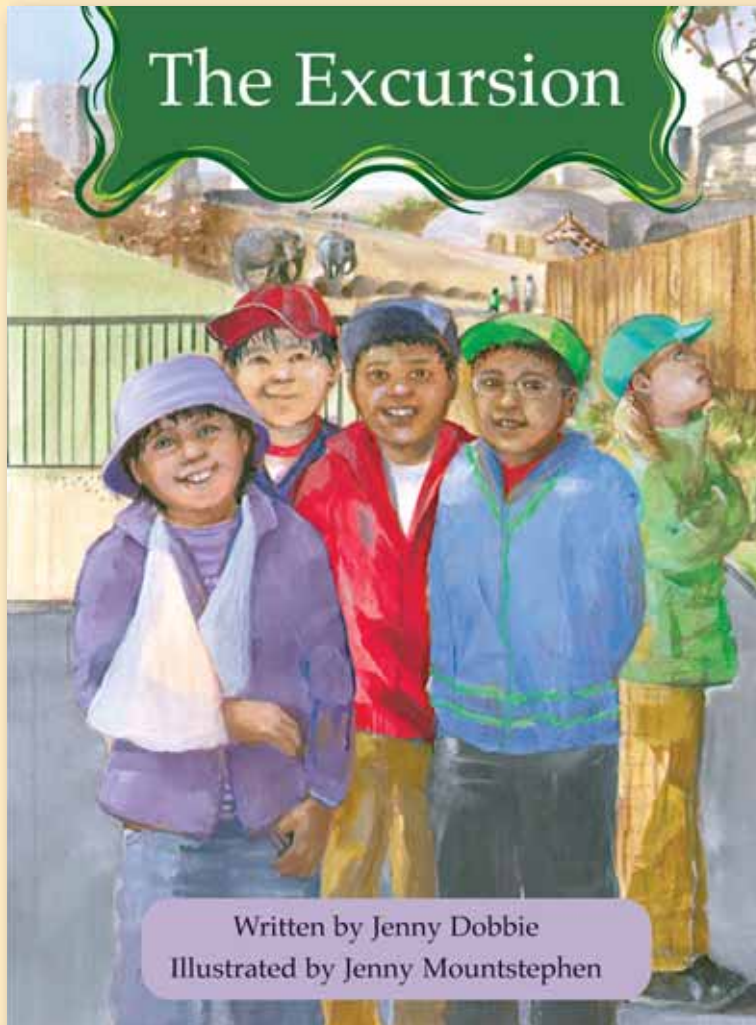




Level 28

Book e



Level	28
Word Count	870
Text Type	Recount
High-Frequency Word/s Introduced	



Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

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 is an excursion? Where is the excursion to in this story? What animals are shown on the cover?*

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 *Why did the boy get up so early? Why wasn't Emily Archer excited?*

Pages 4–5 *Whose dad was coming on the excursion? What did the children do on the way?*

Pages 6–7 *What were the first animals the children saw? What were the animals doing?*

Pages 8–9 *What were the next animals the children saw? Why did Jimmy think the zookeeper didn't feed the animals?*

Pages 10–11 *What colour is the giraffe's tongue? Why did the boy wash his hands after feeding the giraffe?*

Pages 12–13 *Where did the children have lunch? Why was Jimmy brave?*

Pages 14–15 *Name three more animals the children saw. What did Emily Archer think about the lions?*

Pages 16–17 *What did the children buy at the shop? What was written on the bag?*

Pages 18–19 *How many children were missing when the bus was ready to leave? Where was Niran? Who was still missing?*

Pages 20–21 *Why was Ms Habibi angry? Why was Emily Archer wet?*

Pages 22–24 *Where had Emily Archer been? Was she still bored?*

Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students read alternate paragraphs. Ask the students to look closely at how the author has structured the paragraphs.

Developing Specific Skills

Word building – *sion* words – *excursion, extension, confusion*

See the BLM.

Paragraphs – discuss with the students the use of paragraphs, looking at examples from the text.

See the BLM.

Ask the students – *Have you ever been to the zoo? Was this an excursion or a visit with your family or friends? Which was your favourite animal at the zoo? Which is the closest zoo to your school? Have you ever felt bored like Emily Archer? Describe one time when you felt bored.*

MEANING MAKER

Ask the students – *How would you describe the character of Emily Archer? Why was she bored for most of the excursion? Do you think she was really swimming with the sharks?*
Ask the students to explain their answers.

TEXT CRITIC

Ask the students – *Did you find this an interesting story? What was the author's purpose in including the character of Emily Archer? Do you think this character made a positive (good) or negative (bad) contribution to the story? Explain your answer with examples from the book.*

28e The Excursion

Name _____

Here are some words which end in *sion* –

excursion extension confusion

Add these words to your spelling list and practise spelling them with your partner. Write each word in a sentence.

1. _____

2. _____

3. _____

Paragraphs are ways to break up a large piece of writing so that it is easier to read. A paragraph is made up of a number of sentences grouped together to form one idea.

Look carefully at the way the author has broken the story into paragraphs in the book *The Excursion*. Most pages contain one or two paragraphs. Do you agree with the way the author has used paragraphs? Explain your answer giving an example from the book.

28e The Excursion

Name _____

On the bus the children played a game called “Guess Which Animal.” Here is how to play this game –

Make some squares like the ones below and write the names of animals you can find at the zoo in them.

Under each animal’s name write a description of the animal.

The first one has been done for you.

Cut out the cards and place them on the floor face down (so you cannot see the writing).

You and your partner take turns to read the description and see if the other person can guess the name of the animal. (Remember not to read the animal name!)

When you have finished, swap cards with another pair from the class and play their game.

monkey A small brown animal with long legs and arms. It swings from trees.	elephant	



28e The Excursion

Name _____

What is the best excursion you have ever been on? Give three reasons why it was so good.

Now you can plan the best excursion you can imagine. It takes a lot of thinking to plan an excursion. This excursion must be to an actual place you know and you must plan for the whole class to attend. Find out the following information and write it below. Some place, like zoos, have websites where you can find the information you need –

Name of the place you are going _____

Address of where you are going _____

Cost of entry per student _____

How you will travel there _____

Cost of travel per student _____

How much will this excursion cost for each student? Do you think your class would be able to attend?
