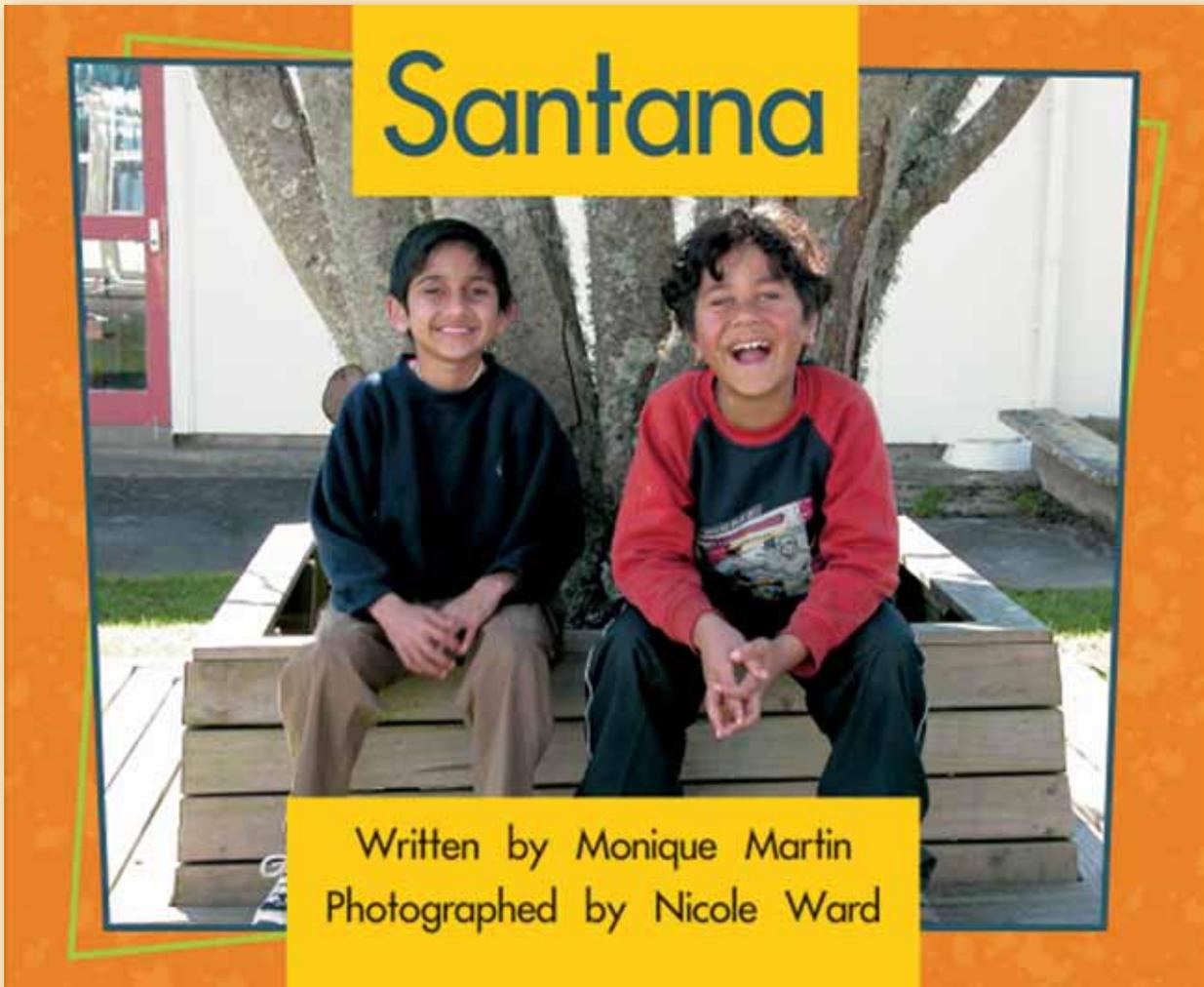




# Level 4 Book f



|                                     |                 |
|-------------------------------------|-----------------|
| Level                               | 4               |
| Word Count                          | 84              |
| Text Type                           | Factual recount |
| High Frequency<br>Word/s Introduced |                 |



The Park Train

At the Zoo

Molly Monsters  
Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

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)*



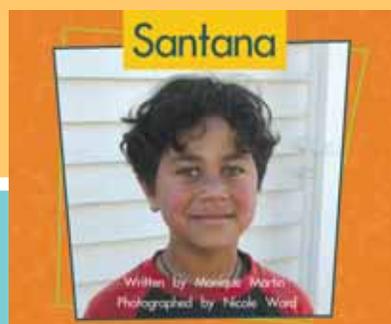
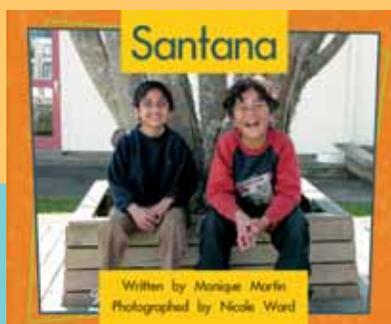
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Explain to the children that this is a book about a boy named Santana. The story is told by Santana's friend. Both the storyteller and Santana are deaf. Invite the children to share any knowledge they have on deafness. Correct any misconceptions.



Invite the children to respond to this book. If the author had not told them that Santana and the storyteller were deaf, would they have known?



Talk with the children about their reading strategies. Have them share with the group any difficulties that they had. What did they do about them?

AFTER READING

Invite the children to look at this photo. Have them describe the boys. Ask the children to suggest some of the things that Santana does at school.



This is me and Santana.  
Santana and I are deaf.

Discuss with the children the implications of being deaf. You may want to provide cotton wool balls so that they can block their ears as you talk to them. How does it feel? What do they do to try to hear? When would not being able to hear be dangerous? Ask the children to share any personal experiences they have had with a relative or acquaintance who is hard of hearing.

Ask the children to look at this photo. Was this one of the things that they predicted Santana would do?



Santana likes playing  
in the sandpit.  
He plays with trucks  
in the sandpit.

Ask the children to make some comparisons between the playground at this school and the playground at their school. Record their observations on a comparison chart headed: *Our Playground*      *Santana's Playground*

Review the already introduced high frequency words. Have the children locate *in*, *the* and *he* on this page.

Have the children look at this photo. What are Santana and the storyteller doing? Do the boys like playing on the swings? Was this one of the things that the children said that Santana would do?

Santana is on the swing.  
He goes up, and up, and up.  
We like the swings.



Continue the comparison of the playgrounds. Does the children's playground have swings or not? Do they look like these swings? Add the information to the chart.

Review the high frequency words that have already been introduced. Ask the children to locate *is*, *on*, *the*, *he*, *up*, *and*, *we* and *like* on this page.

Invite the children to say what Santana is doing in this picture. Where is his friend?

Santana likes playing on the slide.  
He goes down, down, down  
on the slide.



Continue the comparison of the playgrounds by analysing the photo. Does the children's playground have a slide? Is it like this slide? Add the information to the chart.

Write *play*, *plays* and *playing* on the board. Ask the children to read the words. Point out the *s* and *ing* endings.

BEFORE READING 10/11

Ask the children to discuss what Santana and the storyteller are doing in this photo. What game are they playing?



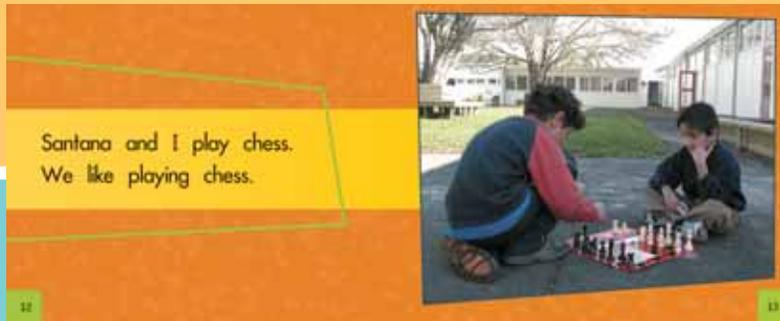
Continue the comparison of playgrounds. Do the children have an area like this to play soccer? Add the information to the chart.

Ask the children to locate *plays* and *playing* on this page.

AFTER READING

BEFORE READING 12/13

Discuss this picture with the children. What are the boys doing? Do the children know the name of this game? Can any of them play chess?



Extend the children's analysis of the photos to include the school buildings. How are these buildings the same/different from the buildings at their school?

AFTER READING

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Ask the children to discuss this photo. What are the boys doing now? What are they learning?



Ask the children to compare the things that the storyteller and Santana do with the things that they do. What is the same? What is different? Do the children think that there is anything Santana can do that they can't? Are there things they can do that Santana can't?

Have the children discuss this photo. What are Santana and the storyteller doing now?

Ask the children to return to the beginning of the book and read it independently. Remind them that their reading has to make sense and look right. Remind them to go back to the beginning of the sentence and try again if they get stuck.



Ask the children why they think the author chose to write this book. What other things could she have said that the storyteller and Santana did together?

Discuss with the children how they can use the information in this book. How will it help them if they meet someone who is deaf?

## 4 f Santana

Name \_\_\_\_\_

Write the correct word to complete each sentence.

Read the completed sentences to a friend.

Santana likes \_\_\_\_\_ in the sandpit.

Santana \_\_\_\_\_ ball with me.

Santana and I \_\_\_\_\_ on the computer.

Santana likes \_\_\_\_\_ on the slide.

Santana and I \_\_\_\_\_ chess.

We like \_\_\_\_\_ chess.

## 4 f Santana

Name \_\_\_\_\_

1. Read and draw.

Santana plays ball with me.



2. Draw and write.

Draw Santana playing with his friend.



Write a sentence to say what they are doing.

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