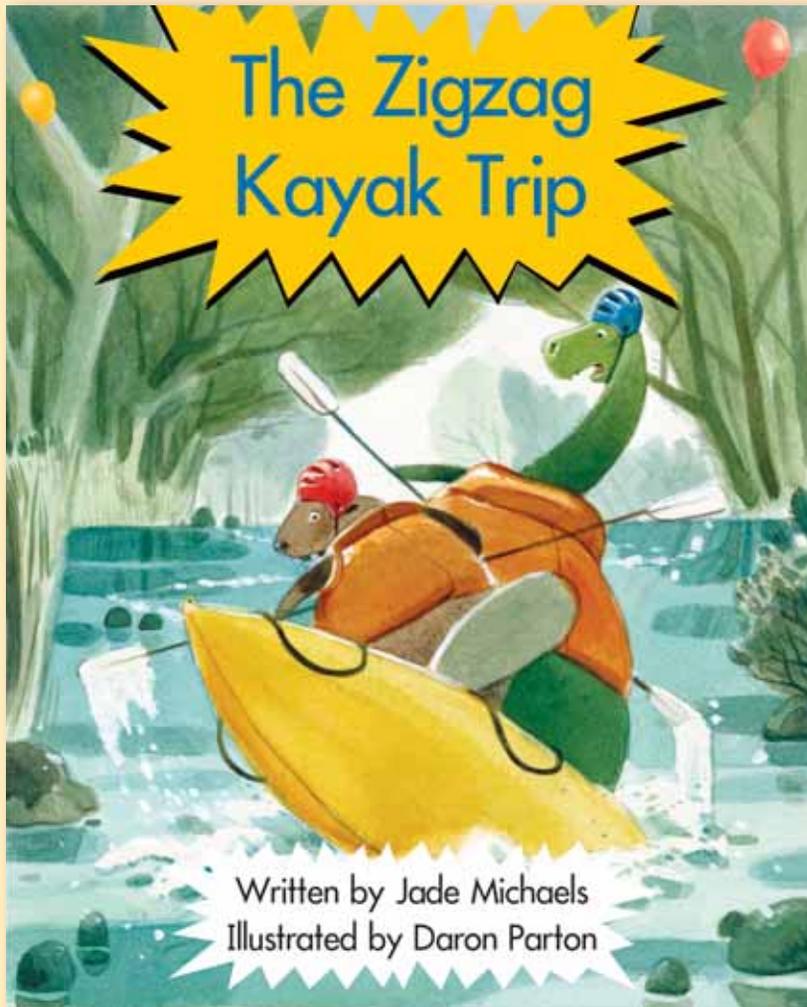




Level 19

Book g



Level	19
Word Count	469
Text Type	Narrative (adventure)
High-Frequency	time
Word/s Introduced	



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

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. Tell students the story is an adventure narrative. Ask them what predictions they can make about the story from the title and illustration. Who is in the kayak?

Have students discuss, as a group, what a kayak is. Who has been in a kayak? How does a kayak move? If two people are in a kayak, what must they do to make the kayak go straight? Where do people go to kayak?

Read and discuss the title page. What character is introduced on the title page?

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.

Ask, before students read each page –

Pages 2–3 Why doesn't Beaver want to go out in the kayak?

Pages 4–5 Why has Beaver decided to go now?

Pages 6–9 Ask students to find the words *headed up the river*, and discuss the meaning, in the context of the story. What problems are they having in the kayak?

Pages 10–11 What does Beaver tell Bronto he is doing wrong?

Pages 12–15 Who is the new character, and how has she got on the kayak ride?

Pages 16–17 What does the grasshopper say is wrong?

Pages 18–21 What did Beaver and Bronto decide to do, and why?

Pages 22–23 What has changed, and why?

Pages 24 Read the last page together, and discuss the hidden meaning in the concluding question.

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AFTER READING

Ask students to turn to the page where the problem of the story began. Have students recall the events that followed that led to the conclusion. Ask whether the story ending was happy or sad, and why.

Have students reread the story as a play. Choose three students for the characters. The rest of the group will read the narrator's text together. Ask students to read their parts with expression related to the meaning of what is being said. Have students practise on page 10, responding with argumentative voices, before they begin the story.

CODE BREAKER



Developing Specific Skills

Opposites – back/front

Suffix *y* – sunny, windy (page 2), squeaky (page 12)

y changes to *i* and add *ed* – carry/carried (page 4)

Drop *e* before *ing* – make/making (page 8)

TEXT USER



Discuss 'constructive advice' with students. Rewrite the story with Beaver and Bronto not taking the grasshopper's advice. How would the story and story ending change? Compare the two texts.

MEANING MAKER



Discuss the key role of the grasshopper. What effect did the grasshopper have on solving the problem?

Create a storyboard of eight parts, recording the chain of events from the story opening to the conclusion. Each board will include a picture and a sentence.

TEXT CRITIC



Discuss problem solving. Encourage students to relate personal experiences to the problem solving in the story. Have students return to the text where the animals changed their minds and accepted advice. Did they accept advice immediately? What suspicions did they have? What made them change their minds? Who made the decision to accept the advice? Did Bronto acknowledge that someone understood more about kayaking than he did? Why would that be difficult for Bronto?

19g The Zigzag Kayak Trip

Name _____

1. Add *y* to these words.

wind _____

squeak _____

sand _____

noise _____

frost _____

sleep _____

2. Add *ny* to these words.

sun _____

skin _____

Dan _____

Gran _____

fun _____

run _____

3. Double the letter to add *ed* to these words.

stop _____

hop _____

spot _____

web _____

19g The Zigzag Kayak Trip

Name _____

I. Complete the sentences.

a. Beaver did not want to go out in the kayak because _____

b. They went up the river to kayak because _____

c. Bronto yelled they were going the wrong way because _____

d. Beaver said they were going across the river instead of up the river because _____

e. The grasshopper said they weren't going straight because _____

2. Draw Bronto and Beaver trying to paddle the kayak.



19g The Zigzag Kayak Trip

Name _____

1. Write about how important the character of the grasshopper is to the story.

2. Describe how two people paddle a kayak.

3. Describe the setting of the story (including the weather).

4. Turn this page over, and draw the setting.