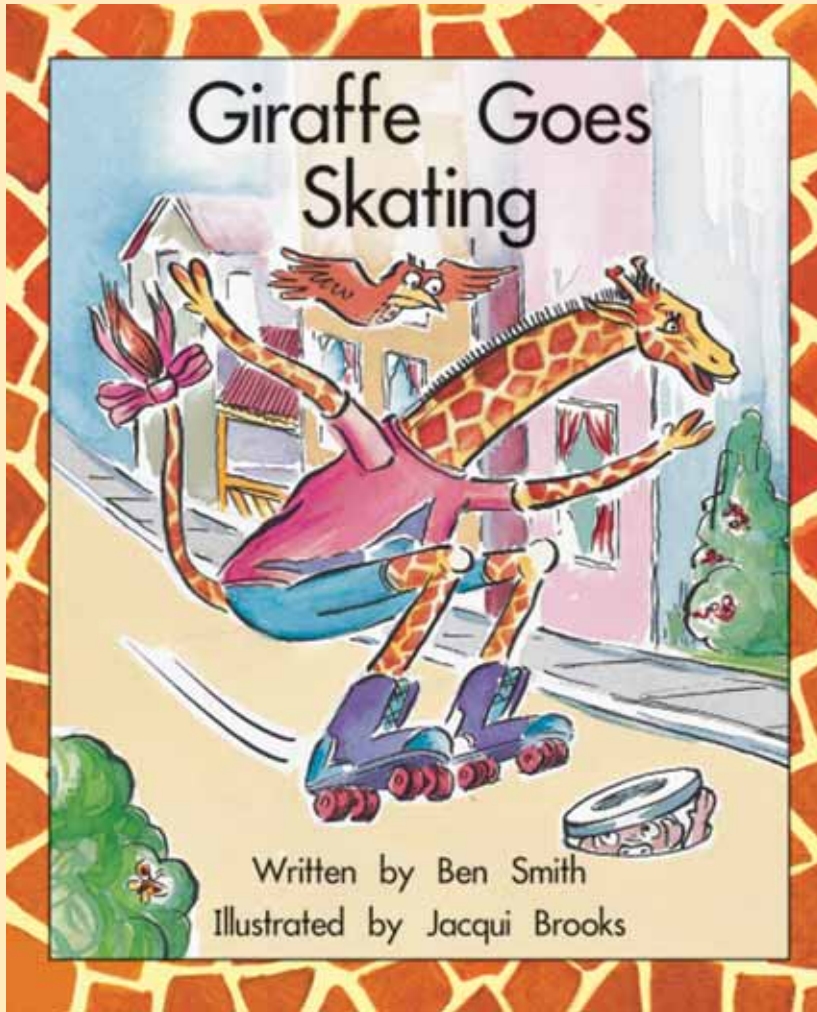




Level 6 Book f



Level	6
Word Count	101
Text Type	Literary recount
High Frequency 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 discussions 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)



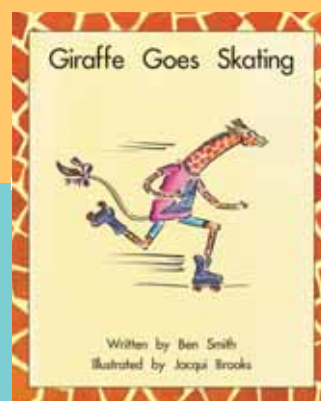
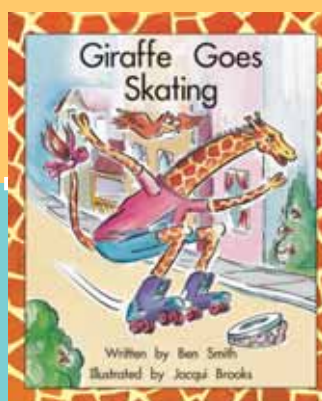
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. What is the giraffe doing? Read the title and ask them to add to their suggestions.



AFTER READING

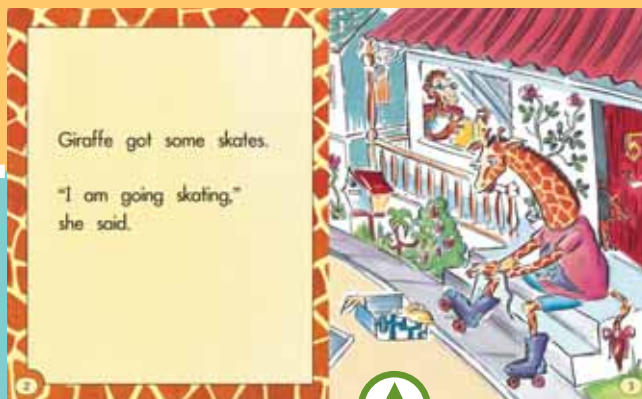


Invite the children to retell the story. What did Monkey say to Giraffe? What did Hippo say? Did Giraffe listen? What happened? What did Bird say?



Ask the children to share the strategies they used to decipher unknown words. Did their reading always make sense? How did they work out the word *naughty* on page 16?

Ask the children to look closely at this illustration and describe what is happening. What is Giraffe doing? What is Monkey doing?



Giraffe got some skates.
"I am going skating," she said.

Invite the children to discuss this illustration in more detail. Where do you think Monkey and Giraffe live? How do they know each other?

Point to the word *going*. Give the children some magnetic letters and ask them to make the word and say it out loud. Ask them to break the word and make it again, each time saying it out loud.

Invite the children to look closely at this illustration. What does Monkey have? What do they think Monkey is saying to Giraffe? What is Giraffe saying back?

Ask the children to find the animals' names in the text. Ask them why they think they have capital letters at the beginning.



"Put your helmet on," said Monkey.
"No," said Giraffe.
"I do not need a helmet. I will not fall down."

Discuss safety with the children. Why does Giraffe need a helmet? What other sports do they know where people need to wear a helmet?

Ask the children to look closely at this picture. What does Hippo have? What is Hippo saying to Giraffe? What is Giraffe saying back to Hippo?

Point to the word *kneepads*. Alert the children to the silent *k* at the beginning of the word. Talk about the two little words that make *kneepads* a compound word.



Continue the discussion about safety with the children. Why should Giraffe wear kneepads? What other places could Giraffe wear pads to soften a fall?

Recap the function of speech marks with the children. Ask what Hippo said. How do the children know this?

Ask the children to look closely at this illustration. What is Giraffe doing? Does she have on a helmet and kneepads? What will happen next?



Ask the children to think about this page in more detail. Ask them why they think Giraffe is not listening to Hippo and Monkey.

BEFORE READING 10/11

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

After School

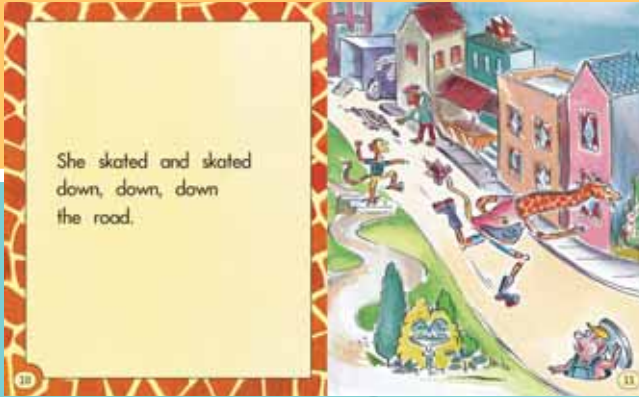
Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park

Discuss this picture with the children. What is happening? Where is Giraffe going? Ask the children to predict what will happen next.

She skated and skated down, down, down the road.



AFTER READING

Talk more with the children about Giraffe. Is Giraffe enjoying herself? Does she know what is happening around her?

Ask the children to discuss this illustration in more depth. How did it help with their reading? Does the picture show Giraffe going down?

BEFORE READING 12/13

Invite the children to discuss this illustration. What is going to happen? What is Bird saying? What is Giraffe doing?

Point to the exclamation mark. Tell the children what it is called and what it is used for.

"Look out, Giraffe!" said Bird.
But Giraffe did not look out.
Giraffe skated into the tree.



AFTER READING

Ask the children to locate the exclamation mark. Ask them how they would read a sentence with an exclamation mark at the end of it. Have the children read the first sentence again with appropriate expression.

Have the children discuss this illustration. What has happened? Did they predict that something like this would happen?

Talk to the children about words that they could use to describe Giraffe hitting the tree and the ground. Read the words to them if they are unable to predict *whack* and *thump*.



Introduce the word *onomatopoeia* and explain its meaning to the children. Have them read *whack* and *thump* again with appropriate expression. Discuss with the children why the author chose the words *whack* and *thump*. Invite them to suggest other words the author could have used.

Ask the children to talk about what has happened. Why has it happened? What should Giraffe have done? What might Bird be saying?

Invite the children to return to the beginning of the book and read it independently. Remind them that they know the storyline so they should ensure that this matches with their reading.



Invite the children to discuss the message that they think the author is trying to get across in this book.

Talk with the children about what they have learned by reading this book. What could they tell other children about safety while skating?

6 f Giraffe Goes Skating **Name** _____

1. Put speech marks in the right places.

Draw a picture for each one.

I am going skating,
she said.



Put your helmet on,
said Monkey.



Get your kneepads,
said Hippo.

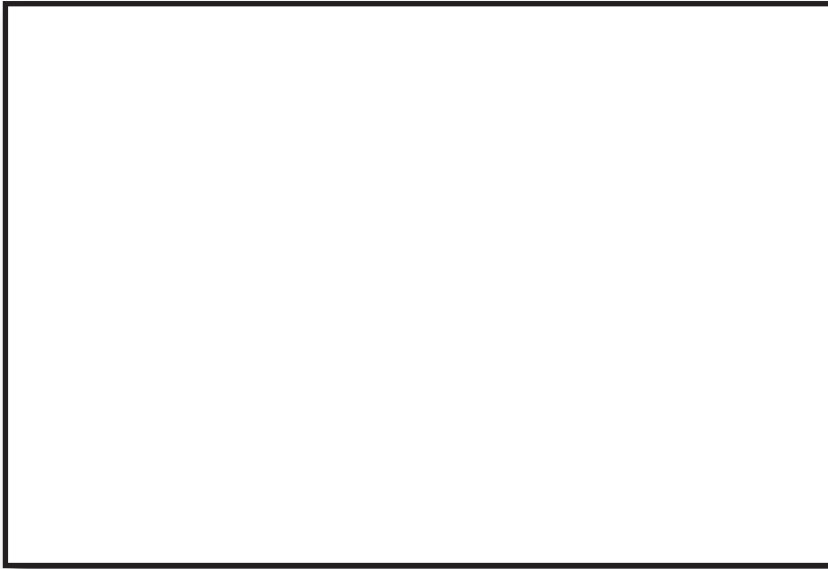


Look out, Giraffe!
said Bird.



6 f Giraffe Goes Skating **Name** _____

1. Draw Giraffe going skating.



2. Draw Giraffe going skating wearing all the safety gear.

