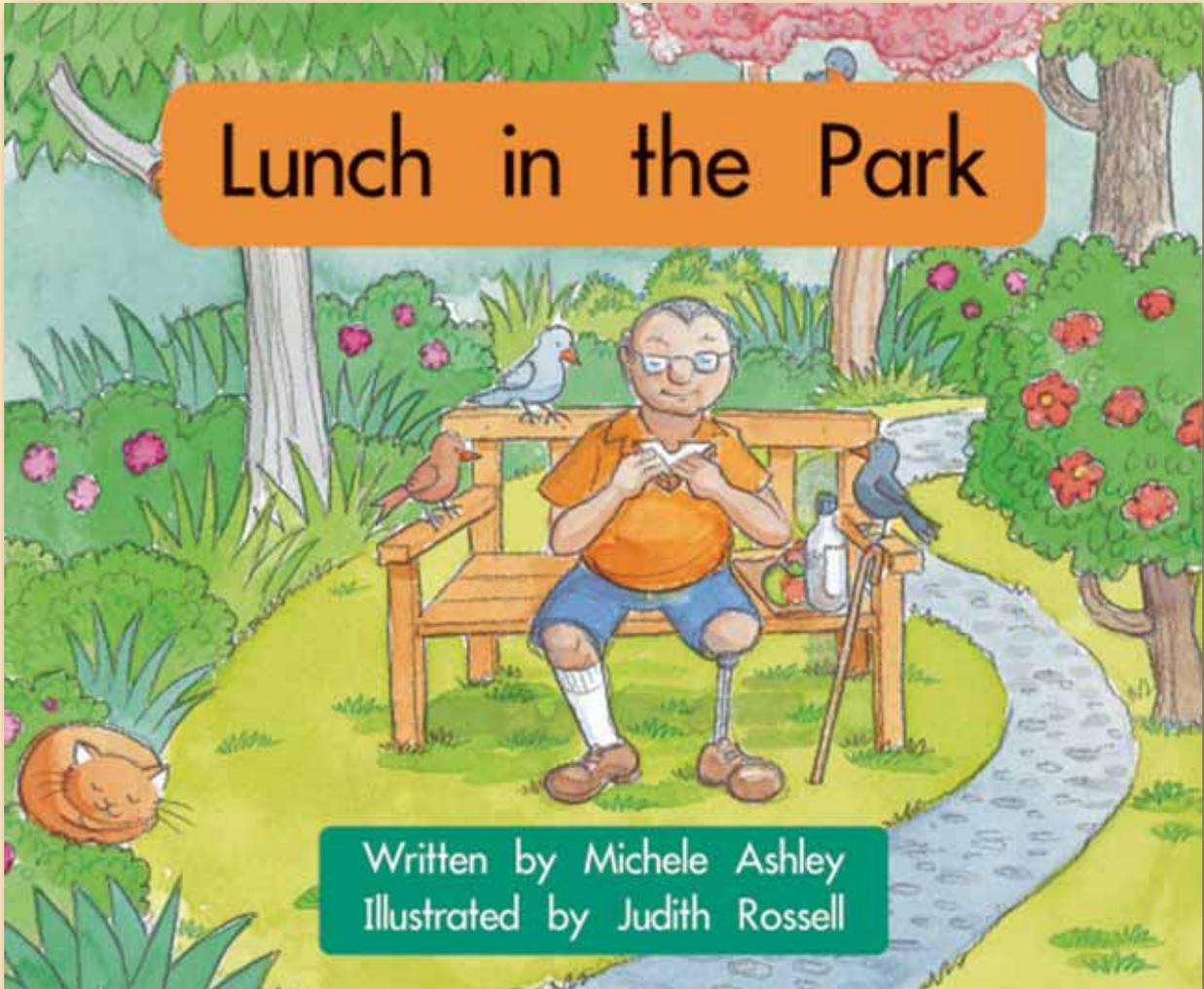




Level 6 Book h



Written by Michele Ashley
Illustrated by Judith Rossell

Level	6
Word Count	108
Text Type	Narrative
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)

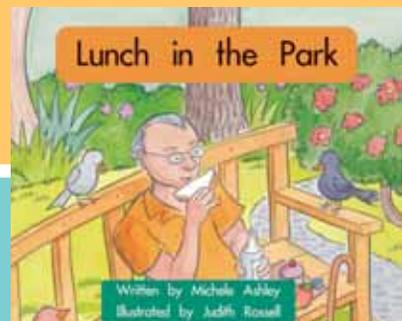
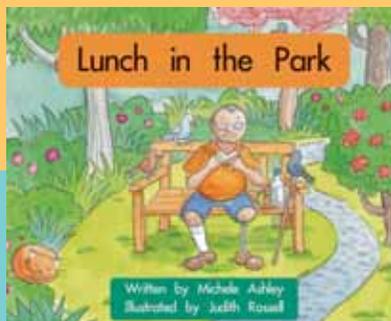


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look closely at the cover and title page illustrations and describe what they can see. What is the man doing? What is he eating? What are the birds doing?



Invite the children to respond to the story. What happened first? What did the birds want? What did the man do? What happened at the end of the story?



Ask the children to share the strategies they used to decipher unknown words. Did they rely on the illustration or did they use parts of the word that they recognized?

Ask the children to look closely at this illustration and describe what they see. What might the blackbird be saying?

Ask the children what letter the word *hungry* starts with. Ask them to find the word *hungry* on this page.

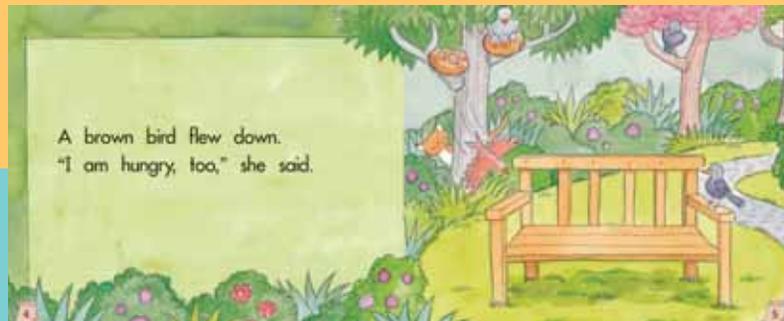


Have them look more closely at the picture and describe the setting of this narrative. What can they see? If they were there what could they hear, touch, smell, and taste?

Ask the children to look at the word *blackbird*. Explain compound words. Ask them to identify the two little words that form the compound word.

Ask the children to look at this illustration and describe what they see. What colour is the new bird? What is the new bird doing? What is it saying? Which bird might fly down next?

Have the children locate the word *too*. Ask them to say what *too* means when it is spelt this way.



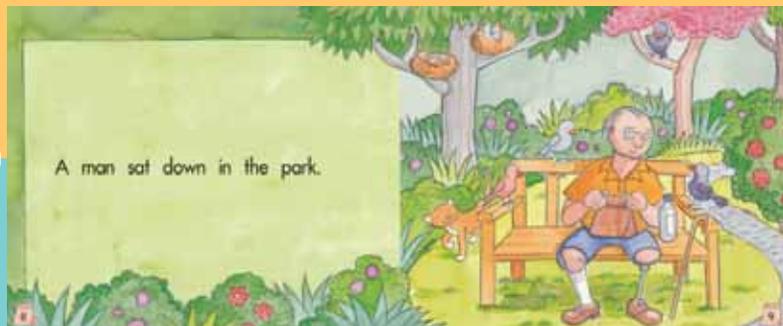
Ask the children to think about this illustration in more depth. What time of year do they think it is? How do they know this? What clues does the illustration give? Does this give them more information about the setting?

Discuss this picture with the children. Did they predict that the grey bird would fly down next? What new things can they see in this picture? Have them use the new information in the picture to predict what might happen next.



Have the children name the characters. Is there a main character? Ask them to think about the man in more depth. Where might he live? What might he do for a job? Why does he come to the park?

Discuss this picture with the children. Did they predict that the man would sit on the seat? What else is going on in this picture? What is the man going to do? Will he share his food with the hungry birds?



Invite the children to discuss the man in more detail. What does he look like? How old is he? How does he manage his disability? Does he like the birds? Why or why not?

BEFORE READING 10/11

Ask the children to discuss their predictions. Do they need to revise them or did they correctly predict what would happen next? What is the man doing now? What are the birds doing? What will happen next?



AFTER READING

Discuss the role of the cat with the children. Have them return to the illustrations in the book to see what the cat has been doing at each point in the story. What is it doing in the park? Would the story be different without the cat?

Ask the children to locate a compound word on this page.

BEFORE READING 12/13

Continue the discussion regarding the children's predictions. Were they right? What is the man doing now? What might happen next?



Ask the children to identify the problem that the birds have and how it is being solved. Discuss the reason the birds are hungry when it isn't winter time.

AFTER READING

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

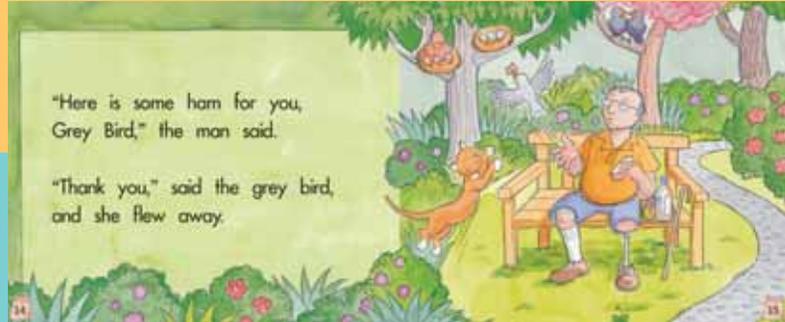
After School

Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park

■ Talk with the children about what is happening now. What has the grey bird got? What is the cat doing? What will happen next?



▲ Invite the children to read this page again. Discuss the speech marks with them. Ask them to identify what is being said and by whom.

■ Ask the children to look at this illustration and describe what is happening. What does the cat want?

▲ Ask the children to return to the beginning of the book and read it independently. Have them explain the reading strategies they will use when they come to a word that they don't know.



● Ask the children to think about why there are no words on this page. What could the author have written here? What could the man be saying to the cat? What would be on the next pages if the book was longer?

6 h Lunch in the Park

Name _____

1. Break the following words into syllables:

blackbird

hungry

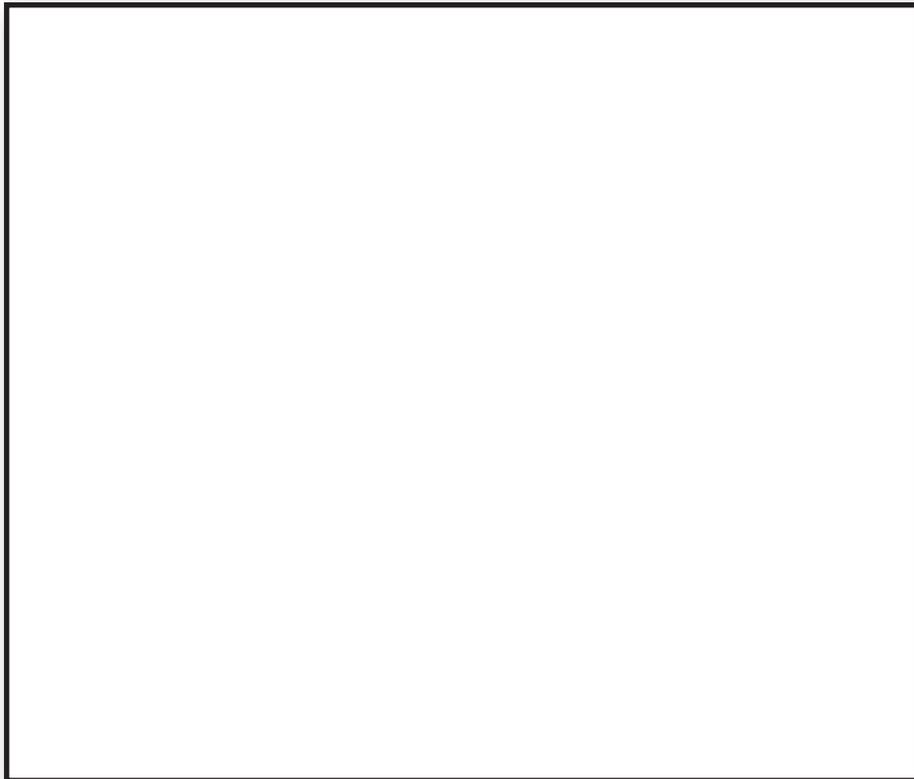
very

park

bread

away

2. Draw what was in the man's lunch.



6 h Lunch in the Park

Name _____

1. Put these sentences in order.

Draw a picture of each one.

A brown bird flew down.

A blackbird flew out of the tree.

A grey bird flew in.





