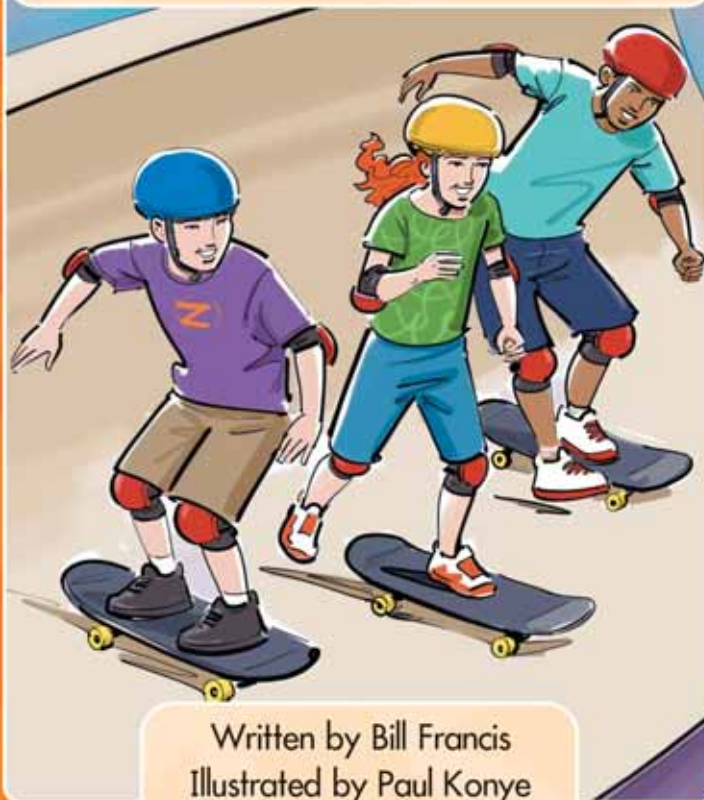




Level 18

Book g

A Very Good Idea



Written by Bill Francis
Illustrated by Paul Konye

Level	18
Word Count	442
Text Type	Narrative (realistic fiction)
High-Frequency	ask
Word/s Introduced	

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. Ask students if the title and picture gives them any clues about the theme of the story. What could the very good idea be? Ask them who they share their good ideas with. Discuss why good ideas are important.

Explain to students that the story is a realistic fiction narrative. Discuss the difference between fiction and realistic fiction. Ask students what characteristics they predict will be in this realistic story.

Read the title page and discuss the picture for further information to support their predictions.

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 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 Why did Seb, Jack, and Lizzie get out of the way?

Pages 4–5 Why do they need to do something?

Pages 6–9 What two ideas have they had so far?

Pages 10–11 Why isn't the idea on this page fair?

Pages 12–13 Discuss with students what a council is. What has Lizzie decided to do?

Pages 14–17 What idea is Lizzie going to take to the council?

Pages 18–21 Discuss the word *councillors*. What do the councillors decide?

Pages 22–24 Discuss the conclusion of the story.

AFTER READING

Ask students to revisit page 4, and talk about what the big kids were doing to the little kids. Talk about the bullying behaviour.

Have students, with a partner, reread half the book each and then discuss the children's actions.

Developing Specific Skills

Revise apostrophes – possessive – Lizzie’s dad; contractions – it’s, that’s, won’t, I’ll

Revise compound words – skateboard, something, weekend, afternoon, today

Double / – council, councillors

Discuss comparatives and superlatives – big, bigger, biggest

Possessive pronoun – their

Ask students how they know the story is realistic fiction. Have them return to the text to support their statements. Do students think this situation could happen? Have them state similar situations they have experienced or heard about.

Encourage students to think about whether this story could help them solve a problem in the future.

Have students turn to page 2, and talk about how the author opened the story. Ask students to flip through the pages to consider the extent to which dialogue is used to tell the story.

MEANING MAKER



Ask students to find information about councils and councillors from the Internet and library. Have them find out about their local council from their parents, council office, or local library.

Revise students' knowledge of the school's bullying policy and intervention procedures.

Have students design a sign for the council to put up at the skateboard bowl. Remind them to check with the book for the details.

The Maze Race

Ice-Cream

Carla Crocodile's
Adventure

An Interview
with Alan Ant

TEXT CRITIC



Have students talk with a partner about whether this story could help them be proactive in a difficult situation.

Ask students if the author has written the story in such a way that they can consider how their school playground is organised for both little and big kids.

How would the text be different if the story had been told from the big kids' point of view?

Bisa's First Gallop

Big Bird Relatives

A Very Good Idea

Amazing
Mudskippers

18g A Very Good Idea

Name _____

1. Complete the comparative and superlative words to match.

big bigger biggest

small _____ _____

cold _____ _____

hot _____ _____

2. Put in the missing words.

there their

You have to pay to skate _____.

Those big kids make us get out of _____ way all the time.

Seb, Jack, Lizzie, and Lizzie's dad went to the council meeting with _____ idea.

The sign will say when the little kids and the big kids can skate _____.

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Name _____

1. Change the contractions into two words.

it's	_____	that's	_____
won't	_____	I'll	_____

2. Change the compound words into two words.

skateboard	_____	_____
something	_____	_____
afternoon	_____	_____
today	_____	_____
weekend	_____	_____

3. Find the right ending for each sentence.

- | | |
|--------------------------------|---|
| a. Seb got | what Lizzie had to say. |
| b. What do you | idea that you all had. |
| c. The councillors listened to | out of the way. |
| d. We will put up a | want to ask them? |
| e. That was a good | sign to say when the little kids
and the big kids can skate. |

18g A Very Good Idea

Name _____

Answer the questions with a sentence.

a. How long is 30 minutes? One hour or half an hour?

b. What happened when the little kids were on the skateboard bowl?

c. Why was going to Skaterama not a good idea?

d. Why was building a skateboard bowl for little kids not a good idea?

e. When does the council have a meeting?

f. What idea were they going to take to the council?
