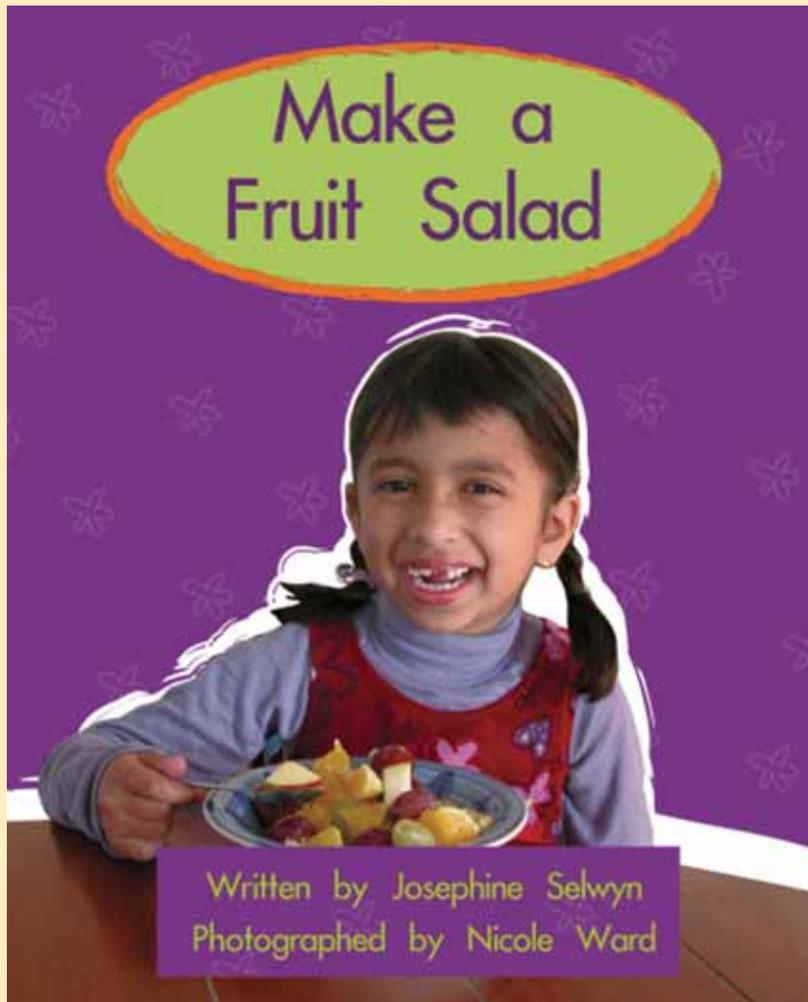




# Level 6 Book g



Level	6
Word Count	108
Text Type	Procedure
High Frequency Word/s Introduced	



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

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)*



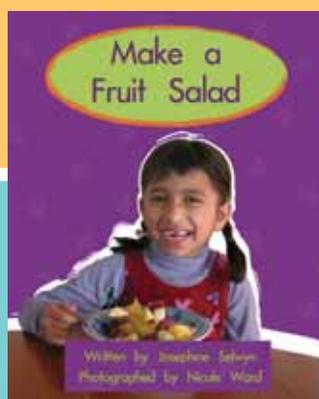
*This symbol relates to use (text user)*

BEFORE READING

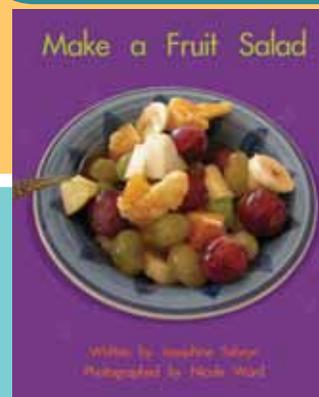
## Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and have them suggest things that might go in a fruit salad. Write the suggestions on the board.



Discuss the format of this book with the children, relating it back to the title. Explain the features of a procedural text as it relates to a recipe.



AFTER READING



Ask the children to recall the text. What new things have they learned about making a fruit salad? Refer to the list. What else can be added to it?



Invite the children to reiterate the features of a procedural text such as this. Have them say how the text features helped them with their reading.

Ask the children to look at these pages. Ask them to name the fruits on page 3. Check against the list on the board. Invite the children to say what else is photographed.

Point to the subheading and read it to the children. Explain the list below and how the subheading, the photos and the list will help them with their reading.



Ask the children to discuss fruit in more detail. Where would these fruits have come from? What kind of store? Where would the store get fruit from?

Ask the children to look at the photos and describe what is happening. Which fruit is being used first? What are the people doing with the fruit?

Refer to the subheading and remind the children of its purpose. Point out the numbers on both pages and explain to the children the connection between the two. Advise them that this is part of the structure of this book, and that it will help them as they read.



Ask the children to recap the steps for preparing the apple in the order they appear in the book.

Discuss with the children how the numbers helped their understanding. Would it have made any difference to the meaning if the sentences had been in a different order?



Discuss these photos with the children. Invite them to comment on the fruit, the people, and what is happening. What fruit is being used now? What are the people doing with the fruit?



Invite the children to talk about the relationship between the numbers on these pages. Ask them how the numbers will help them as they read.



Invite the children to look more closely at the photo. What in the photo gives them clues about the pages that are to follow?



Ask the children to look carefully at this photo. What fruit are the people using now? Ask the children to predict the three steps for preparing the fruit.



Remind the children to use the photos and the numbers as they make their prediction about the three steps for preparing the pear.



Invite the children to talk more about pears and apples. How are they the same? How are they different? Have the children say why they think the woman didn't peel the apple and the pear, but peeled the banana.

BEFORE READING 10/11

Ask the children to discuss these photos. What is the woman doing? Is she doing something that she hasn't done before in the book?



Invite the children to read the step that is new on this page. Then invite them to discuss why the woman would take the pips out of the orange but not the apple and the pear.

AFTER READING

BEFORE READING 12/13

Invite the children to talk about what is going into the fruit salad now. Have them list the steps in the process.



Ask the children to look at the photo on page 12 and then to look at photo 2 on page 13. What has the woman done with the grapes that is not written in the text?

AFTER READING

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

After School

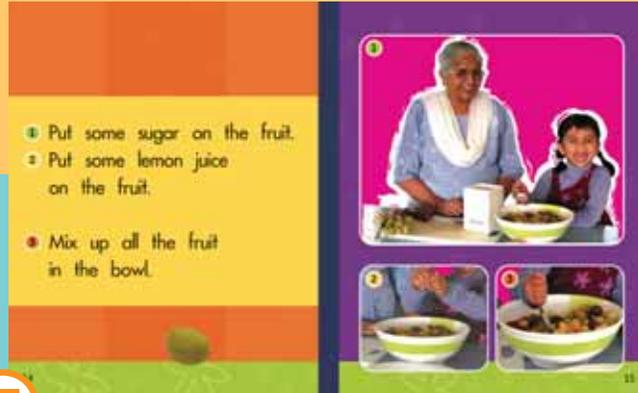
Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park

Ask the children to describe the last steps in the process. What is going onto the fruit salad now? Invite them to say what will be on the next page.

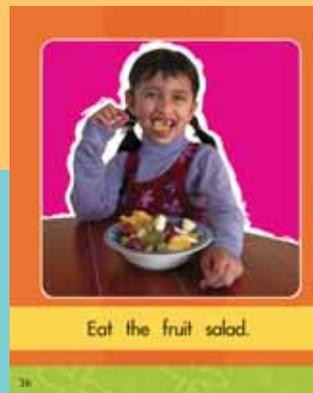
After discussing photo 2, ask the children what *lemon* and *juice* will start with. Then invite them to find *lemon juice* on the page.



Invite the children to suggest why the woman puts both lemon juice and sugar on the fruit. Explain how lemon juice can stop some fruits discolouring when they are cut and exposed to the air. Have the children revisit the text to see which fruits they know discolour when they are cut.

Discuss the children's predictions. Did they suggest that the girl would eat the fruit salad?

Ask the children to return to the beginning of the book and read it independently. Remind them to use the text features to help them with their reading.



Invite the children to work with a partner and tell them the steps for making a fruit salad.

# 6 g Make a Fruit Salad

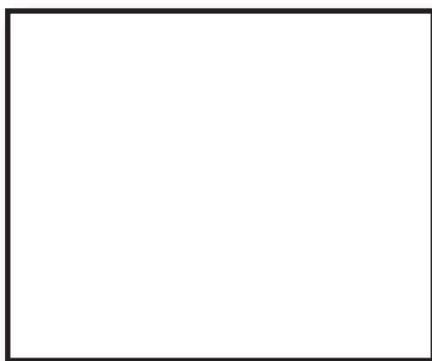
Name \_\_\_\_\_

1. Put the following in order. Draw pictures to match.

Put the apple in the bowl.

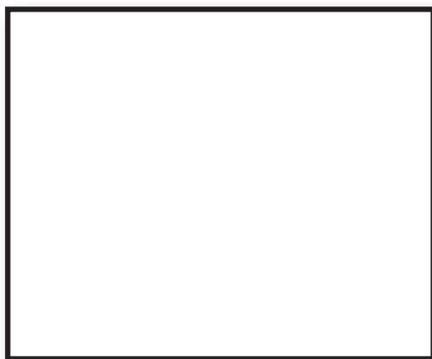
Cut up the apple.

Cut the core out.



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## 6 g Make a Fruit Salad

Name \_\_\_\_\_

1. Break the following into syllables.

banana

bowl

peel

orange

grapes

sugar

salad

2. Draw a bowl of fruit salad.

