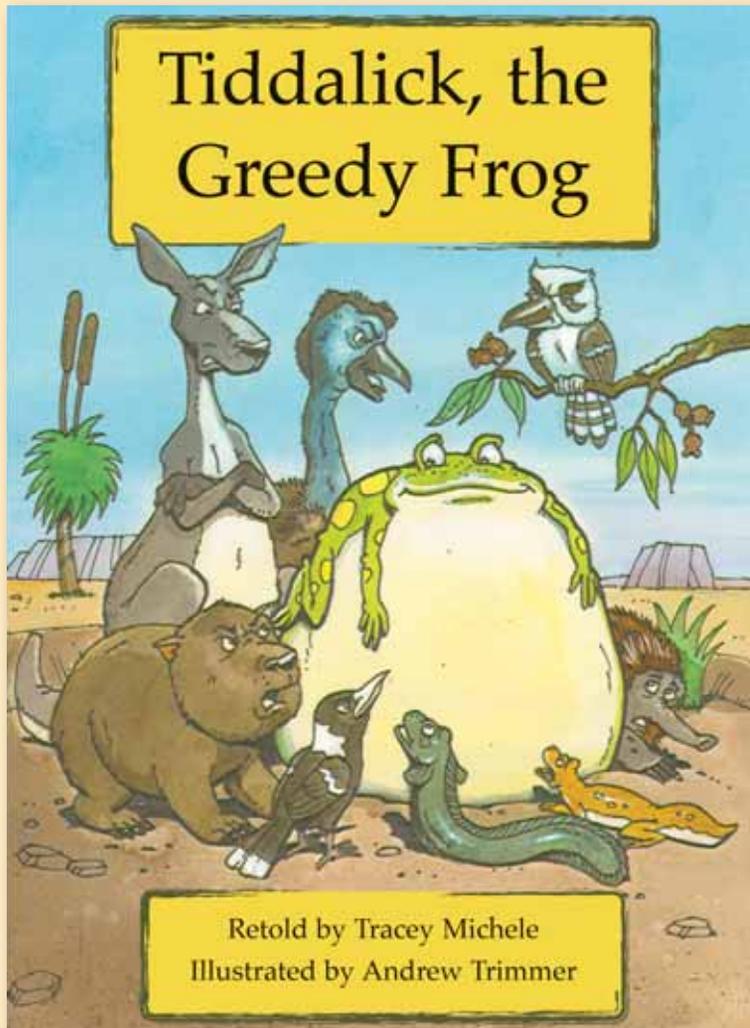




Level 26

Book e



Level	26
Word Count	771
Text Type	Narrative (Myth)
High-Frequency	any, drink
Word/s Introduced	



The Extraordinary House

Blood, Dung, and Clothes

Captain Gallant

Tsunami Survival Stories

Tiddalick, the Greedy Frog

Athletics

The Phantom Robber Mystery

Dino Info

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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the names on the front cover. Explain to the students that this story is retold by Tracey Michele, rather than written by her. Ask – *What does this suggest to you? Can you guess why Tiddalick is described as greedy?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *In which country is this story set? What is a billabong? What is the outback?*

Pages 4–7 *Why did Tiddalick drink all the water? What did the animals do when the billabong was dry?*

Pages 8–9 *What happened to Tiddalick as he drank?*

Pages 10–11 *What did the animals think would happen to Tiddalick?*

Pages 12–15 *What do the other animals need to wait for in order to get water? What effect is the lack of water having on the animals?*

Pages 16–19 *What did the animals decide to do to solve their problem?*

Pages 20–23 *Who eventually made Tiddalick laugh? What did he/she do to make him laugh?*

Page 24 *What did Tiddalick do at the end of the story? How do you think he was feeling?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus on the correct pronunciation of the animals' names. Suggest that the students try different voice intonations for the different animals' speech. This will add interest and humour to their reading of the story.

CODE BREAKER



Developing Specific Skills

Word building – ee words – *greedy, peek, need*. Find other words in the text that are spelt with ee.

Dictionary work – use a dictionary to find the meaning of these words – *billabong, whoosh, enormous, pose*

See the BLM.

TEXT USER



Aboriginal stories, like many traditional stories, often have a message or moral. Ask the students – *Do you think Tiddalick, the Greedy Frog has a moral? Explain your answer.*

MEANING MAKER



This is an Australian Aboriginal story. Aboriginal stories were often told to explain important events or happenings in nature. Ask the students – *Can you imagine why this story was told? What event in nature do you think it describes or explains?*

TEXT CRITIC



Ask the students – *What makes this story Australian? Find words throughout the text that you can identify as specifically Australian words. Do you think this story would work well if the characters were different animals and the setting was a different country? Explain your answer.*

See the BLM.

26e Tiddalick, the Greedy Frog Name _____

Use your dictionary to find the meanings of these words from the story *Tiddalick, the Greedy Frog* –

billabong _____

whoosh _____

enormous _____

pose _____

Look at the word *whoooooosh* on page 23. The word has been written this way so that it makes the sound of the water rushing from Tiddalick's mouth.

Write some more words that sound like the action or movement they describe, for example –

swish _____

bang _____

growl _____

26e Tiddalick, the Greedy Frog Name _____

Find words throughout the text that you can identify as specifically Australian and write them below. For example –

billabong _____

outback _____

On another sheet of paper, rewrite this story and change the setting to a different country. You will have to find out about the birds and animals that live in that country and the type of landscape it has, for example, mountains or streams.

26e Tiddalick, the Greedy Frog Name _____

In the boxes below write the names of the animals that appear in the text and illustrations of the story, *Tiddalick, the Greedy Frog*. Under each animal, write a description of how that animal looks. The first one has been done for you.

Wombat I am dark brown and very fat. I have small eyes and ears and sharp claws.		



How to play the game (with two players)

Cut out the cards and place them on the floor face down, so you cannot see the writing. Each player takes a turn to pick one card and read the description of the animal. Remember NOT to read the name of the animal. The other player has to guess the animal.