



Level 3 Book 9

Kanga and Platypus's
Space Trip

Duck School

Look at the Cats

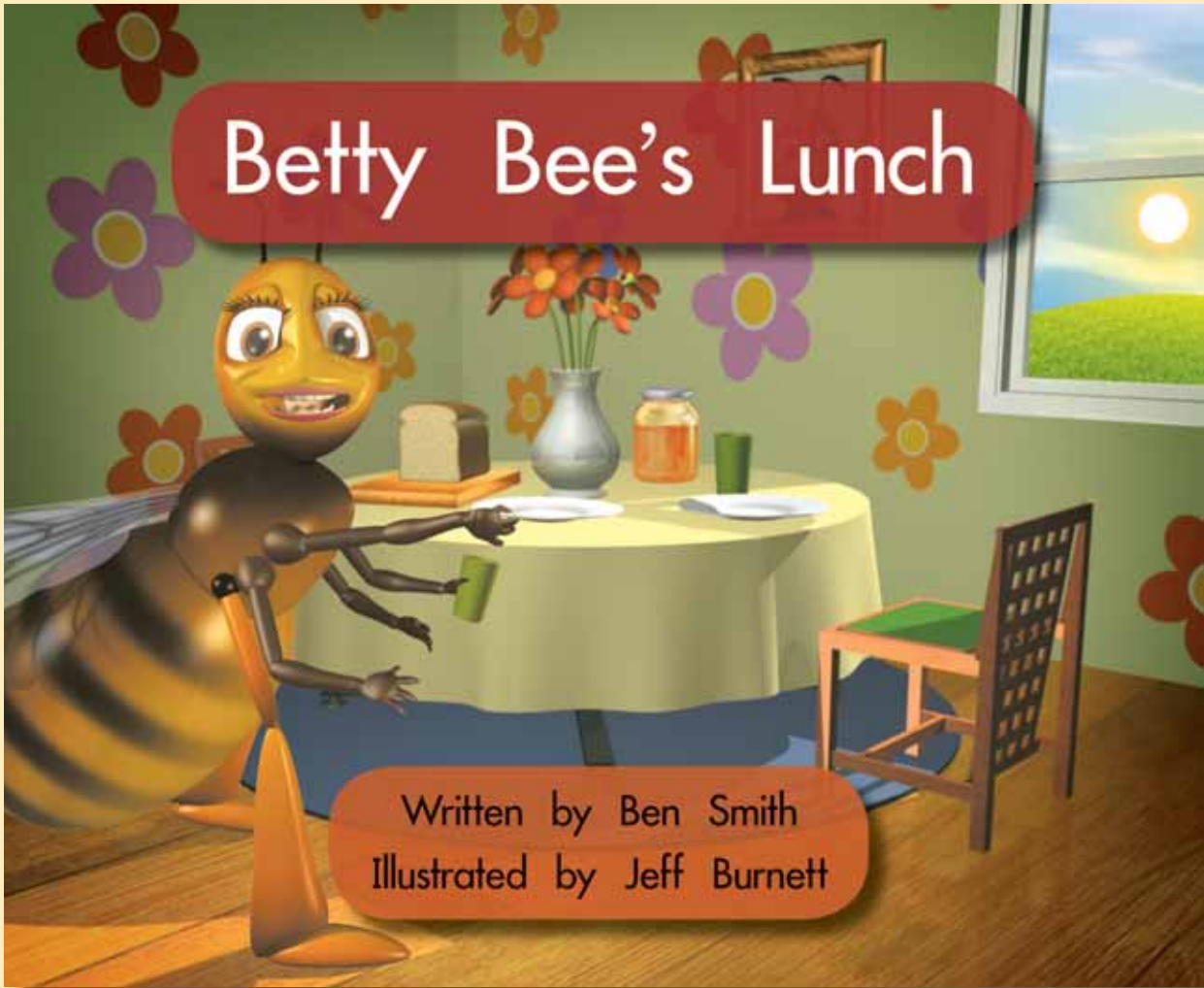
Where Is My Daddy?

Fruit

Where Is My Pet?

Betty Bee's Lunch

Ships



Written by Ben Smith
Illustrated by Jeff Burnett

Level	3
Word Count	80
Text Type	Literary recount
High Frequency	have
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. 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)

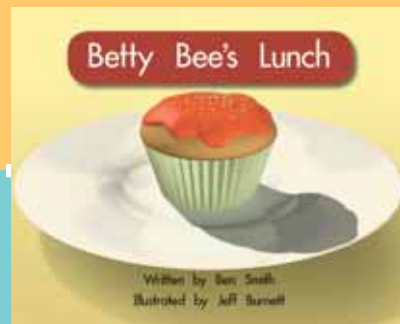
BEFORE READING Cover & Title Page



Direct the children's attention to the pictures. Ask the children to identify the creature in the picture. Then ask the children if they can tell you any bee stories they know. Talk to them about how bees make honey.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask if the children know what this means.



Invite the children to predict what this book will be about. Is it a story or an information book? Talk about what this bee might do in the story.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Identify words where the children struggle.

BEFORE READING 2/3

Ask the children to describe what is happening in the picture. Talk about the time of day and what all the bees have gone out to do. Can the children guess what Betty is going to do?



Ask the children what Betty has gone to get – they need to refer to the text to justify their answer. Ask the children if cupcakes are normal things for bees to get. How is Betty different from most bees?

Ask the children to identify the words *went* and *get* and put them into sentences of their own. Share them with the group to clarify meaning and use. Then identify the short vowel sound *e* in both words. Share other words with the same vowel sound.

BEFORE READING 4/5

Ask the children where Betty has gone. Can the children guess why she has gone here and what she might get? Ask them to justify their answers.



Ask the children to tell you what Betty asked the shopkeeper and what he replied. They need to refer to the text for this answer. Then ask the children where Betty might find a cupcake in the town.

Ask the children to identify the words *she* and *said*, spell them, and place them in sentences of their own to clarify meaning. Identify the word *cupcake*. Ask the children to say which two words have been joined to make this compound word and explain their meanings.

AFTER READING

Invite the children to describe what Betty is doing and where she is going now. Talk to the children about what else they can see in the picture.



Talk to the children about what they like the most about this book so far, giving reasons for their answers.

Ask the children to point to the word *on*. Spell it and ask the children to put it into a sentence of their own and share it with the group.

Ask the children to cover the text and guess where Betty is now. Talk about the setting and who she might be talking to.

Invite the children to predict what these characters might be saying to each other. Encourage them to choose vocabulary similar to that of the author.



Invite the children to refer to the text to tell you what Betty says to Fly and what Fly says in reply.

Ask the children to point to the word *said*, spell it, and place it in sentences to clarify meaning and use. Then ask the children to point to the word *pink* and identify the short vowel sound *i*. Tell the children that colours are adjectives, or describing words. Ask the children to list as many colours as they can think of.

BEFORE READING 10/11

Ask the children to talk about this picture and what is happening in the story. Can the children predict where Betty might be going now? Talk about what real bees do and what they look for.



AFTER READING

Invite the children to add another sentence to this page. Encourage them to use vocabulary and style similar to that of the author.

Ask the children to identify the words *went* and *on*. Identify their vowel sounds – the short e and o. List some words with these short vowel sounds. Write them down.

BEFORE READING 12/13

Ask the children which shop Betty is in now. Ask them to describe all the things they can see in this shop. Talk about what the children would like to get from this shop. Can they see the doughnuts and the chocolate cake?



AFTER READING

Ask the children what Betty asked the shopkeeper and what he said in reply. They need to refer to and point to the words in the text to clarify their understanding.

Draw the children's attention to the compound word *grasshopper*. What two words have been used to make this word? Ask the children to find another compound word on this page.



Ask the children to cover the page of text and tell you what Betty might say to the shopkeeper.



Encourage the children to use vocabulary like that of the author.



Ask the children what Betty has ordered. Then ask them if they would order the same thing if they were there in the shop with Betty.



Explain to the children that the two words *red* and *Betty* have the same vowel sound. Ask them what it is. Share some short e vowel sound words together.



Cover the text on this page and after talking about the picture, ask the children to guess what Betty might say.



Invite the children to work out how many cupcakes Betty has bought by referring to the cupcakes left on the shelf.



Ask the children to point to the exclamation mark and explain how it functions in the sentence.

3 g Betty Bee's Lunch

Name _____

Cut out these boxes.

Arrange them in the correct order.

“No pink cupcakes,”
said Grasshopper.

“I have red cupcakes.”

“I will have a red cupcake,”
said Betty Bee.

Betty Bee went to get a pink cupcake.

“Have you got a pink cupcake?”
said Betty to Fly.

3 g Betty Bee's Lunch

Name _____

Read the sentence.

Draw the picture.

“I like red cupcakes!”

