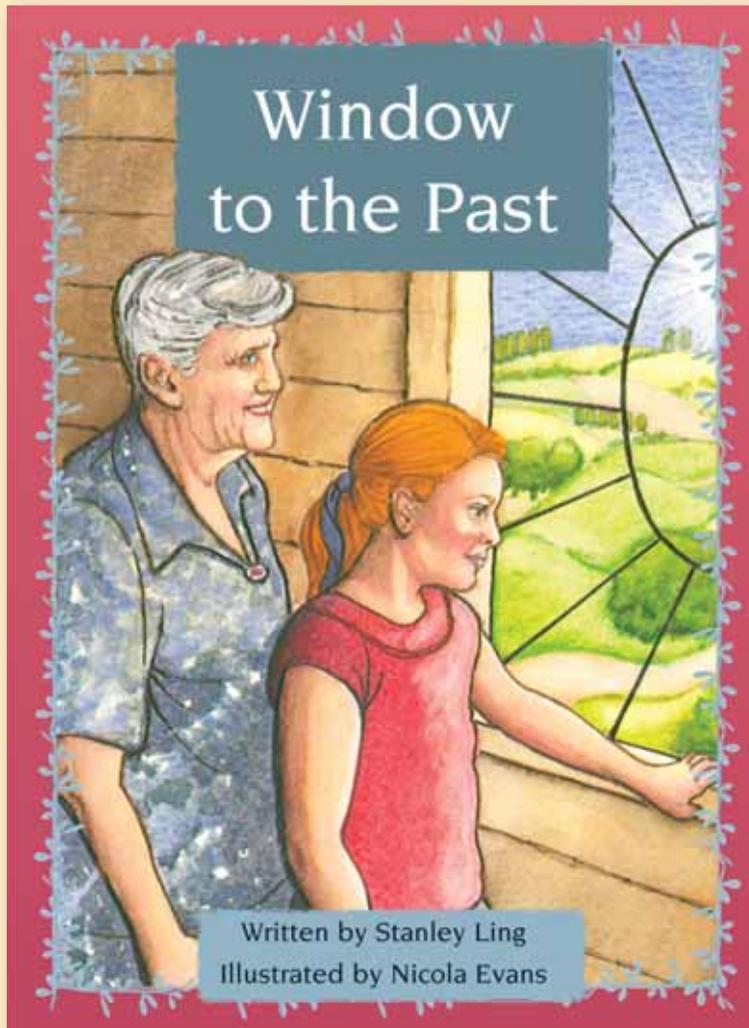




# Level 30

## Book g



Level	30
Word Count	990
Text Type	Narrative (Fantasy)
High-Frequency	light
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 names of the author and illustrator on the front cover. Ask the students – *What do you think this story will be about? What is the past? 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** *Who does Alissa live with? What is in the park next to her apartment?*

**Pages 4–5** *What did people say about the tree? What happened to the builder?*

**Pages 6–7** *What did Alissa wonder about the tree? Do you think Nana May can climb the tree?*

**Pages 8–9** *How did Alissa feel about Nana May climbing the tree?*

**Pages 10–11** *How did Alissa get into the tree house?*

**Pages 12–13** *What did Alissa see through the window?*

**Pages 14–15** *How did the picture Alissa saw out of the window compare with the world she lived in today?*

**Pages 16–17** *What did Alissa see in the place of her school?*

**Pages 18–19** *Can you guess who the children are?*

**Pages 20–21** *What was Nana May like as a child?*

**Pages 22–23** *Where does Alissa suddenly find herself?*

**Page 24** *What does Nana May's wink mean?*

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## AFTER READING

Ask the students to work with a partner. Have them each take turns to reread aloud one page.

Have the students pay particular attention to how the illustrations match the text. Discuss with the students their ideas about the illustrations and how they contribute to the story.

**Developing Specific Skills**

Exclamation marks – revise with the students the use of exclamation marks. Look at page 12 and discuss. Ask the students to find other examples of exclamation marks throughout the text.

Word building – *gnarled* (page 2) – words with silent *g*

Have the students list other words beginning with a silent *g* – *gnome*, *gnaw*, *gnash*. Discuss the meanings of these words.



Ask the students – *Do you have a tree house in your garden or at school? If you do, describe what you can see from the tree house. If you do not, imagine what can be seen from a large tree in your garden. Write a description of what you see.*

## MEANING MAKER



Encourage the students to participate in a group discussion – *Does Nana May really climb the tree? Explain your answer, giving details from the book to support your opinion.*

Alissa sees many changes to the countryside through the window. *How many years back do you think this story goes? (Remember that we are told Nana May's age.) What would your city or town have looked like that many years ago?*

See the BLM.

## TEXT CRITIC



At the end the reader is left unsure about what really happened in the story. Ask the students – *Do you think this is the author's intention? Do you think it is an effective strategy in a story? Explain your answer.*

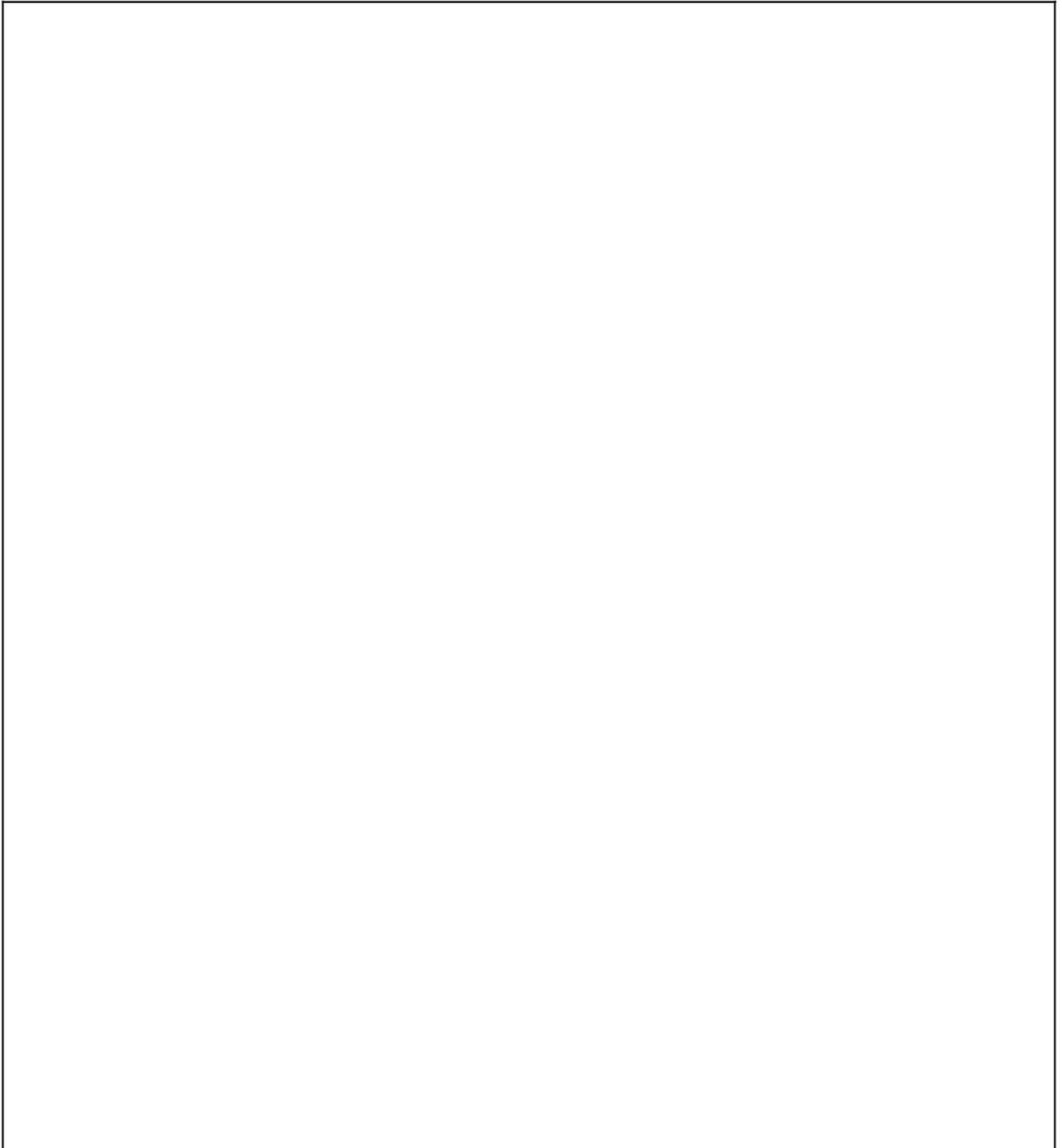
Write a review of this book.

See the BLM.

## 30g Window to the Past

Name \_\_\_\_\_

Imagine you are in a tree house in your town or city. Draw a picture in the window of how you imagine your city or town would have looked in the past.



# 30g Window to the Past

Name \_\_\_\_\_

There are two main characters in this story – Alissa and Nana May. There are several minor characters – Alissa’s mother, the builder, and Grandpa Joe.

Complete the table below about the characters in the story. Use the illustrations as well as the text to find your information. Fill in the information for Alissa and Nana May and choose one of the minor characters for the third section.

<b>Character's Name</b>	<b>How They Look</b>	<b>Their Personality</b>	<b>Their Strengths</b>	<b>How They Change through the Story</b>
Alissa				
Nana May				

## 30g Window to the Past

Name \_\_\_\_\_

A book review gives an opinion about a book. Find some book reviews in newspapers or magazines and look carefully at how they are written. They are usually written to a set format like this –

- Beginning** Title, author, illustrator, publisher, number of pages, whether the book is illustrated
- Introduction** A very brief description of what the book is about and the reviewer's general opinion
- Middle** The reasons why the reviewer has this opinion about the book – if they enjoyed it, they explain why. If they did not enjoy it, they explain why. They give some quotes from the book to support their opinion.
- End** The reviewer's recommendation to other readers

Write a book review of *Window to the Past* using this format.