



# Level 7 Book 6

Crossing the River

Parachuting

Luke's Flute

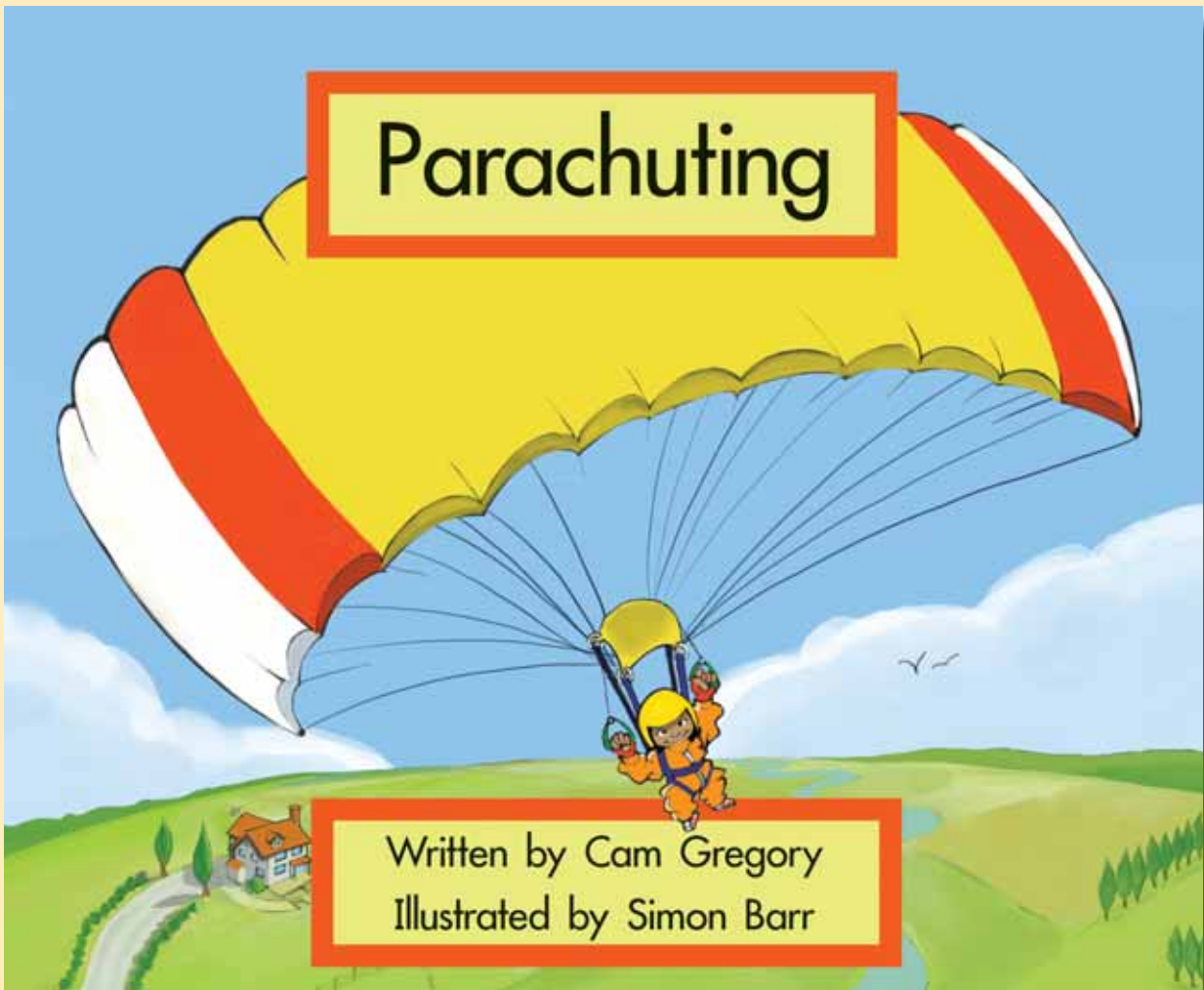
Ernus

Ricky the Rock Star

The New Principal

Jenny's New Tree

At the Air Show





Level	7
Word Count	111
Text Type	Narrative
High Frequency	her
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 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)


## BEFORE READING Cover & Title Page


 Introduce the book to the children. Ask them to look at the pictures and think about what it might be about. Ask the children if they have ever been parachuting or if they would like to.



 Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by*. Ask the children if they know what this means.



 Invite the children to discuss what they think is going to happen in this story and explain the reasons for their guesses.

 Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

## BEFORE READING

2/3

Encourage the children to look at the picture and describe what is happening. What do they think the character is thinking about?

"Today is a good day to go parachuting," said Jane. "There is no wind today."



## AFTER READING

Ask the children what Jane wants to do and why. Encourage them to refer to the text. Then talk about the best and ideal conditions for parachuting, discussing why it could be dangerous if done on a windy day.

Ask the children to point to the word *parachuting*. Tell them it has a special sound in the middle. Talk about the consonant digraph *ch*. Explain to the children that, in this word, this sound is more like the sound of *sh*. Compare the word *parachuting* with other words that have the *sh* sound.

## BEFORE READING

4/5

Ask the children to tell you what is happening in this picture. Ask them to describe the feelings Jane might be experiencing. Why do they think she feels this way? Talk about the clothes and their safety features.

Ask the children what they think of the story so far. Encourage them to talk about their likes, giving reasons.

Jane put on her jumpsuit. She put on her gloves. She put on her helmet. She put on her shoes.



## AFTER READING

Ask the children what Jane put on for parachuting. Then talk about what they think is going to happen in the story.

Identify the word *her*. Ask the children to turn to a friend and make a sentence with this word in it. Ask them to share their sentences with the group. Look at the word *gloves*. Talk about the blend *gl*. Then ask the children to think of other words with the same sound. Make a list. Put some of the new words in sentences.



Ask the children to identify the new character in this picture and describe what is happening. Can the children tell if Jane knows the pilot? Then ask the children if this is Jane's first jump. Encourage them to explain their opinions with reasons, such as that she knows the pilot or that she is parachuting on her own.

Jane got her parachute  
and went to the plane.



Ask the children if they have been in a plane and what it felt like. Ask them what Jane might be feeling. Encourage them to use the picture to get their answer.



Ask the children to point to the word *got*. Then ask them to put it in sentences of their own to share with the group afterwards.



Ask the children to cover the text and describe what is happening in this picture. Encourage them to look at the expressions of the characters to guess what they are saying to one another.



Encourage the children to use vocabulary and style similar to that of the author.

The pilot said,  
"It is a good day for parachuting.  
There is no wind today."



Ask the children to identify the two words with the same long *a* vowel sound, *day* and *today*. Then ask them to sound them out. Focus on their meanings and ask the children to define them by putting them in sentences of their own.

## BEFORE READING 10/11

Ask the children to talk about what is happening in this picture, referring to the excitement on Jane's face. Talk about how the children might feel if they did a parachute jump.

The plane went up.  
Jane jumped out.  
Her parachute opened.



## AFTER READING

Talk to the children about what they think of the story. Discuss the intentions of the author – to excite us and interest us in something. Can the children guess what the author might like to do? Talk about how fiction can contain real life experiences.

Draw the children's attention to the word *out*. Tell them to point to it and talk about its meaning and use. Then look at the word *plane* and the long *a* vowel. Talk about other words in the book with the same long vowel sound.

## BEFORE READING 12/13

Ask the children to look at the expression on Jane's face. Can they work out why Jane is looking a little concerned?

Jane went down.  
But the wind blew up.  
"This is not a good day  
for parachuting," she said.



## AFTER READING

Ask the children to tell you what has happened – they need to refer to the text to give them this information. Encourage them to use the text to get the answer.

Ask the children to point to the word *down* and talk about its meaning and use, then put in it sentences of their own. Next, look at the word *This*. Talk about what it means and the consonant digraph – *th*. Talk about other words with the same sound. Ask the children why it has a capital letter.

Ask the children to explain what is happening in this picture. Can they predict how this story is going to end? Talk about the feelings that Jane might be experiencing now.

The wind blew and blew  
and blew.  
It blew Jane into a tree.



Ask the children to explain what has happened in this picture. Can they predict how this story is going to end?

Identify the punctuation – capital letters and full stops. Talk about their use and function.

Encourage the children to guess what is happening in this picture. Who is the new character? Ask the children what they think a firefighter's job involves. Ask them if they would like to become firefighters.



Ask the children what the firefighter said to Jane. Encourage them to point to the words. Then ask the children to tell you what they most liked about the book, their favourite page, and the reasons why they liked it.

Identify the word *firefighter*. Explain that this is a compound word and that it has been made from two words. Ask the children what the two words are.

## 7 b Parachuting

Name \_\_\_\_\_

Fill in the missing words.

down parachuting the

There Today went

“\_\_\_\_\_ is a good day to go parachuting,”  
said Jane.

“\_\_\_\_\_ is no wind today.”

She got her parachute and \_\_\_\_\_ to the plane.

Jane went \_\_\_\_\_ .

But \_\_\_\_\_ wind blew up.

“This is not a good day for \_\_\_\_\_ ,”  
said the firefighter.

## 7 b Parachuting

Name \_\_\_\_\_

Read and draw.

Jane put on her jumpsuit.

She put on her gloves.

She put on her helmet.

She put on her shoes.

