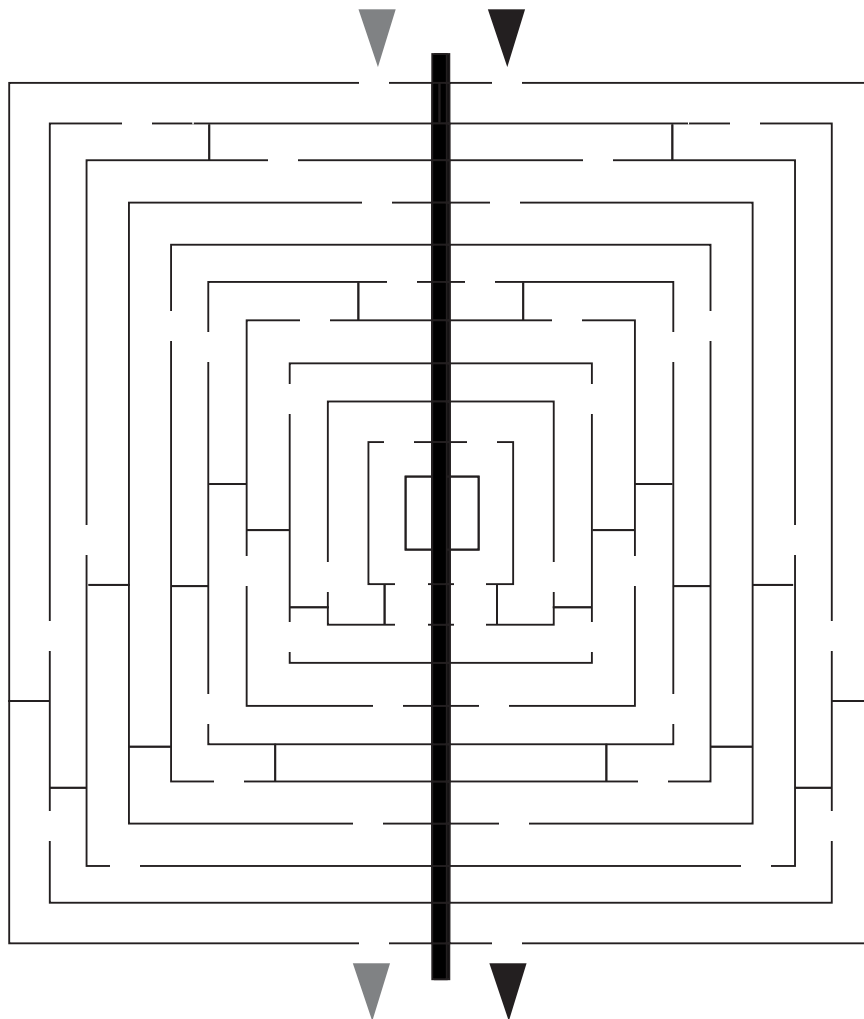
How important were the illustrations for you to follow the race? How well did the illustrations match the story and progress of the contest?

Would you be able to tell a friend about the lesson to be learned from this fable?

18a The Maze Race

Name _____

1. With a green and a yellow pencil, draw a route through the maze for each team.



2. Write one sentence about the race.

18a The Maze Race

Name _____

1. Write the number of syllables in these words.

remember _____ another _____

rabbit _____ lesson _____

walrus _____ yellow _____

2. Complete the pattern.

young younger youngest

old _____ _____

fast _____ _____

tall _____ _____

3. Write in the missing words.

there their

_____ are no more green flags.

Who will get back first with _____ flags?

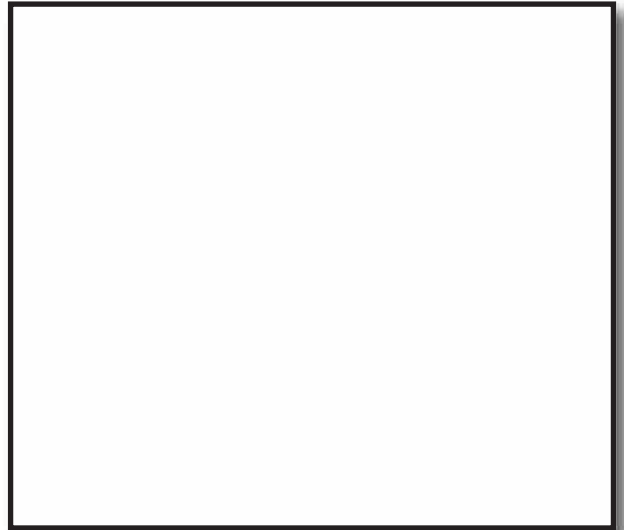
The rabbit team was _____.

18a The Maze Race

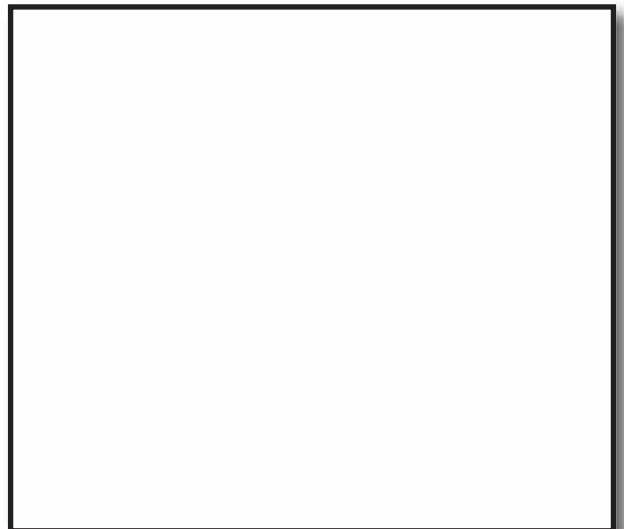
Name _____

1. Draw the two teams at the end of the race.

The rabbit team with their flags. How many flags? _____



The turtle team with their flags. How many flags? _____



2. Draw the walrus. In a speech bubble write the lesson he had for the rabbits.

