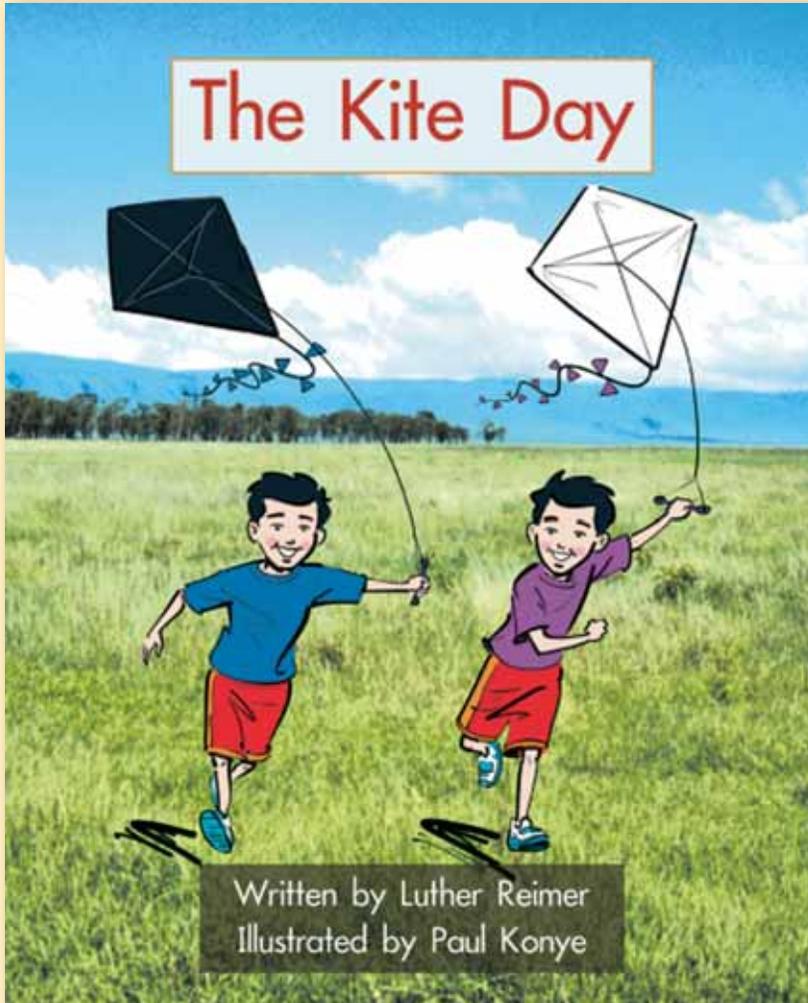




Level 7 Book a



Level	7
Word Count	120
Text Type	Narrative
High Frequency	day
Word/s Introduced	



The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy
Go Skiing

Hot-Air Balloon Day

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. 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)



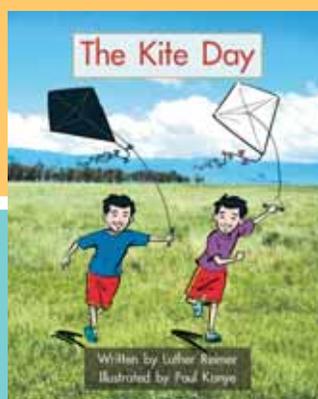
This symbol relates to use (text user)

BEFORE READING

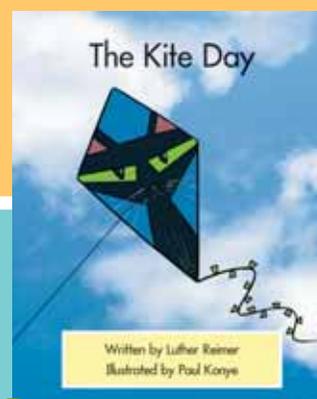
Cover & Title Page



Ask the children to look at the illustrations and make predictions about what the story is going to be about. Read the title and ask them to add to their predictions.



Invite the children to recount what happened in their own words. Who were the people in the story? Where did they go? What did they do? What unexpected thing happened?



Recap the reading strategies that the children used to help when they came to unknown words. Discuss any difficulties.

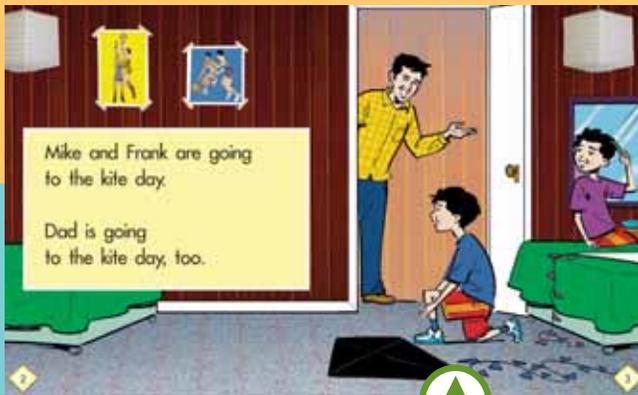
AFTER READING

BEFORE READING

2/3

Ask the children to discuss the illustration. What more information do they now have about the story?

Ask the children to look at the first line of print on the page. Can they work out the names of the two children?



Talk more with the children about the family. Are the boys brothers or twins? What are they interested in besides flying kites? What in the picture tells them that?

Ask the children to locate the word *day* on this page.

AFTER READING

BEFORE READING

4/5

Ask the children to look closely at this illustration. Ask them to look at the kites. What can they say about about them?

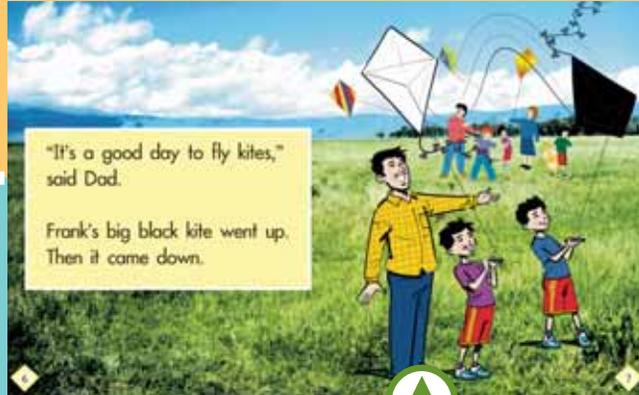


Continue the discussion about Frank and Mike. How did the children work out which was which? What helped them in the picture and in the text?

Write the words *white*, *kite* and *Mike* on the board. Ask for volunteers to say what is similar about these three words. Discuss the silent *e* on the end of these three words and how the preceding vowel usually has a long sound.

AFTER READING

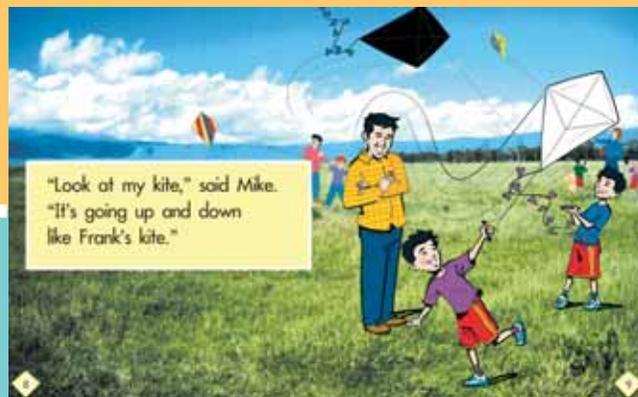
Ask the children to look closely at the illustration and describe what they can see. What sort of day is it? What is happening with the kites?



Ask the children to look closely at the illustration and think about where the family might be. Are they in the city or country? Why? Why did Dad say, "*It's a good day to fly kites*"?

Discuss contractions with the children and have them identify the contraction on this page. What two words does *It's* stand for? Ask the children to locate *day* on this page.

Invite the children to look at the illustration and describe what is happening to Mike's kite. What is Frank's kite doing?



Discuss kite flying more fully with the children. Do they know how to fly a kite? What things do they think Mike and Frank will have to keep in mind?

Ask the children to suggest words other than *up* and *down* that could be used to describe what the kites are doing.

BEFORE READING 10/11

Ask the children to look at the illustration and describe what they see. What is the family looking at? Invite the children to predict what will happen next.



Ask the children to think about the new kite. How is it different from the boys' kites? How might the person have made it different?

AFTER READING

BEFORE READING 12/13

Continue the discussion of what the cat kite is doing. Were the children's predictions correct? What do they think will happen next?



Invite the children to talk more about this page. Why is Dad saying, "Look out!"? Why is Mike saying, "Run!"?

Ask the children to find a contraction on this page. What two words have been used to make this contraction?

AFTER READING

Ask the children to look at the illustration and describe what is happening. What is the kite doing? What is Dad doing? What are the boys doing?

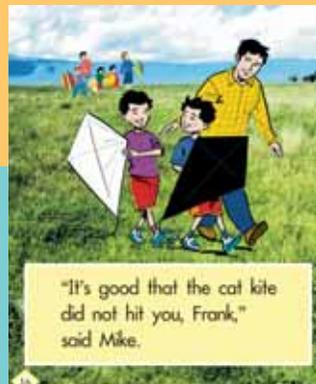


Ask the children to think about the cat kite. Why do they think it is coming down when there are other kites in the picture still in the air?

Write *away* and *day* on the board. Invite the children to read the two words and comment on what is the same.

Invite the children to discuss their predictions. Did they think that Mike and Frank would get hit by the cat kite? What do they think has happened to the cat kite?

Ask the children to return to the beginning of the book and read the story independently. Remind them to make sure that the story always makes sense and that what they are reading also looks right.



Ask the children to think about other endings to the story. How else could the author have ended the story? What else could have happened to Frank and Mike? What else could have happened to the cat kite?

7 a Kite Day

Name _____

1. Make some new words that end in **ay**.

b d l m g j pl
r h p st w tr

bay

2. Make these words into contractions.

I am _____

It is _____

I will _____

Here is _____

I have _____

We will _____

7 a Kite Day

Name _____

1. Draw a kite.



2. Write about your kite.
