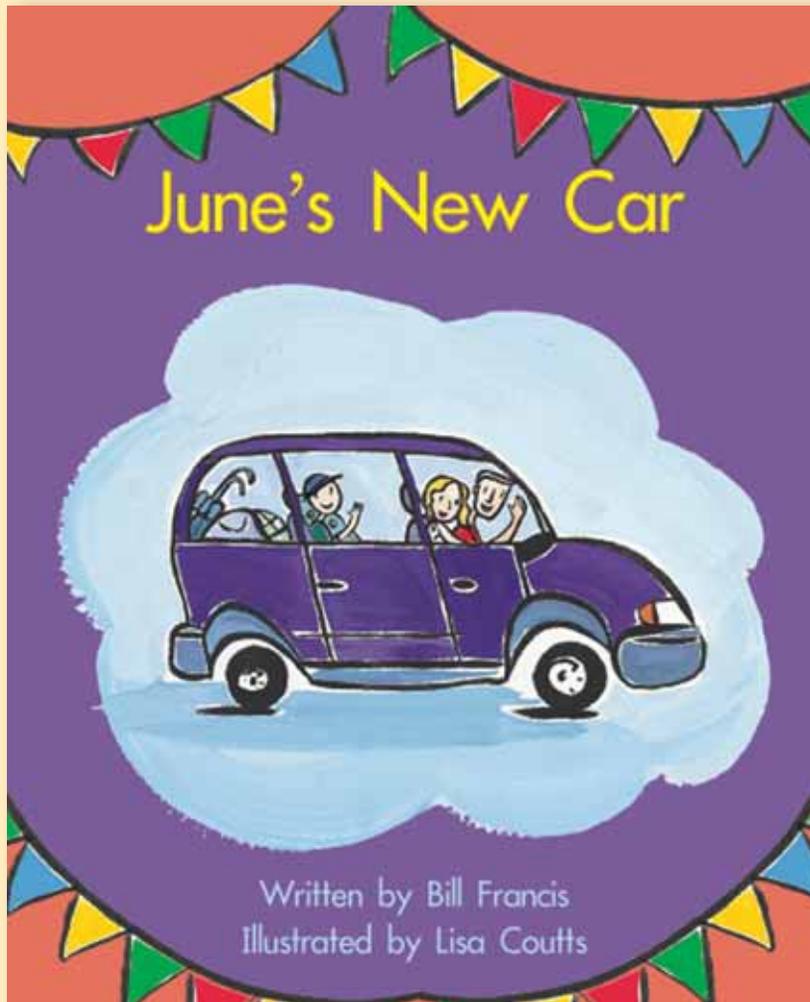




# Level 7 Book c



Level	7
Word Count	119
Text Type	Narrative
High Frequency	yes
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)*



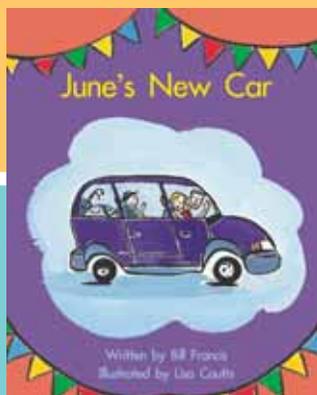
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children to look at the cover and title pages and make predictions about what the story is going to be about. Read the title, then ask the children to add to their predictions.



Have the children respond to the story. Ask them to think about why June needed a new car. What things did she need to fit into the car?



Invite the children to talk about their reading. Which parts did they find easy? Which parts were hard? What did they do if they got stuck on a word?

AFTER READING

BEFORE READING

2/3

Ask the children to look at this illustration and describe what they see. What is the problem? How do they think the family will solve the problem?



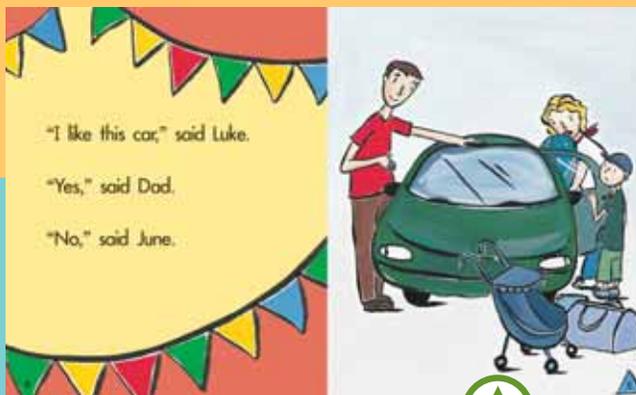
Invite the children to talk more about this page. Did they realise before they read the story that June needed a new car because she was pregnant? Can they list the things that June will have to take in her car when she has a new baby?

AFTER READING

BEFORE READING

4/5

Discuss this illustration with the children. What do they think the conversation between Dad, June and Luke is about?



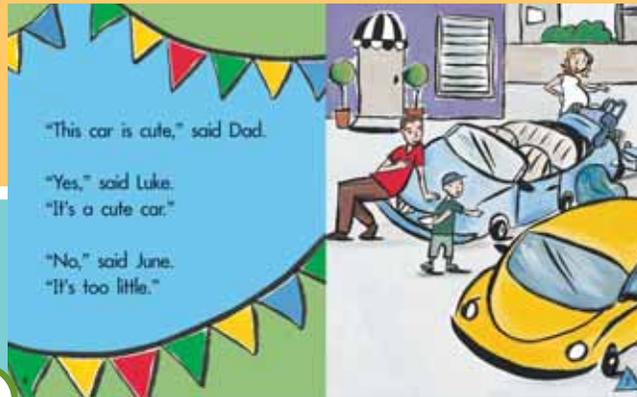
Ask the children to discuss this illustration in more detail. Where is the story taking place? Where have the family gone to buy the new car? Where else could they go?

Ask the children to locate yes on this page.

AFTER READING

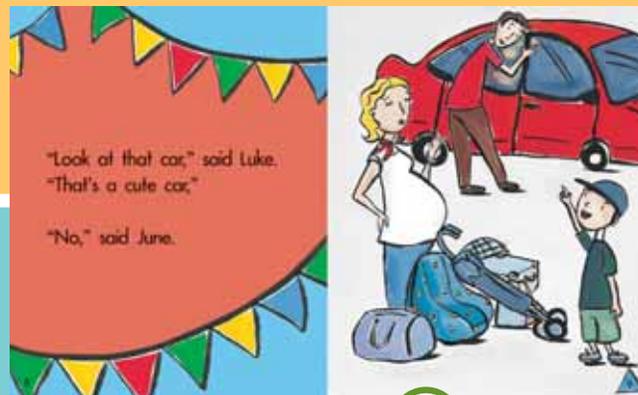
Have the children talk about this picture. Invite them to suggest words to describe this car. Do they think June will like this car? Why or why not?

Ask the children what letter *cute* starts with then ask them to locate *cute* on this page. Discuss the meaning of *cute*.



Write *Luke* and *cute* on the board. Invite volunteers to say what is the same between the two words. Talk with the children about the silent *e* ending and how the *u* makes the same sound in both words. Have the children read the first sentence again and then suggest other words that the author could have used, other than *cute*, to describe the car.

Ask the children to look at this illustration and describe what is happening. Why does June not need to look closely at the car?



Ask the children to look at June again. How do they think she is feeling? How has the illustrator conveyed her feelings in the drawing?

Review contractions with the children, then ask them to find a contraction on this page. What two words have been joined to make the contraction?

BEFORE READING 10/11

Have the children look at this illustration and describe what is happening. Ask them to predict whether June will think this car is a good one.



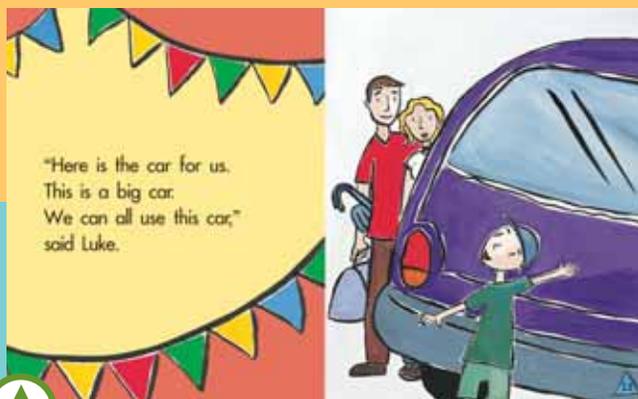
Ask the children to look at this illustration in more depth. What do they think Luke and Dad are thinking? Why? What do they think June is thinking? Why?

Ask the children to locate yes on this page.

AFTER READING

BEFORE READING 12/13

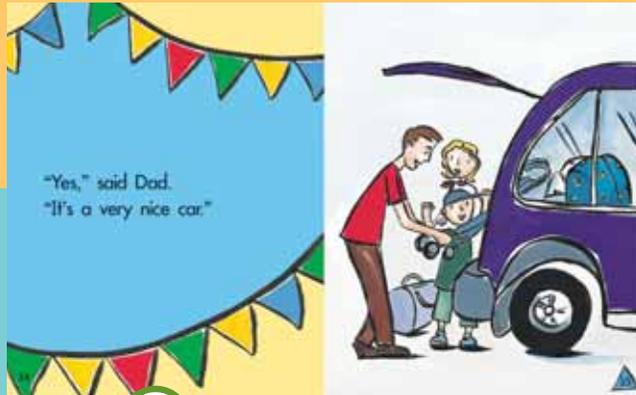
Ask the children to look at this illustration and describe what they see. Ask them to predict what they think is going to happen. Will this be the car June likes? Why or why not?



Ask the children to point to the spoken words. Discuss with them how they know that someone said these words. Ask the children to read the first two lines again. Then discuss with them what other words the author could have used instead of *big* to describe the car.

AFTER READING

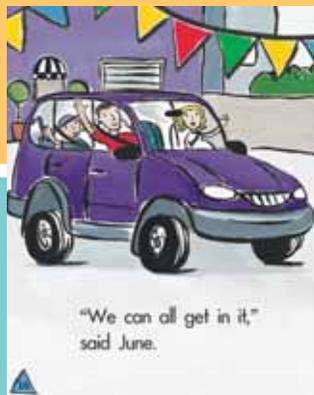
Discuss this page with the children. Ask them to predict what is going to happen. Is this finally the car for June?



Ask the children to repeat the same activity as on the previous page. What other words could the author have used instead of *very nice*?

Invite the children to talk about the end of the story. Why was this the right car?

Ask the children to return to the beginning of the book and read the story independently. Remind them to think about the sense of the story as they read.



Invite the children to summarize the story. Who were the characters? What was their problem? What did they do to solve their problem? What was the final resolution?

## 7 c June's New Car

Name \_\_\_\_\_

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

b      c      f      t      j      p      st

bar

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2. Write **yes** or **no** to answer the questions.

Did June need a new car?

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Did Dad like the green car?

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Did June like the green car?

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Did Luke think the yellow car  
was cute?

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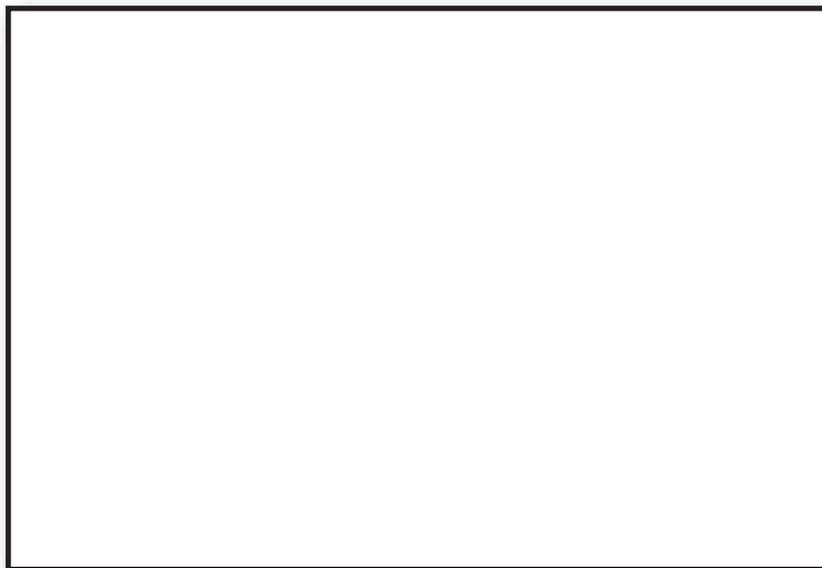
Did June like the yellow car?

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## 7 c June's New Car

Name \_\_\_\_\_

Read and draw.



“I need a new car,” said June.

“This car is too little.”



“We can all get in it,” said June.