



Level 22

Book a

The New Clubhouse

Help Yourself
to Health

Whisker's Excuses

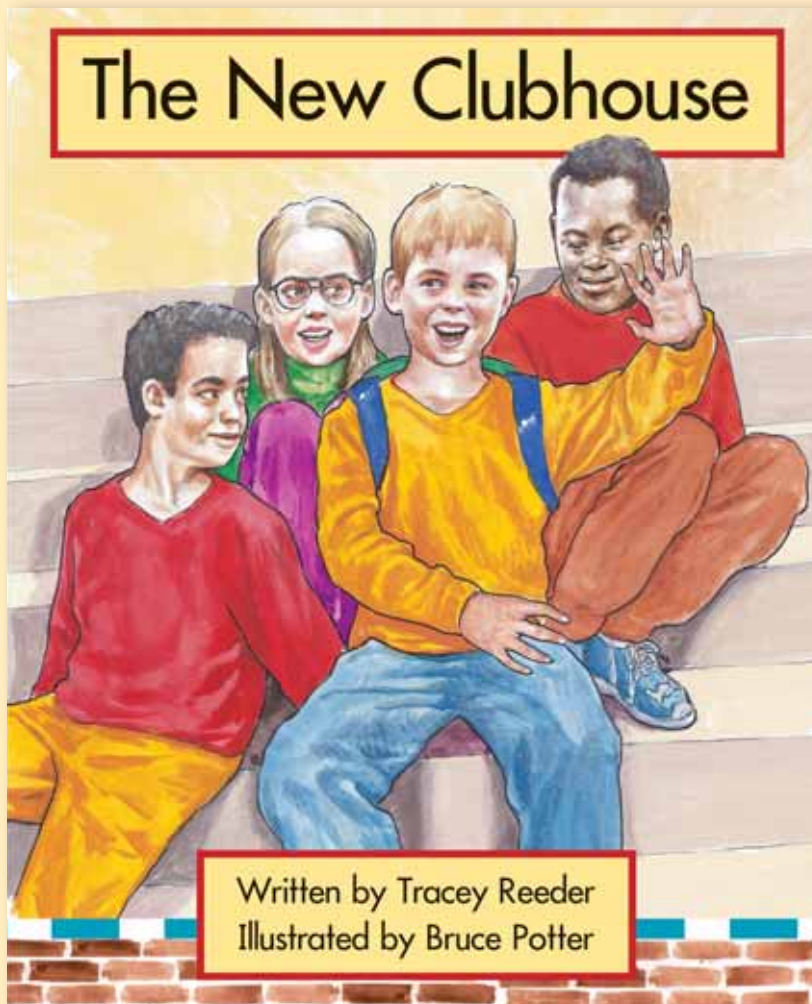
Magnets Quiz

Munga,
the Bush Monster

All About Dogs

The Red Flyer

Jump, Trundle,
Climb, Sticker,
Flap, Snap!



Level	22
Word Count	549
Text Type	Narrative (realistic fiction)
High-Frequency Word/s Introduced	just, nothing, nowhere

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. Using prior knowledge, discuss what a clubhouse is. Why would children want a clubhouse? Ask what further clues the illustration has to help make predictions about the plot of the realistic fiction.

Read the title page. Does the illustration provide information about the characters of the story?

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 samples of text, and that they should read silently. They should be ready to answer when they have finished reading the sample.

Ask, before students read each page –

Pages 2–5 Be prepared to give information about the characters.

Pages 6–9 What idea has Roddy got?

Pages 10–13 Why don't the other children believe Roddy?

Pages 14–17 How can Roddy's friends help?

Pages 18–19 What did the children learn about Roddy?

Pages 20–21 What would the children be able to do in their new clubhouse?

Pages 22–24 What did Roddy have to say and why are the children happy now?

AFTER READING

Ask students to reread page 6 and identify the sentence that gives the problem of the story, and another that has the solution.

Have students reread the story, and then with a partner recall the main events.

Developing Specific Skills

Adjectives – old, empty (page 4)

Compound words – somehow, understand, nowhere, something, clubhouse, anyone, doorway, grandmother, become, herself, somewhere

Vowel group – oa – moaning (page 6)

Word building – age – page (page 2)

Ask students to discuss with their group why the author might have written this story. As readers of the story, what message have they received from the author?

Have students write a programme for the club that includes painting the rooms and forthcoming activities.

MEANING MAKER



Discuss with students the message in the story. What did they learn about people with learning difficulties? What did they learn about having something useful to do?

Discuss qualities of leadership with students. How does one person lead a group of people? Ask students to confirm their comments with references from the text.

Ask students to write a letter of thanks from the children to Nina and Jim.

TEXT CRITIC



Explain to students that the main purpose of reading a narrative is enjoyment. Ask students to comment on whether the story combined entertainment and a clear message.

Ask students if they agree with the messages in the book and if they can make comparisons from personal experiences.

22a The New Clubhouse Name _____

1. Make two words from the compound words.

somehow	_____	_____	understand	_____	_____
nowhere	_____	_____	something	_____	_____
clubhouse	_____	_____	anyone	_____	_____
doorway	_____	_____	become	_____	_____
grandmother	_____	_____	herself	_____	_____
somewhere	_____	_____			

2. Say the words made by joining up the letters. Then write them.

c	_____
st	_____
p	_____
r	_____
w	_____
age	

3. Write two sentences with one of these words in each sentence.

a. _____

b. _____

22a The New Clubhouse Name _____

1. Say the words made by joining up the letters. Then write them.

c
f
g
sh

oal

2. Complete the puzzle. Use your book to help you.

1. The way you go if you can't go through something.
2. If you said things to make someone angry.
3. What you did when you saw your friend.
4. Where you can go to dance.
5. When you go to see someone.
6. What you are called.
7. Rhymes with the answer to number 6.

1.	r				
2.	e				
3.	a				
4.	d				
5.	i				
6.	n				
7.	g				

22a The New Clubhouse Name _____

1. Match the nouns to the adjectives.

house clubhouse boy smile lady table class

tall _____ oldest _____ special _____

new _____ table tennis _____

big _____ old empty _____

2. Add the letters *oa* to each word.

1. b _ _ t 2. r _ _ d 3. g _ _ t 4. s _ _ p 5. f _ _ l

3. Look at the whole words. Say them clearly. Draw them and write them under the matching pictures.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____