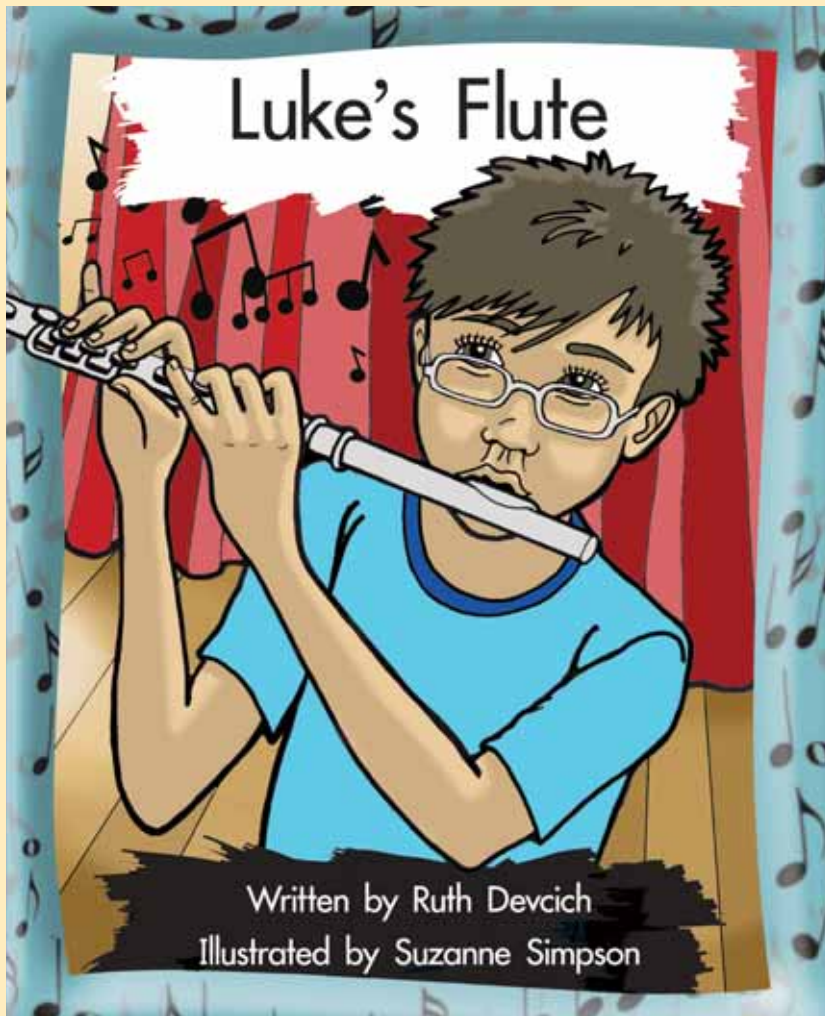




Level 7 Book c



Level	7
Word Count	119
Text Type	Narrative
High Frequency	yes
Word/s Introduced	



Crossing the River

Parachuting

Luke's Flute

Emus

Ricky the Rock Star


The New Principal


Jenny's New Tree


At the Air Show


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 and ask them to refer to the pictures and predict what this book might be about. Ask the children if they play any musical instruments.

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



 Invite the children to tell you what they think is going to happen in this story, explaining 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 special day do the children think this is? Talk to the children about their last birthday and what they received.



Talk to the children about the feelings shown in this picture. What feelings might the characters have?

Ask the children to tell you which words they had any difficulties with. Identify them together, pointing to them and reading them aloud. Look at the words *Luke* and *flute* and then discuss the similar long *u* vowel sound.

AFTER READING

BEFORE READING

4/5

Ask the children to tell you what is happening in this picture. Describe the feelings of the two characters. Why do you think they are feeling this way?



Talk to the children about the challenges of learning something new. Talk about any experiences the children have had where something was really hard at first but they soon got to master the task – riding a bike, holding a pen and writing, learning to swim.

Identify the words *play* and *played*. Focus on the long *a* vowel sound. Ask the children if they can think of other words with the same sound. Make a list and put some words in sentences to share with the group.

AFTER READING

Ask the children to identify the characters in this picture and describe what is happening. Can the children predict what Dad might be saying to Luke?



Talk about why Dad only likes the flute when he is not home. What would the children say to Luke as he was learning to play the flute? Praise the children for being positive and encouraging.

Ask the children to point to the word *I'm*. Talk about the two words that were used to make this word and that they were contracted to make a smaller word. Tell them it is called a contraction. Explain that the apostrophe replaces a letter. Ask them which letter is missing from the word *I'm*.

Ask the children to describe what is happening in this picture. Encourage them to look at the expression and posture of the cat to indicate whether Luke is improving.



Ask the children to identify the three words with the long *u* vowel sound. Then ask them to identify any words they found difficult, pointing to them and sounding them out one-for-one.

BEFORE READING 10/11

Ask the children to identify the next character. Ask the children to find out how she is feeling and refer to the picture in order to support their views.



AFTER READING

Can the children relate to what Luke is going through? Ask them how they think Luke must be feeling. Is Luke giving up? Talk about perseverance and if there is anything that the children need to persevere at in their own lives.

Draw the children's attention to the word Yes. Tell them to point to it. Ask them why it has a capital letter.

BEFORE READING 12/13

Ask the children how they think Luke is doing in this picture. Is he improving? How do we know? Encourage them to relate the notes in the picture to how he is playing music better.



Ask the children to point to any words they have difficulty with. They may point to the word *little*. Encourage them to break the word into syllables in order to phonetically decode the word *litt-le*. A trick with the *le* sound is to reverse the letters in order to gain the sound *el*.

AFTER READING

Ask the children to guess how Luke is doing now, referring to the picture to support their ideas.



Ask the children how the characters are responding to Luke's playing. Describe their feelings, referring to what they have said in the text.

Identify the word *so* and ask the children to put it into sentences of their own. Share them with the group.

Invite the children to guess what is happening in this picture. Ask the children if they can think of a time when they did something that their family thought was great. Ask them how it made them feel.



Encourage the children to think of something that Luke might say that would finish the story perfectly.

Identify the word *we're*. Tell the children that this is a contraction and they should find the last one they read in the book. Then ask the children to tell you what two words this new contraction is made from. Identify the missing letter that the apostrophe replaces. List some contractions.

7 c Luke's Flute

Name _____

Make two lists of words.

Use the long *u* and long *a* vowel sounds.

The first ones have been done.

long <i>u</i> sound	long <i>a</i> sound
tune	played

Write **yes** or **no** to answer these questions.

Did Luke get a flute for his birthday? _____

Did Luke find it easy to learn? _____

Did Luke give up? _____

Did Luke get better? _____

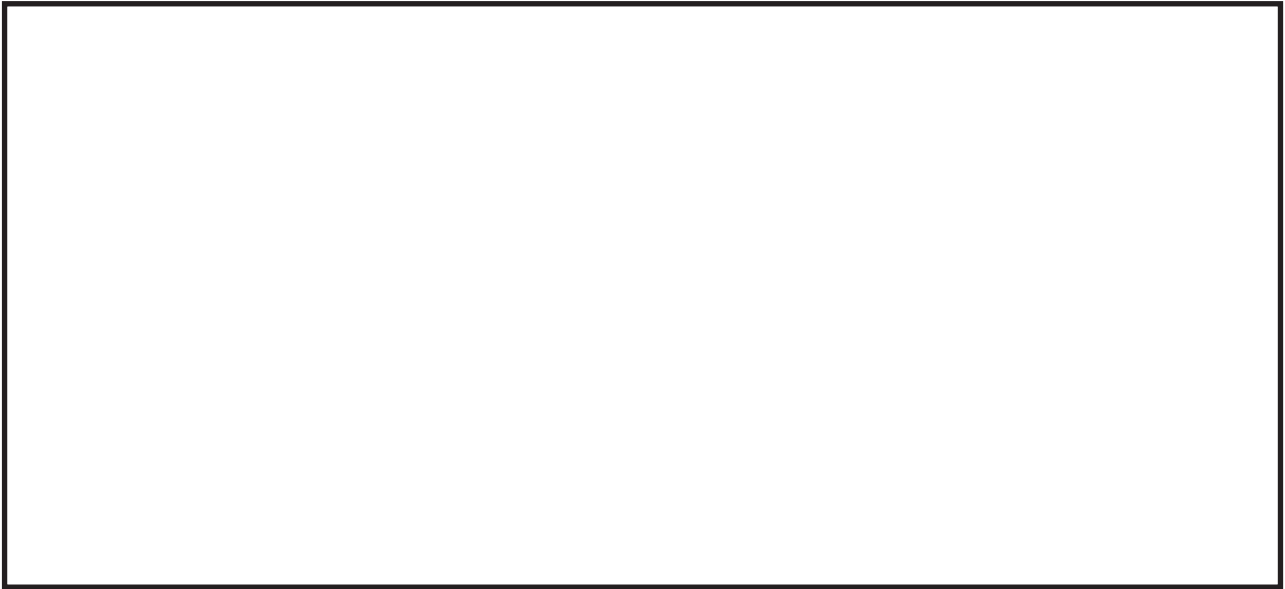
Did Luke play a tune? _____

7 c Luke's Flute

Name _____

Read the sentences. Draw the pictures.

Luke got a flute.



He could play a little tune.

