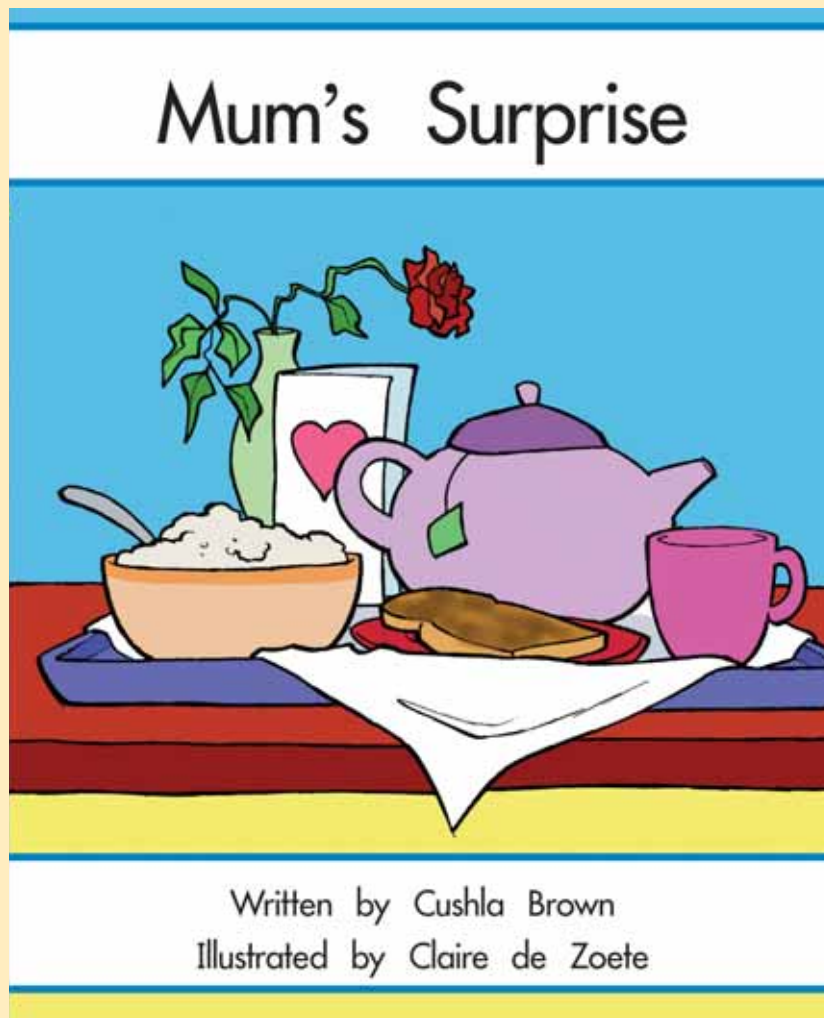




Level 6 Book a



Level	6
Word Count	103
Text Type	Literary recount
High Frequency Word/s Introduced	



Mum's Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

Getting Ready for Soccer


Wombat Goes Surfing


A Party Invitation


Ringo Goes Mountain Biking


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

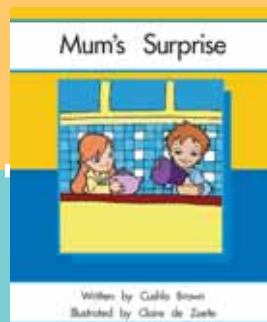
Cover & Title Page



Ask the children to describe what they see in the pictures. Describe the characters and what they are doing. Can the children decide whether this is going to be a story book or an information book? Encourage them to give reasons for their answers.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



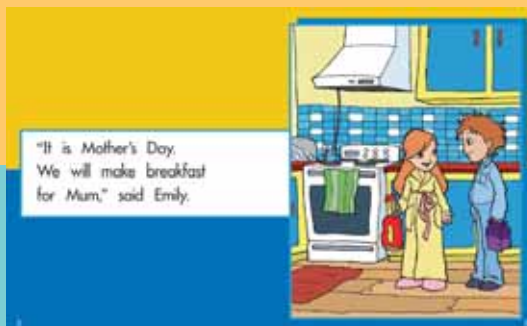
Invite the children to tell you about a surprise they prepared for someone they know. Talk about what it was and if it really did turn out to be a nice surprise for the person they did it for.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Note any words the children struggle with. Help them by breaking the word into syllables and phonetically decoding it.

AFTER READING

Encourage the children to look at the picture and describe what they see. Talk about what this place might be. Can the children guess what the characters might be talking about?

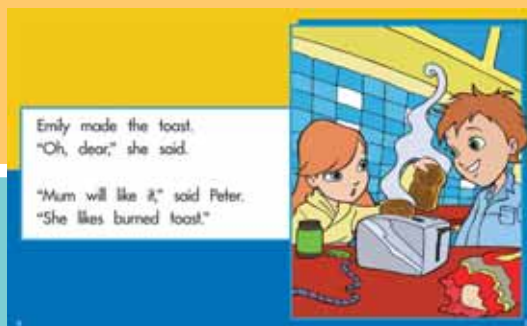


Ask the children what Emily said. The children need to refer to the text to gather this information. Encourage them to point to the correct words.

Ask the children to point to the word *make*. Make sure they put their finger underneath the word. Spell it. Ask the children to put it into sentences of their own to ascertain meaning and use. Ask the children which words have been put together to make the word *breakfast*. Explain that this is a compound word.

Ask the children to tell you what the characters are doing. Talk about the safety issues around using a toaster. Ask the children if they have ever made toast and what they did exactly.

Talk to the children about how they like the story so far. Ask them to focus on their favourite part of the story so far and give reasons for their likes.



Ask the children what happened to the toast. Encourage them to find the information in the text and point to it.

Ask the children to identify the word *made*. Talk about the root verb – *make*. Compare meanings by putting the words *make* and *made* into sentences.

Ask the children to describe what Peter is doing in this picture. What ingredients and things is he using?



Ask the children where it says in the text what Peter was trying to do. They need to point to the words.

Ask the children to identify the punctuation on the page – speech marks, capital letters, full stops, and commas. Discuss their functions and which ones the children use in their own writing.

Ask the children to describe what is happening in this picture. Can they guess what is going to happen to the tea? Talk about any times when the children have done something like this and when things have not turned out quite the way they expected.



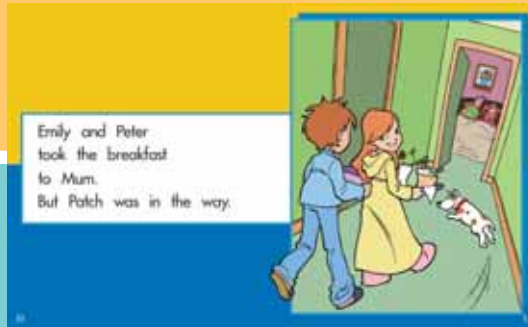
Ask the children what Peter said. Encourage them to point to the text as they explain their answers. What do they notice about the expressions on the children's faces? What does this tell them about how they feel?

Draw the children's attention to the word *tea*. Spell it and ask the children to use it in sentences of their own to ascertain meaning.

BEFORE READING 10/11

Ask the children to cover the text and then describe what is happening in the picture. Can they predict what the text might say?

Encourage the children to use vocabulary and style similar to the author's and to suggest a paragraph that would match the picture.



Ask the children to tell you what might happen on the next page. How is the author preparing us for something? Can they find clues (the dog in the picture or the text *But Patch was in the way*)?

Ask the children to identify the word *took*. Discuss its meaning and spelling. Ask them to put it in sentences of their own. Then ask which word it comes from – *take*. Compare the meanings and tenses – *took* and *take*.

BEFORE READING 12/13

Ask the children to cover the text and describe what is happening. Has something like this ever happened to them? Can they guess what the text might be for this page?

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



Ask the children what Mum said, referring to the text. Encourage them to point to the exact words that Mum said.

Identify the exclamation mark in the text and ask the children why it is used. Ask the children to read out the sentence using their voice to emphasise the exclamation.

AFTER READING



Ask the children what all the characters are doing in this picture. Encourage them to look at their expressions to decide how they are all feeling at the moment.



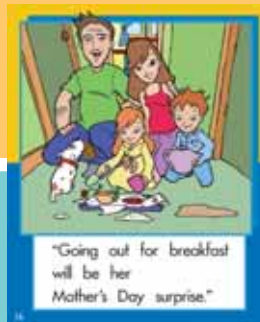
Ask the children what Dad suggested for the family. The children need to point to the words to prove comprehension of the text.



Ask the children to identify the words *for*, *out*, and *that*. Ask them to spell them and put them in sentences of their own to clarify meaning and use.



Cover the page and talk about the last scene and the expressions on the characters' faces. Ask the children if they can predict what might be said between the characters.



Ask the children what Emily and Peter are doing in the picture and what they think will happen now. Why do they think the dog is happy? Ask the children to find their favourite page and explain why they like it.



Ask the children to look at the word *breakfast*. Ask them why it is a compound word. Then identify the last blend in the word – *st*. Can the children think of other words with the *st* ending?

6 a Mum's Surprise

Name _____

Unscramble the words.

The first one has been done for you.

came for likes made make

~~that~~ the went you

hatt _____ that _____

kema _____

dema _____

ofr _____

cmea _____

kiesl _____

het _____

tewn _____

ouy _____

6 a Mum's Surprise

Name _____

Read and draw.

Emily made the toast.



Peter made the porridge.



Patch was in the way.

