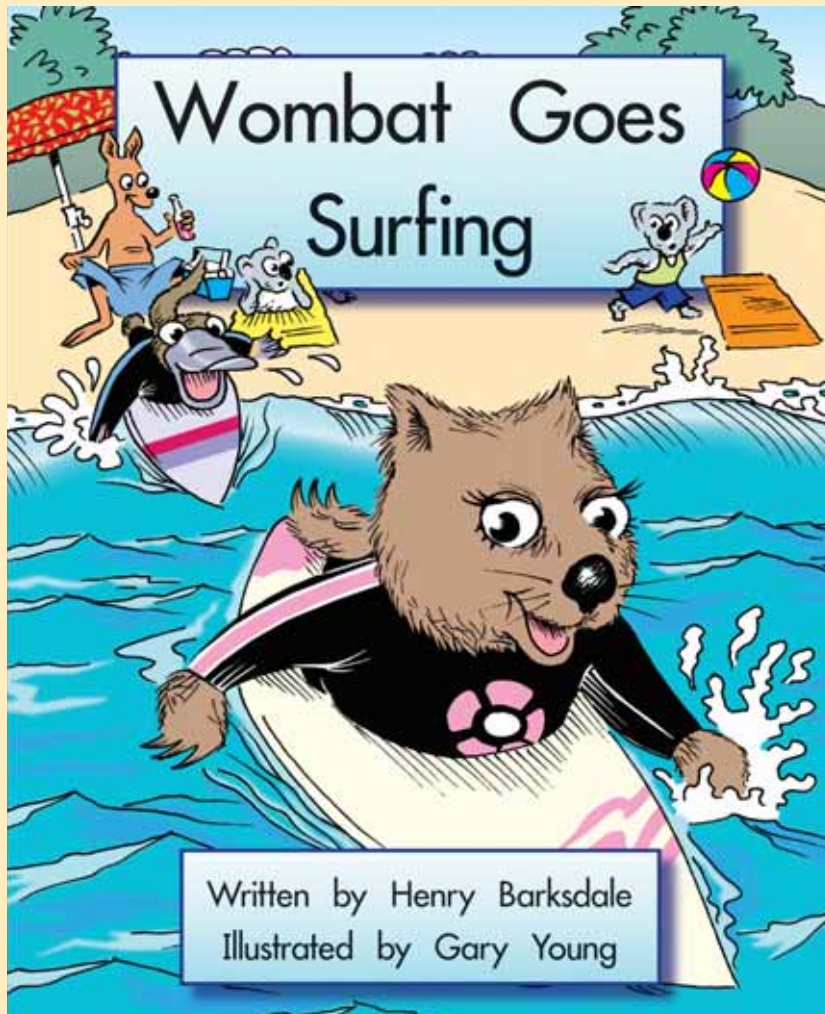




# Level 6 Book f



Level	6
Word Count	101
Text Type	Literary recount
High Frequency Word/s Introduced	



Mums 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)*

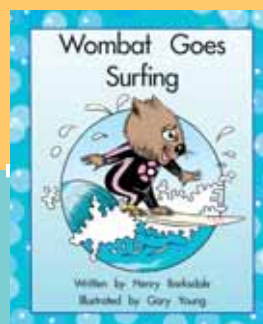
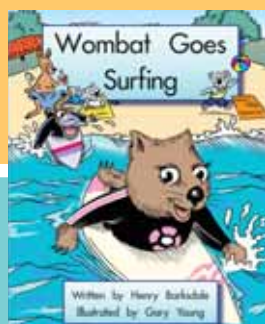
## Cover & Title Page



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.



Talk about what the children do when they go to the beach. Can they relate to what the characters are doing in the pictures? Perhaps talk about some safety issues that children have to remember when they are on the beach.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Make a mental note of which words the children struggle with. For any word where the children do struggle, break the word into syllables and phonetically decode the word to help them.

Encourage the children to look at this picture and describe what they see. Talk about what they think Wombat is buying at the shop. Ask them what type of shop this is.



Ask the children what Wombat bought in the shop and why. Encourage the children to refer to the text or the picture to answer the question. Talk to the children about how they can find answers to questions about stories.

Ask the children to point to the word *got*. 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 *got* in it. Identify the word *she*. Talk about the consonant digraph *sh*. Discuss other words with the same sound.

Ask the children to cover the text and look at the picture and see who is talking to Wombat. Can the children guess who Platypus is – friend or relative? Ask the children to guess what Platypus is saying to Wombat.

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 Platypus is saying to Wombat. Encourage the children to refer to the text when they answer the question.

Ask the children to identify the word *come*. Discuss this verb – a doing word. Ask the children to put it into different sentences to clarify its use and meaning. Then look at the blend in the word *Platypus* – *pl*. Discuss other words with the same *pl* blend.

Ask the children to describe what they see in the picture. Ask the children if they have ever been surfing and what it feels like. Then ask them to predict what might happen in this story. Can they predict the ending?



Wombat got on her new surfboard. She paddled out. "Go in on a little wave," said Platypus.

Talk about what advice Platypus gives Wombat. Here the children need to refer to the exact words Platypus says. Can the children guess what is going to happen next? Does this page hint at what they might have predicted before reading this page?

Ask the children to point to the word *little*. Spell it and have them put it in some sentences to share with the group. List some words that mean the same as *little*. Then identify the word *wave* and discuss the long *a* vowel sound.

Ask the children to describe what is happening in this picture. Talk to the children about Platypus's expression. Why does Platypus look so concerned? Talk about what they think will happen.



"No," said Wombat. "A big wave. I will go in on a big wave."

Ask the children what Wombat decided to do – did she take Platypus's advice? Talk to the children about what they would do if they were Wombat.

Draw the children's attention to the word *big*. Spell it and ask them to share it with the group in different sentences to ascertain meaning and use. Then talk about other words that mean the same thing that could also be used.

## BEFORE READING 10/11

Ask the children to describe what is happening in this picture. What has happened to Wombat? Ask the children what they think Wombat should have done and how she might get out of this situation.

Ask the children what they think of the story so far. Can they relate to the characters?



## AFTER READING

Ask the children why Wombat fell off the surfboard. They can refer to the text or the picture to explain their answer.

Ask the children to identify the words in capital letters with exclamation marks. Explain that these words are sounds and are called onomatopoeia. Invite the children to list more of these types of words – perhaps sounds they would hear in a forest or in the playground.

## BEFORE READING 12/13

Ask the children to look at the picture closely and describe what they see. Ask them to think about Wombat's feelings. Talk to the children about how they would have felt if they ended up under the water. Can the children predict how the story will end?



Ask the children what happened to Wombat's surfboard. Then ask if Wombat went in with the surfboard too. Encourage the children to refer to the text and/or picture.

Ask the children to identify the onomatopoeia. Then identify the exclamation marks and discuss how they emphasise the loudness/shock quality of the sound. Then ask the children to identify the word *went*. Talk about its meaning and use. Have the children place it in sentences of their own to share with the group.

## AFTER READING

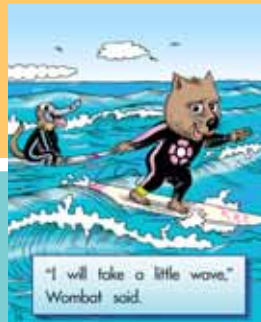
Ask the children what Platypus is doing in this picture. Ask them if they think Platypus is being brave. Then ask the children what they would do if they were Wombat's friend.



Talk to the children about what the author's intention might be in writing this book. What special message does he have for children?

Ask the children to identify the word *surfboard*. Explain that it is a compound word and is made from two words put together. Can they tell you what words they are? Then identify the word *paddled* and ask the children what verb this comes from – *paddle*. Ask the children to work out what has been added onto the end to make *paddled*. Explain that this is called a suffix.

Ask the children to cover the text on the page and talk about the last scene and the expressions on the characters' faces. Talk about what Wombat and Platypus are doing. Ask the children if they can predict what might be said between the two characters.



Ask the children what Wombat actually said and compare this to what the children predicted.

Ask the children to look through the book and select their favourite part, giving reasons why they have chosen it.

## 6 f Wombat Goes Surfing

Name \_\_\_\_\_

Put in punctuation – speech marks, capital letters, commas, and full stops.

i am going surfing wombat said

i will come with you said platypus

wombat got on her new surfboard

i will take a little wave wombat said

Draw your favourite picture from the story  
and write a sentence.



# 6 f Wombat Goes Surfing

Name \_\_\_\_\_

Put these words in the right boxes.

One has been done for you.

Platypus she splish

~~splosh~~ play

splash

plop

pluck

sh words	pl words
splosh	

Write a sentence with one *pl* word  
and one *sh* word in it.

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