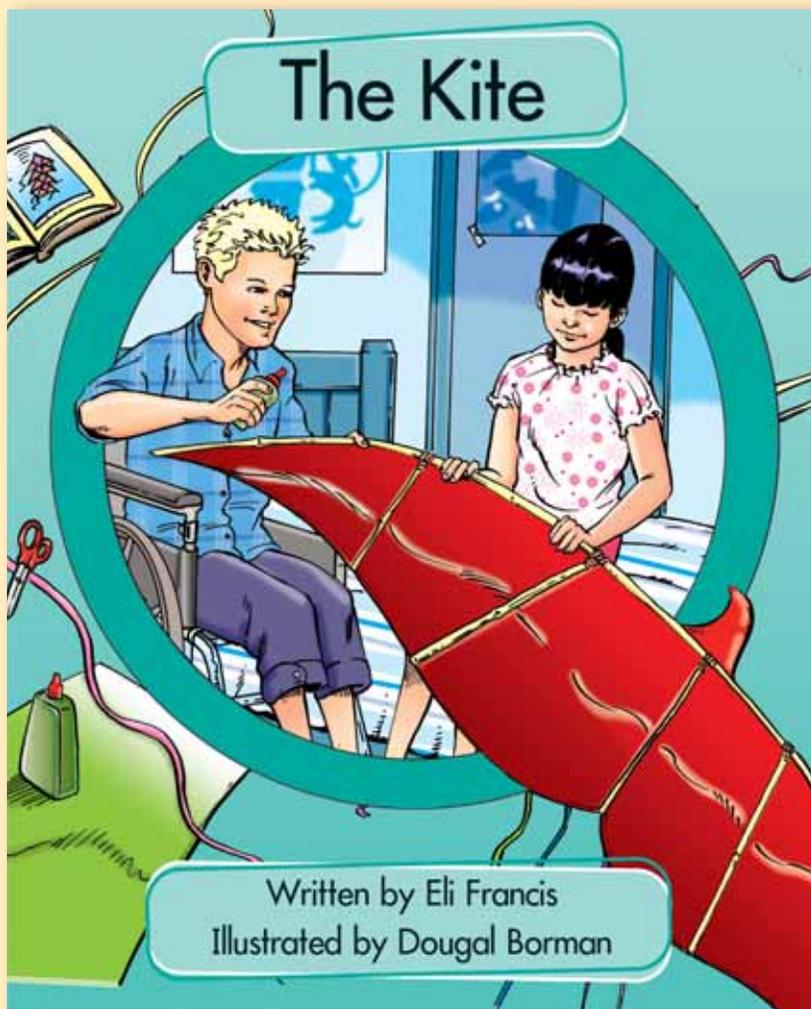




Level 19

Book e



Level	19
Word Count	460
Text Type	Narrative (realistic fiction)
High-Frequency	ready
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. Discuss the title and picture, and ask students if they have flown a kite. Have they made a kite? Encourage students to talk about their experiences of flying and making a kite.

Tell students the story is in the form of realistic fiction. Ask students if they would expect the story to be told mainly with direct speech or by a narrator. Have students discuss the difference between how the reader would expect the characters to be in realistic fiction, compared to imaginative fiction.

DURING READING

Set students a purpose to read for, with a focus question for each page or several pages. 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/pages.

Ask, before students read each page –

Pages 2–3 What do Wendy and John need to do?

Pages 4–5 What sort of kite does Wendy want?

Pages 6–11 What do Wendy and John decide?

Pages 12–17 What sort of a kite did they make?

Pages 18–21 Why wouldn't their kite fly?

Pages 22–24 What did they decide in the end?

The Mystery of the
Flattened Flowers

Have You Ever Seen
a Shell Walking?

New Schoolmates

What Lives in a
Rotting Log?

The Kite

Worker Magnetic
Termites

The Zigzag
Kayak Trip

Amazing
Humpback Whales

AFTER READING

Ask students if they enjoyed the story. Have them explain why or why not. Revise the purpose of reading fiction, by reminding them that the purpose of reading a narrative is for entertainment and enjoyment.

Have students reread the book with a partner. Have each read the part of one of the characters, and read the narrator's text together.

CODE BREAKER



Developing Specific Skills

Similes – a kite that flies like a bird (page 12)

Verbs

y changes to *i* and add *es* – fly/flies

Short vowel *i* – will, still, with, plastic, strips, wind

Long vowel *i* – kite, like, ideas, light, white, ice-cream

TEXT USER



Ask students how the language is the same/different from other realistic fiction they have read.

Have students discuss as a group how this text could solve a real-life problem.

MEANING MAKER



Have students write a procedural text, called *How To Make a Bird Kite*, using the information in the story.

Discuss with students the qualities of a good friendship. Check with the story to find examples that match those qualities. Have students consider what the positive outcomes are from a friendship like Wendy and John's.

Ask students to reread page 2 to find characteristics that would fit into the narrative structure. Write *Characters*, *Setting*, *Problem*, and *Resolution* on the board and tick the characteristics they have found.

The Mystery of the Flattened Flowers

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TEXT CRITIC



Ask students to consider the ending if the two characters had not worked together. Have them rewrite the story with the characters each making their own kites.

Ask students to check with the text to find out if John and Wendy had equal input into the activities.

Have students discuss why the author wrote the book, and whether the book meets that purpose.

19e The Kite

Name _____

1. Sort the words into long and short vowels.

kite still mine ideas with it his big light plastic

wind rip like white strips fixed picked ice-cream

Long <i>i</i>	Short <i>i</i>

2. Draw a circle around the verbs.

run table skip eat kite fly car dog

making house knock laughed bird paper cut

19e The Kite

Name _____

1. Put the right name in each space.

Wendy

John

The person with the better kite has to make the other person an ice-cream.

Had many ideas.

Had many things with which to make a kite.

We could work together.

We could make a kite that flies like a bird.

2. Put the right word in each space.

They cut bamboo to _____ a frame.

made

make

_____, all we have to do is test it.

Now

New

But there _____ no wind.

saw

was

19e The Kite

Name _____

Pretend you are Wendy or John.

Write a letter to Grandma, Mum, or Dad about making the kite.

Draw a picture to go with your letter.

Dear _____

Love from
