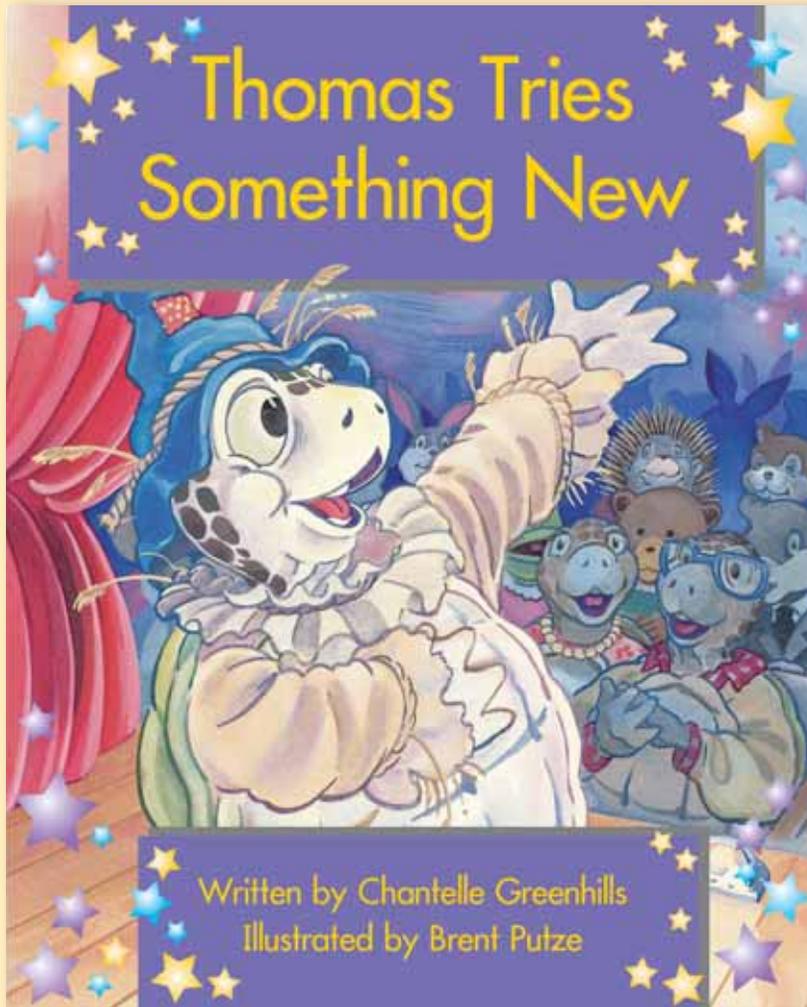




Level 23

Book c



Level	23
Word Count	571
Text Type	Narrative (adventure)
High-Frequency	laugh
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 on the front cover. Ask students what predictions they can make about the story from the title and picture. Talk about the audience and stage, and ask students what character Thomas could be playing.

Read the title page and discuss auditions and rehearsals with students.

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, 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 What did Thomas want to do?

Pages 4–5 What did Thomas's parents think about his idea?

Pages 6–7 What was Thomas worried about and why?

Pages 8–11 How did Thomas's father encourage him?

Pages 12–17 Was Thomas's audition successful?

Pages 18–21 What did Thomas's friends think about him acting in a play?

Pages 22–24 Why did his friends change their minds?

AFTER READING

Ask students what the problem in the story is. How was this resolved?

Have students complete a narrative outline after they have reread the story independently.

CODE BREAKER



Developing Specific Skills

Prefixes – *ex* – expect (page 12)

Punctuation – name and meaning – comma (pages 2, 6, 12, 14)

Echo – compare the effect of *the line became shorter* with *the line became shorter and shorter* (page 14)

Personal pronouns – *I, we, you, he, she*

TEXT USER



Could this text help solve a real-life problem? Take the character descriptions further by reflecting on how Thomas succeeded in trying something new. What did he overcome and how did he do so?

MEANING MAKER



Description – give information about the two characters, Thomas and his sister. Present the attributes with facts. How was Thomas's sister a key to the problem of the story?

Make a sociogram to identify the influence Thomas's parents and sister had on the process of Thomas learning something new.

TEXT CRITIC



Discuss the positive and negative influences in the story. Ask students to find positive and negative words, phrases, or sentences in the story.

23c Thomas Tries Something New Name _____

1. Choose a word to repeat, to make more impact.

faster hotter longer ran slept shorter

The gingerbread man _____ and _____ and _____.

The sun became _____ and _____.

Sleeping Beauty _____ and _____ and _____.

The car went _____ and _____.

Pinnochio's nose grew _____ and _____ and _____.

The line got _____ and _____.

2. Draw a picture about one of the sentences.



23c Thomas Tries Something New Name _____

Character Traits

Character's Name

Portrait



Quotations/evidence

Quotations/evidence

23c Thomas Tries Something New Name _____

Sociogram

Analyse the relationships between the characters in the story.
Write brief statements along the arrows to describe the nature of the relationship.

