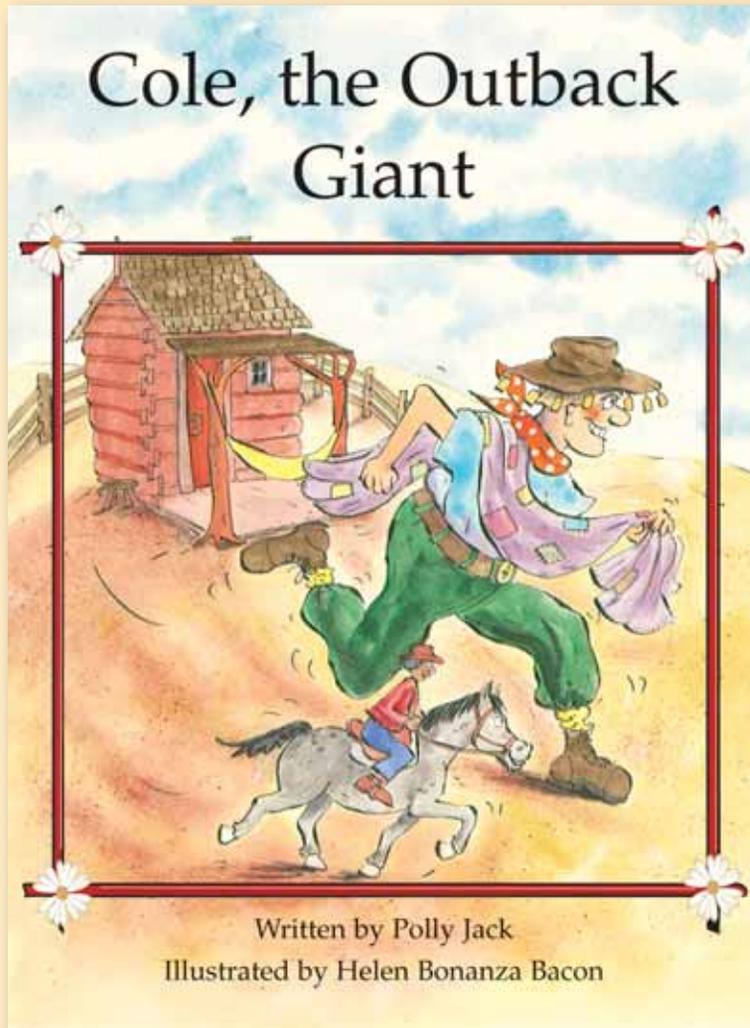




Level 30

Book e



Level	30
Word Count	983
Text Type	Narrative (Fantasy)
High-Frequency	fire
Word/s Introduced	



Lost in English

Sadako and the
Thousand Cranes

Lost in Space

The History of
Bread

Cole, the Outback
Giant

Disaster around the
Indian Ocean

Window to the Past

Food Chains
and Webs

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 name of the author on the front cover. Ask the students – *What does outback mean? Can you predict what this story will be about? What does the illustration 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 problem was Cole called on to solve?*

Pages 4–7 *How did Cole solve the next problem?*

Pages 8–11 *Who was the next person to call on Cole? What did he ask him to do?*

Pages 12–13 *Who is Jake? What had scared him?*

Pages 14–17 *How did Cole put out the bushfire? Why did he sleep in his chair?*

Pages 18–19 *What has made Cole ill? Can you predict how he will be taken to hospital?*

Pages 20–21 *How was Cole taken to hospital? Who will provide a blanket for Cole?*

Pages 22–24 *What did the people do to make Cole more comfortable? Who stayed with him throughout the night?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students write down the words written in upper case letters.

See the BLM.

CODE BREAKER



Developing Specific Skills

Thesaurus activity – see the BLM.

Pronouns – words used instead of nouns, for example – *she, he, I, you, him, her, our, her, his*

Remind the students that some pronouns are gender specific. Read page 18 with the students and discuss the use of pronouns. Have the students list all the different pronouns from the story.

TEXT USER



Encourage the students to participate in a class discussion – *In real life we do not have giants to help us when there are problems or disasters in our community. List all the problems that Cole had to solve for the people. Discuss how we would solve these issues within our community. For example, how does our community fight a bushfire?*

MEANING MAKER



Ask the students – *What does Cole mean when he says, “That’s why I live in the outback. In an emergency people will always be there to help each other.”? Is this different from how people treat each other in cities? Explain your answer.*

TEXT CRITIC



This story is written to a specific formula, using the days of the week to structure the plot. Ask the students – *Do you think this is an effective way to organise the story? Could you predict that something would change at the weekend? Do you know other stories that follow this pattern?*

30e Cole, the Outback Giant

Name _____

As you reread *Cole, the Outback Giant*, write down the words written in UPPER CASE letters. The first one has been done for you.

VERY _____

Use a thesaurus to find even more interesting words for the words in your list above. Choose five of your new words and write them in sentences. For example –

VERY – incredibly, especially, enormously
My friend has an especially beautiful pony.

30e Cole, the Outback Giant

Name _____

Story writing activity

The story of *Cole, the Outback Giant* is written to a specific formula, using the days of the week to structure the plot.

Write a story using this structure. Remember to keep the following points in mind as you write –

- Start with Monday
- Have a problem or event happen for each day Monday to Friday
- On Saturday, change the pattern so that something goes wrong
- On Sunday, write a solution to the problem

Share your story with the class when you have finished.

30e Cole, the Outback Giant

Name _____

The author of *Cole, the Outback Giant* does not tell us how big Cole actually is. We have some idea from the illustrations. How big do you think Cole is? Is he three times taller than an average man? Or is he as tall as the local church spire? Are his feet the length of your family's car?

Work with your partner to decide how tall you think Cole is in comparison to you. Is he –

Five times taller than you?

Ten times taller than you?

Twelve times taller than you?

When you have decided that, calculate the following measurements for Cole –

The length of his shirt sleeve (measure your shirt sleeve and multiply that by the number of times you estimate Cole is taller than you)

The height of his chair _____

The size of his blanket _____

The circumference (around) his teapot _____

The length of his belt _____

His weight _____