



Level 27

Book a



Level	27
Word Count	803
Text Type	Narrative (Fantasy)
High-Frequency	long
Word/s Introduced	



A Hairy Story

Unusual
Creepy-Crawlies

Carla Visits
Tin Can Bay

Making
Gingerbread Men

Accident in the
Forest

Chinese New Year

The Magic Horse

Predators

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 of the author and illustrator on the front cover. Ask the students – *What do you think this story will be about? What do the comb and scissors on the title page suggest?*

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 *What did Ben think the old man looked like? Why was Ben upset?*

Pages 4–5 *What did the old man grant Ben? What was his warning?*

Pages 6–7 *What was Ben's first wish?*

Pages 8–17 *What was the result of Ben's first wish? Name three things which were affected by Ben's wish. Can you guess what his second wish might be?*

Pages 18–19 *What was Ben's second wish?*

Pages 20–21 *Did Ben's second wish change the situation very much? Can you guess what Ben's third wish might be?*

Pages 22–23 *What was Ben's third wish?*

Page 24 *What did Ben learn from his experience at the hairdresser's?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus on the different emotions experienced by the characters and to represent this in the intonation and expression of their reading.

**Developing Specific Skills**

Homographs – the word *hairy* can have two meanings. Ask the students to use the dictionary to find the two meanings of *hairy*.

See the BLM.

Similes – comparing one thing with another – *He looked a bit like the gnomes you see in some people's gardens*. Ask the students to find some more similes in the story and make up some of their own.



This story is an imaginary or fantasy story. It is not realistic. It does have a message though – something we can learn about ourselves or the world around us. Ask the students to discuss the message in this story with their partner. Then, ask them to share their ideas with two other pairs. The students can all write one sentence which summarises the message of this story, incorporating the ideas discussed in their group.

MEANING MAKER

Discuss with the students – *Which character do you think is in control of the events of this story? Give your reasons for thinking this. Try to convince other students of your opinion.*

TEXT CRITIC

The author has used magic or fantasy as a way of influencing the events in this story. Ask the students – *Do you think this is an effective way to tell a story? How else could the author have told this story? Do you think this story is funny? Which parts of the story are funny?*

27a A Hairy Story

Name _____

Homographs

Homographs are words which are pronounced and spelled the same but have different meanings. For example, the word *bark* can mean “the sound a dog makes,” or “the cover of a tree.” The word *hairy* can have two meanings. Use your dictionary to find the two meanings of *hairy*.

These two meanings make the title of this story more interesting because both meanings are correct! Below are some more homographs. Use your dictionary to find the second meaning –

dear loved by someone

trunk box or chest for holding clothes

rock gently push backwards and forwards

Can you think of some more homographs? List them on a sheet of paper and then write them in sentences.

27a A Hairy Story

Name _____

Character studies

1. List the three characters in this story –

2. Who is the main character? _____

Answer these questions about the main character –

a) How would you describe the main character?

b) What are the strengths of this character?

c) What are the weaknesses of this character?

d) What problem does the main character face?

e) Does the character remain the same throughout the story?

27a A Hairy Story

Name _____

Front Cover

The front cover is a very important part of the book. The front cover needs to be interesting so that the reader wants to read the book. It also needs to give an idea of what the book is about, without giving away the whole story.

Design a new front cover for *A Hairy Story*. Remember to include the details listed below and to make the cover inviting to the reader:

- The title (name of the book)
- The author
- The illustrator

