



# Level 3 Book a

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile  
Goes Shoe Shopping

Trucks and Other  
Big Machines

## At the Fair




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Illustrated by Daron Parton


Level	3
Word Count	76
Text Type	Literary recount
High Frequency	they, went, up
Word/s Introduced	





We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

 This symbol relates to critical analysis (text critic or analyser)

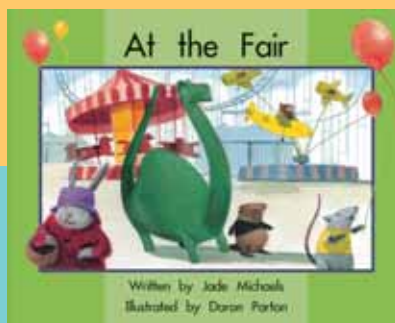
 This symbol relates to use (text user)

BEFORE READING

## Cover & Title Page



This book is the first of the little books that follows the adventures of Bronto and Beaver. If the children have already met these characters in the Big Book, they will need no introduction to them. If not, discuss the cover and the title page with the children so they know who the characters are. Ask the children to suggest where the story is set. Read the title and ask them to confirm or revise their predictions.



AFTER READING



Invite the children to retell the story in their own words. Which rides did Bronto and Beaver go on first, second, next, last? Which rides did they like?

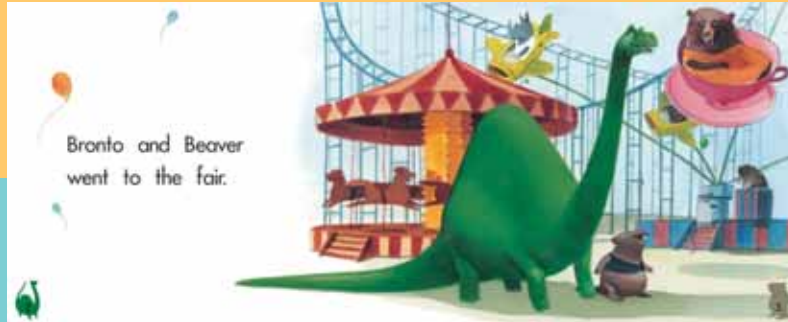


Talk with the children about their reading strategies. Did they use the text and the pictures to help them read? Did they point to each word as they read it?

## BEFORE READING

2/3

Discuss this page with the children. Talk about the side shows that they can see in the picture. Ask them to predict which ones Bronto and Beaver will go on.



Invite the children to bring their own experiences to the story. Ask them to share with the group a time when they went to a fair.

Ask the children to locate *went* on this page.

## AFTER READING

## BEFORE READING

4/5

Ask the children to confirm or revise their predictions. Ask them to look closely at the picture and say which animal Bronto and Beaver are riding on.

After the children have predicted the word *horse*, ask them what letter *horse* starts with. Then ask them to point to *horse* in the text.



Ask the children to discuss how they think Bronto and Beaver feel on the horse. Is this a scary ride?

Ask the children to find *they*, *went*, and *up* on this page.

## AFTER READING

Have the children look at the picture and say where Bronto and Beaver are now. Did the children predict that they would go up in a cup?



Ask the children to discuss whether it would be scarier riding in a teacup or on a horse.

Ask the children to find *they*, *went* and *up* on this page.

Invite the children to discuss this picture. Where are Bronto and Beaver now?

If the children say *plane* instead of *jet*, ask them what letter *plane* starts with. Have them check the text for a word starting with *p*. Then point to *j* and ask them to make another prediction. You may need to prompt by making the *j* sound for them.



Invite the children to say which is the scariest ride so far. How do they think Bronto and Beaver will be feeling up in the jet?

Ask the children to find *they*, *went* and *up* on this page. Revisit the word *jet*. Ask the children if they remembered to use the initial sound to help them as they read.

BEFORE READING 10/11



Invite the children to discuss this picture and say where Bronto and Beaver are now.



Ask the children what letter *train* starts with. Ask them to locate *train* in the text.



Ask the children how high up the train is. Which rides have they been on that go high up in the air?



Ask the children to find *they*, *went* and *up* on this page.

AFTER READING

BEFORE READING 12/13



Ask the children to look at this picture and say where the train is going. Then have them say what will happen next.



Discuss what type of ride goes up and down. Have the children share their own experiences. Do the children know the name *roller coaster*? Ask them to say how Bronto and Beaver are feeling. What will they be doing? What will they be saying?

AFTER READING



Invite the children to discuss whether their predictions were right. Did they guess that the train would go down after it had gone up?



Ask the children to say how their tummies felt as they went down on a roller coaster. Were they frightened? Will Bronto and Beaver be frightened?

Ask the children if they think Bronto and Beaver liked their ride on the train.

Ask the children to return to the beginning of the book. Tell them that there are lots of little words in this book that they already know. Remind them to use the pictures and the beginning letters to help them read the words they do not know.



Discuss with the children why Bronto and Beaver would say they liked such a scary ride.

If the children have never been to a fair, ask them how they could use the information in this book. Does it tell them some of the rides they could go on?

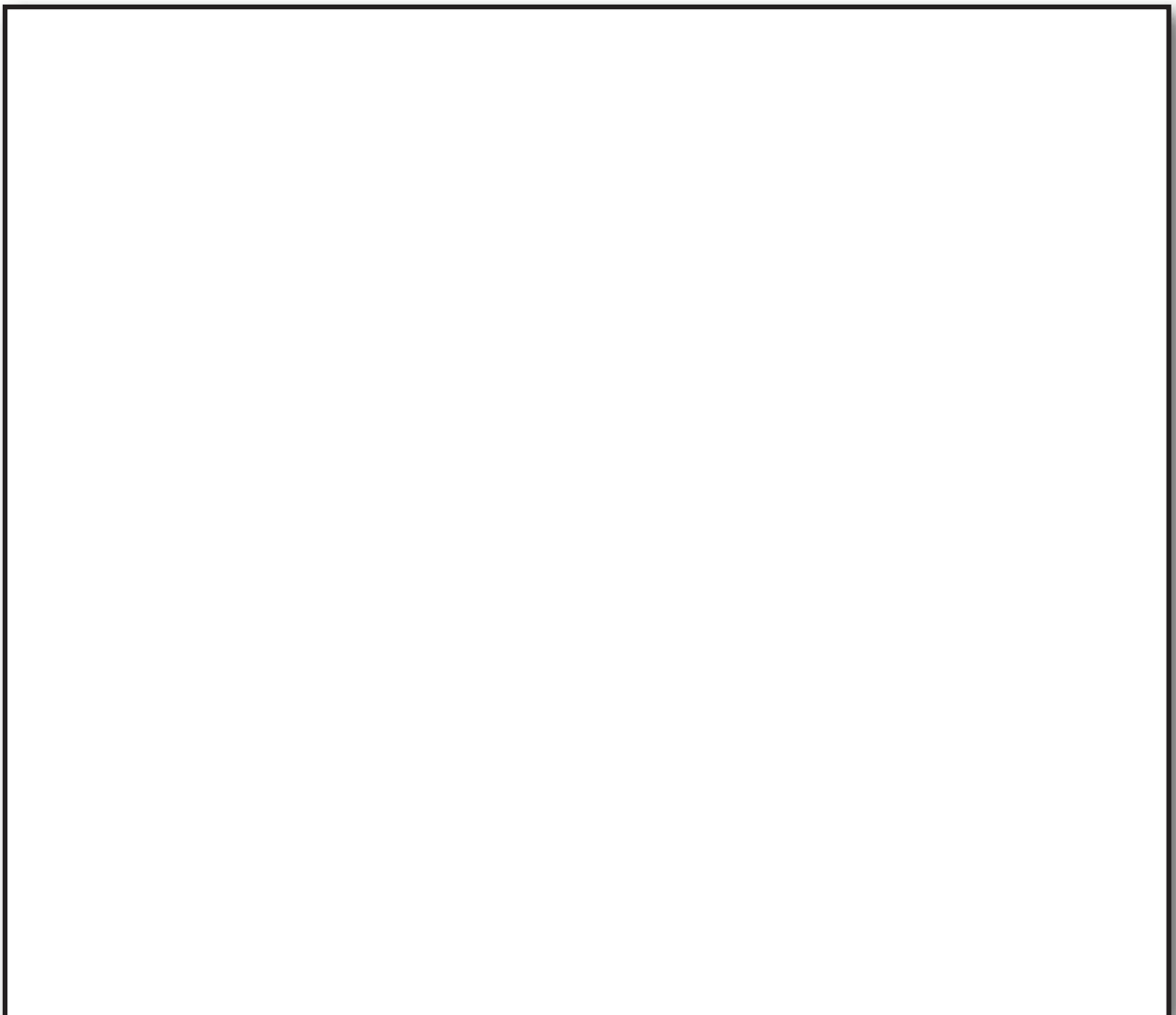
### 3 a At the Fair

Name \_\_\_\_\_

Read the sentences. Draw the picture.

They went up in a cup.

They like going up in a cup.

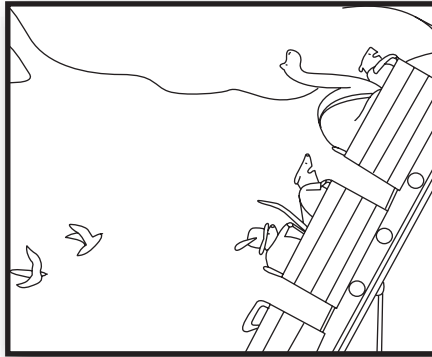


### 3 a At the Fair

Name \_\_\_\_\_

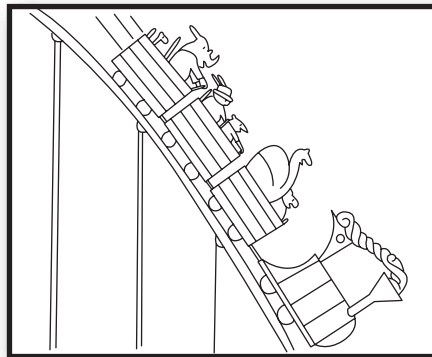
Complete the sentences under each picture.

Use these words: up and down.



The train went \_ \_ ,

\_ \_ \_ \_ , \_ \_ \_ \_ .



The train went \_ \_ \_ \_ ,

\_ \_ \_ \_ , \_ \_ \_ \_

\_ \_ \_ \_ .