



Level	22
Word Count	554
Text Type	Narrative (adventure)
High-Frequency	old
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 what the Red Flyer could be. Ask students if they have ridden in a billycart. Would they like to? Why or why not? Can students predict what the adventure in the story could be?

Read the title page and discuss the characters and billycart.

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 silently. They should be ready to answer when they have finished the sample.

Ask, before students read each page –

Pages 2–3 What was Grandpa's idea?

Pages 4–7 What did Grandpa have to say about his old billycart?

Pages 8–13 What did they decide to do?

Pages 14–17 Why did they call the billycart the Red Flyer and who was chosen to drive in the race and why?

Pages 18–21 Which billycart is winning the race?

Pages 22–24 How did the Red Flyer win the race?

AFTER READING

Ask students to discuss what the adventure is. Have them turn to the most exciting part of the adventure in the book.

Have students reread the book as a play. Choose a student for each character and the narrator.

CODE BREAKER



Developing Specific Skills

Prefix – *re* – repair (page 4), replace (page 8)

Doubling rule – begin, beginning (page 2)

Hard sound – *gu* – guess (page 8)

Word family – *are* – spare (page 12)

TEXT USER



Ask students to write about the problem Tyler and her friends faced and then the solution.

Have students consider the key role of Grandpa in the outcome of the adventure. Ask students to write a character description of Grandpa.

Write a letter to Grandpa, thanking him for giving them his billycart and for helping them.

MEANING MAKER



Have students make a picture time line of the story.

Ask students to write a list of all the things they had to do to repair the billycart.

TEXT CRITIC



Have students discuss whether the author wrote an adventure that could be real. Ask them to support their comments by referring to the text.

If the story could be real, did the writer have a message for the reader? Have students talk about the teamwork of the friends and Grandpa. Ask students if they can relate this to personal experience.

1. Write the word families. Read the words.

spare

race

shed

c_____

f_____

b_____

d_____

l_____

f_____

h_____

p_____

l_____

m_____

r_____

st_____

2. Add the prefix *re* and write the new word.

pair repair_____

member _____

do _____

cycle _____

place _____

visit _____

22g The Red Flyer

Name _____

Put the words into the sentences.

Cut out the sentences and put them in the right order.

best

rope

told

straighten

were

keep



And they all agreed they should _____ that name.

As the children pulled the old billycart outside, the _____ broke.

But she managed to _____ the Red Flyer up.

Tyler was the _____ driver, so she was chosen.

Other bilycarts _____ coming up behind.

I _____ you the Red Flyer was the best.

22g The Red Flyer

Name _____

1. Write the repairs the billycart needed.

a. _____

b. _____

c. _____

d. _____

2. Draw the old Red Flyer.



3. Draw the shiny, repaired Red Flyer.

