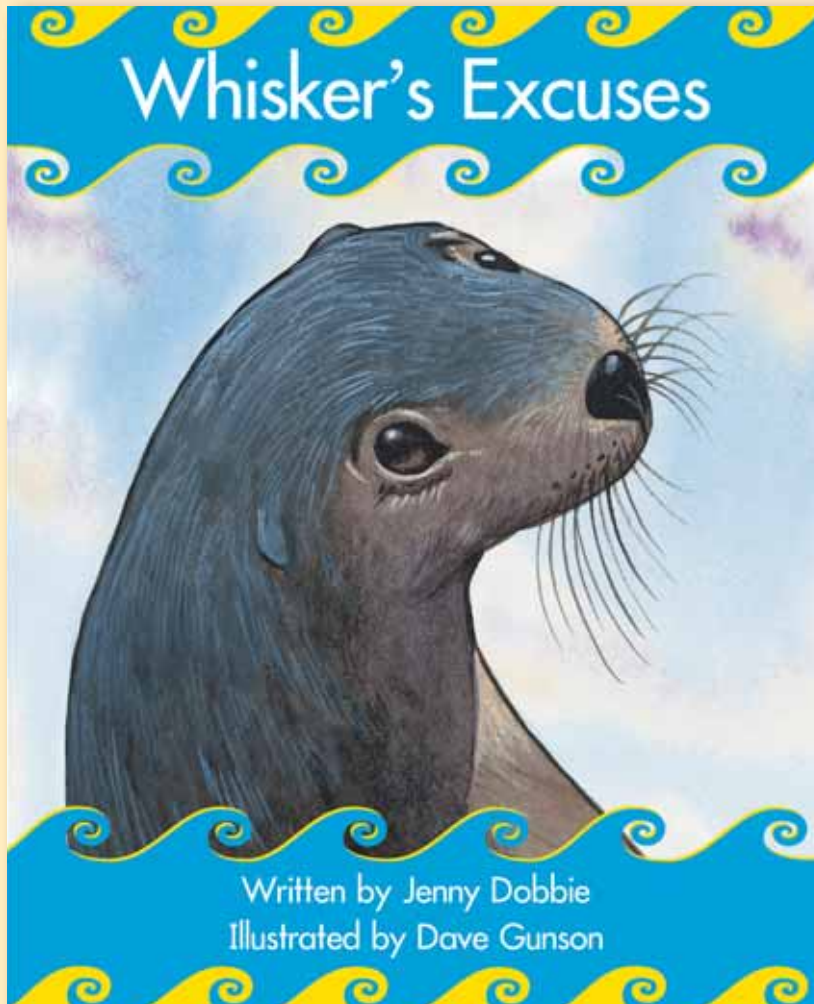




Level 22

Book c



Level	22
Word Count	541
Text Type	Narrative (adventure)
High-Frequency	dark, deep, ocean
Word/s Introduced	



MACMILLAN

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!

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 who the main character is, and what excuses she could be making.

Tell students that this book is an animal adventure story. Discuss animal stories, and ask students what other animal stories they have read.

Read the title page, and ask students who the new character could be.

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 the sample.

Ask, before students read each page –

Pages 2–3 Why is this a big day for Whisker?

Pages 4–7 Ask students how they felt when they were going to learn to swim. Have them find the word *ocean*. Why has Whisker changed her mind about learning to swim?

Pages 8–9 What excuse did Whisker make?

Pages 10–13 What excuse did she have on Tuesday?

Pages 14–17 What excuse does she make on Wednesday?

Pages 18–21 How did Whisker's mother encourage her? Do you think she will swim today?

Pages 22–24 What did Whisker do and how did she feel about it?

AFTER READING

Ask students which words they found difficult. Refer back to the text and reinforce strategies for unknown words with students.

Ask students if they enjoyed the story, and why or why not.

Have students find their favourite parts of the story to read to a partner.

CODE BREAKER



Ask students if the story has the characteristics of a narrative.

Developing Specific Skills

Prefix – *ex* – excited (page 2), excuse (page 8)

Sound – *ir* – swirling, twirling (page 6)

Word endings – *bled* – wobbled (page 2), *kled* – tickled (page 15), trickled (page 18)

Adjectives – five adjectives to one noun – deep, dark, swirling, twirling, bubbling water (page 16)

TEXT USER



Have students think about why the author wrote the story. How does the story make you feel about learning something new? Does it help you understand that it is normal to need courage to overcome a challenge? Ask students to compare Whisker's experience to similar feelings and experiences they have had.

MEANING MAKER



Ask students to discuss Whisker's mother's role in getting Whisker to swim. Have them focus on the word *encouragement*. Ask students to talk about how they can be encouraging to someone in their lives.

Discuss Whisker's excuses. Talk about what excuses students make to avoid doing things. Ask them if making excuses always works.

TEXT CRITIC



Have students talk about how they felt when they read the story. Did it make them feel sympathetic towards Whisker, and how did they feel about Whisker's mother when she was encouraging? Did the author succeed in reaching the reader? How did the illustrator support the author in making this book successful? Would you recommend this book to a friend? Why or why not?

22c Whisker's Excuses

Name _____

1. Write three or four adjectives for the nouns.

deep, dark, swirling, twirling, bubbling water

_____ sea lion
_____ leaves
_____ cat
_____ fire

2. Write *ir* to complete the words. Read the words.

Write the words.

a. g _ _ l _____

b. f _ _ st _____

c. st _ _ _____

d. wh _ _ l _____

e. tw _ _ l _____

f. b _ _ d _____

g. sw _ _ l _____

3. Write a sentence using three of the above words.

22c Whisker's Excuses

Name _____

Write a character profile about Whisker's mother.

Character's name

Portrait

Character description



Character description

Quotations/evidence

Quotations/evidence

22c Whisker's Excuses

Name _____

1. Write the days of the week in order.

_____	Friday	Monday	Sunday
_____	Saturday	Thursday	Tuesday
_____	Wednesday		

2. Write the excuses Whisker made.

a. _____

b. _____

c. _____
