



Level 6 Book c

Munis Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

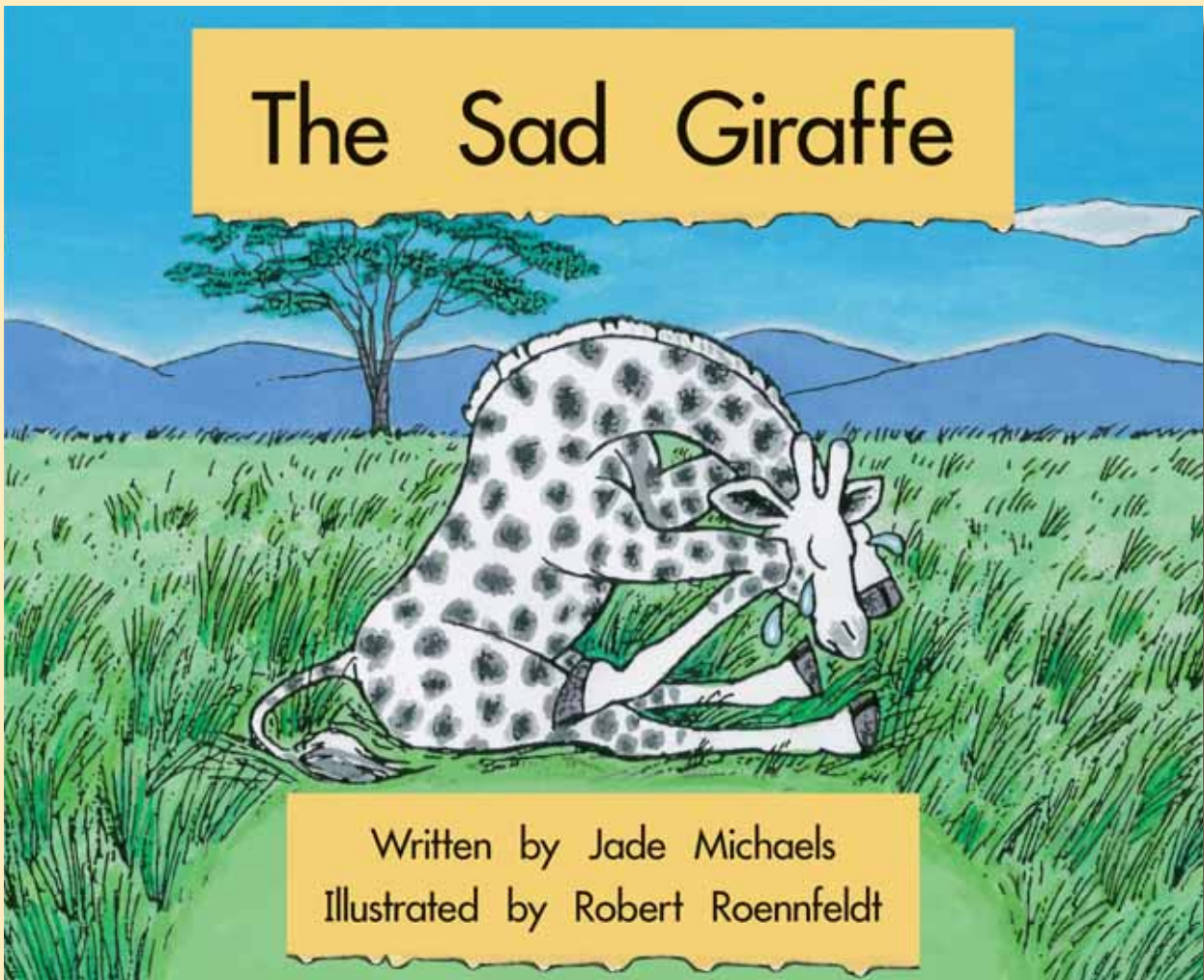
Getting Ready for Soccer

Wombat Goes Surfing

A Party Invitation

Ringo Goes Mountain Biking

The Sad Giraffe



Written by Jade Michaels
Illustrated by Robert Roennfeldt

Level	6
Word Count	104
Text Type	Narrative
High Frequency	down
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

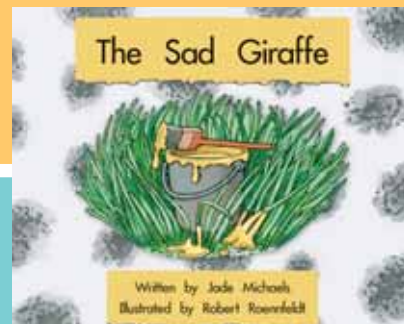
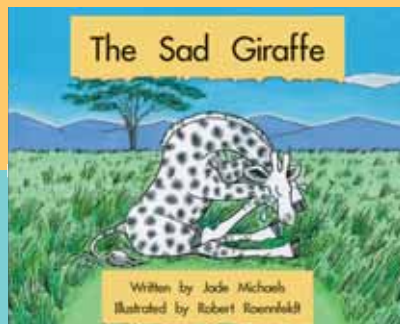
Cover & Title Page



Ask the children to describe what they see in the pictures. Describe the character and the pot and brush. See if the children can 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's and illustrator's names. Why are there names here? Identify book conventions.



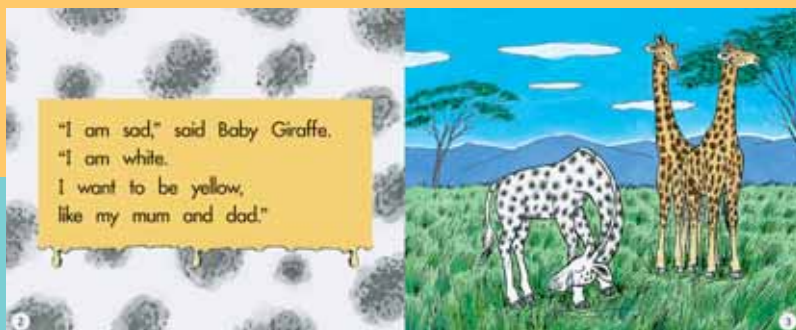
Talk about why the giraffe might be sad and gather some predictions of the story's plot that may follow.



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

AFTER READING

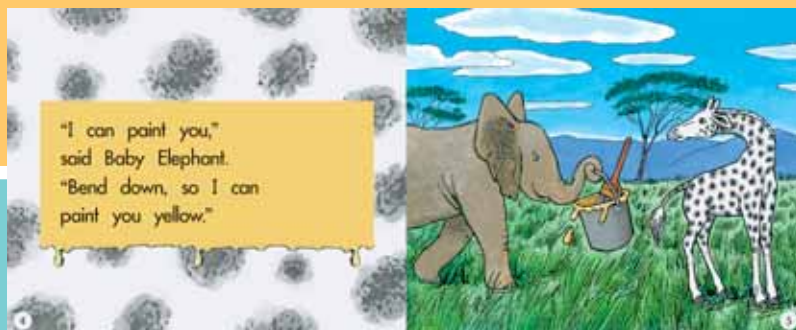
Encourage the children to look at this picture and describe what they see. Invite them to describe a time when they felt sad. Talk about how we can help our friends who might be sad. Ask the children how they could help the sad giraffe.



Ask the children to point to the word *white*. Make sure they put their finger underneath the word. Spell it and ask them to turn to a friend and make a sentence with the word *white* in it. Talk about the word *white* as a colour and say that colours are adjectives. Then draw their attention to the long *i* vowel sound in *white*.

Ask the children to look at the picture and see who has come to help. Can the children guess what is in the pot that the elephant is carrying? Can they predict what might happen next?

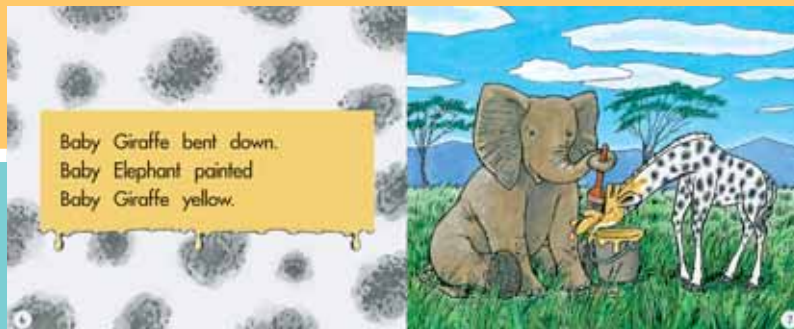
Talk to the children about how they like the story so far. Ask them to focus on their favourite part of the story so far and give reasons for their likes.



Ask the children what long vowel sound is in the word *baby* – *a*. Discuss other words with the same long *a* vowel sound, such as *made* and *taste*.

Now ask the children to predict what is going to happen next. Encourage them to give reasons for their predictions.

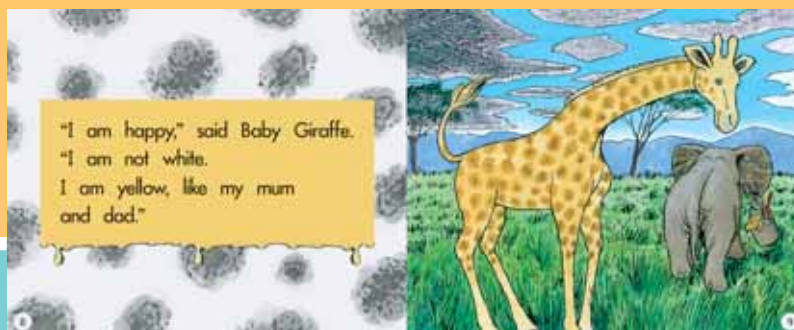
Talk about what the elephant is doing to the giraffe in this picture. Ask the children how the giraffe might be feeling at the moment. Do the children think the giraffe is not so sad now?



Talk about whether the idea to paint the giraffe is a good one or not. Let the children talk about their reasons.

Ask the children to point to the word *down*. Ask them to spell it and place it in sentences of their own to share with the group afterwards. Identify the punctuation – full stops and capital letters. Talk about their use.

Invite the children to describe the giraffe in this picture. Draw their attention to the expression on the giraffe's face. Talk about why the giraffe is feeling so happy.



Ask the children what the author could write about the elephant. Encourage the children to suggest sentences that fit in with the style of the author. If the giraffe were to say something to the elephant, what might it be?

Read the page again, encouraging the children to place their finger below the words as they read together, identifying the words one-for-one. Then look at the word *Giraffe*. Talk about the *g* sound and how it compares with the hard *g*. Explain that we call this a soft *g*. List some words with the hard and soft *g*.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict how this is going to make Baby Giraffe feel? Ask the children to take a guess at how this story will turn out. Do they think Baby Giraffe is going to have to change something else?



AFTER READING

Ask the children about what they have enjoyed so far in this book. Encourage them to explain themselves, giving reasons.

Ask the children to identify the word *washed*. Which word is this word based on? Talk about *ed* as a suffix, a group of letters added to the end of a word. Suggest sentences that have the words *wash* and *washed* in them and clarify the change of meaning – present and past tenses. Identify the word *came* in the same way. Talk about *came* and *come*, focusing on tense.

BEFORE READING 12/13

Ask the children to cover the text on page 12 and use the picture to describe what might be written on this page. Encourage them to use vocabulary similar to that of the author.

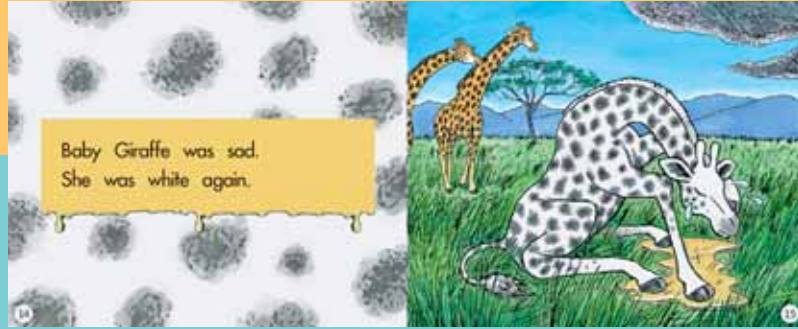


Ask the children to suggest a sentence about something Baby Giraffe would say. Write the sentence down and encourage the children to put the speech marks in the right place.

Identify the word *yellow*. Invite the children to recall what kind of word this is – an adjective.

AFTER READING

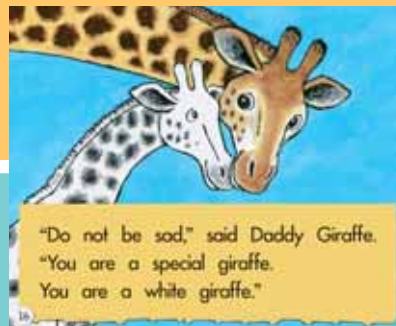
Ask the children how Baby Giraffe is feeling. Who else is in the picture? What might they be feeling at the moment?



Now ask the children to think about what Mum and Dad might say to comfort Baby Giraffe. Encourage the children to think of supportive things to say and suggest sentences that fit in with the author's style.

Ask the children to identify the word *sad*. Talk about the short vowel sound and ask the children to think of other words with the same sound they can share with the group.

Talk about the last scene and the expressions on the giraffes' faces. What do the children think has happened or been said?



Ask the children how Dad has comforted the giraffe. Praise the children for referring to what he said – that Baby Giraffe is *special*.

Ask the children to identify the words *not* and *are*. Then ask them to place them in sentences of their own to share with the group to clarify use and meaning.

6 c The Sad Giraffe

Name _____

Fill in the missing words.

Baby came paint
special yellow you

The rain _____ down.

The yellow _____ ran down Baby Giraffe's legs.

"I can paint _____," said Baby Elephant.

"I am sad," said _____ Giraffe.

"You are a _____ giraffe," said Daddy Giraffe.

Baby Elephant painted Baby Giraffe _____.

6 c The Sad Giraffe

Name _____

Write some words that rhyme with *came*.

bl f fr g l n s sh

Draw a picture from the story. Write a sentence.

