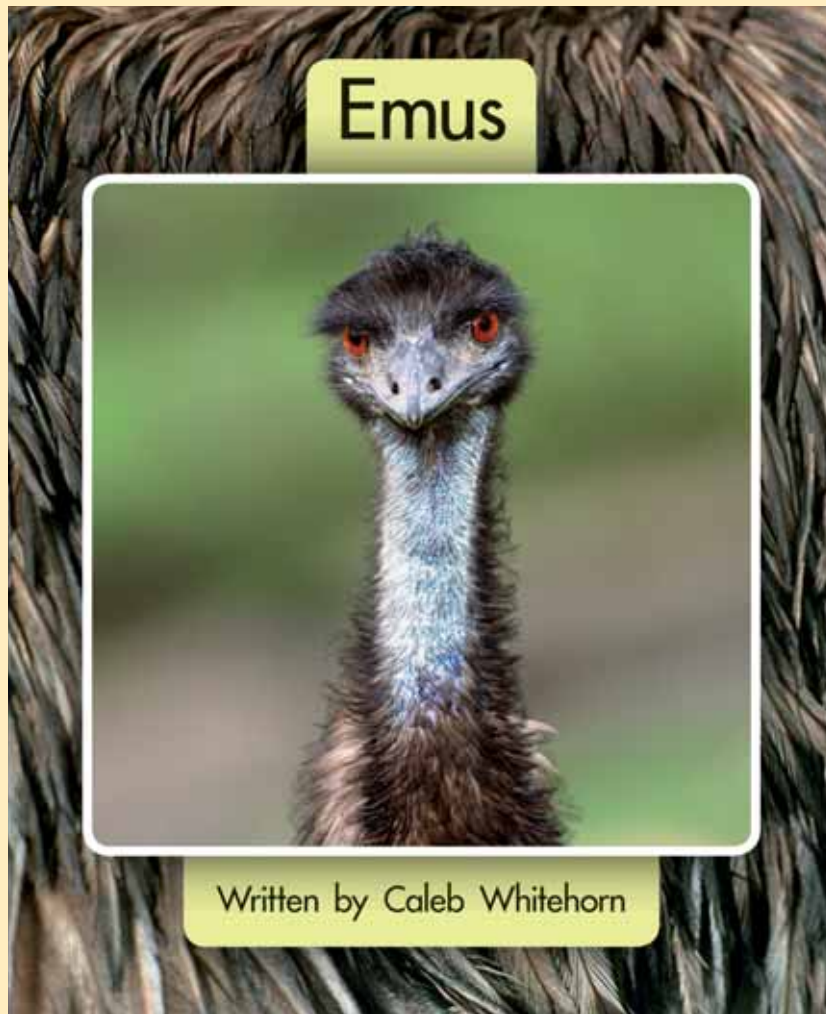




Level 7 Book d



Level	7
Word Count	115
Text Type	Factual description
High Frequency	two
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)

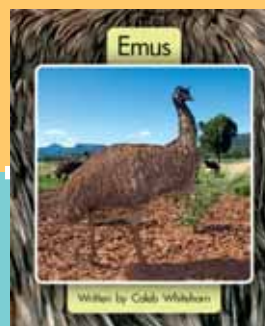
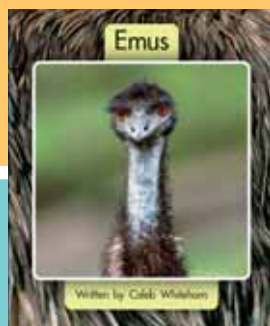
 This symbol relates to use (text user)


BEFORE READING

Cover & Title Page

 Ask the children to identify the animal on these pages. Ask if they can guess what this book is going to be about. Ask what the children already know about emus. Ask what they would like to learn about emus.

 Read the author's name. Why is there a name here? Identify book conventions.



 Talk to the children about the style of the writing in this book – is it going to be a story book or an information book? Clarify with the children what the author's intention is for us, the readers.

BEFORE READING 2/3

Encourage the children to look at these pictures and describe what they see. Ask the children to identify the differences and similarities between these two birds.



Look at these two birds.
One is a big bird.
One is a little bird.
The big bird is an emu.

AFTER READING

Ask the children why the author has put two different birds here. What is the author trying to do? Encourage answers that focus on the diversity of birds and that they do not all fly.

Ask the children to point to the word *an*, spell it, and put it into sentences to share with the rest of the group. Consider examples where we would use *a* instead of *an*. Identify the words *big* and *little*.

BEFORE READING 4/5

Discuss with the children how they can use the text features on page 5 to help them with their understanding. Invite the children to read the labels.



Emus have two eyes.
They have two long legs.
They have a beak.

AFTER READING

Talk to the children further about the labels on page 5. Do the children find them useful? If so, can they think of other labels that would be helpful here?

Ask the children to identify the word *two*. Spell it. Ask the children to think of other words with the same sound that mean something else – *to* and *too*. Direct their attention to the double adjectives – *two long*.

Draw the children's attention to the beak and ask them what it helps the emu do. Discuss how it uses its beak to break up the ground to look for food under the surface. Discuss how it might also be useful for protection.



Talk to the children further about the author's intent. Ask them if they have learned something new so far in the book. Can the children think of anything they would like to add on this page? Ask the children to suggest something that fits with the author's intent, choice of vocabulary, and style.

Ask the children to point to the words one-for-one as you read them. Then direct their attention to the question mark. Discuss its purpose and use. Next, ask the children to identify the word *brown*. Focus on the *br* blend. List other words with the *br* sound.

Ask the children to look at the legs of the emu in this picture and talk about what the legs are suited for. Talk about how emus cannot fly and what they would need instead to get away from possible predators.



Invite the children to suggest another sentence or two that would be appropriate for this picture and the style and vocabulary of the author. What other information would they like to add?

Talk to the children about the word *too*. Spell it and put it into sentences of their own to clarify meaning and use.

BEFORE READING 10/11

Ask the children to look at this picture and guess what emus might eat.

Ask the children if they can guess what the author has written on this page.



Emus eat grass and seeds.
Look at this emu.
Can you see it eating seeds?

AFTER READING

Ask the children to identify the word *grass*. Focus on the *gr* blend. Ask the children to think about other words with the *gr* sound. Then look at the punctuation on this page, identifying and explaining the uses of the capital letters, full stops, and question mark.

BEFORE READING 12/13

Discuss what the children think and know about birds and their young – how they are born. What is the emu doing in the picture? What colour are the eggs?



This emu is sitting on a nest.
There are eggs in the nest.
Baby emus will come out
of the eggs.

AFTER READING

Refer to the initial discussion with the children to see what they knew and wanted to know about emus. Did they find all the information they wanted? Encourage them to explain why.

Identify the word *Baby* and focus on the long *a* vowel sound. Talk to the children about the *y*, explaining that this makes a vowel sound, too. Can the children sound out the vowel sounds themselves?

Ask the children to look carefully at this picture and describe everything they can see. Invite them to talk about how the babies might be feeling. Describe their appearance and what the author might explain here.

Encourage the children to predict what the author might have written here.



Ask the children to identify the word with the short a vowel sound. Then see if they can find words with the short i vowel sound. Ask the children to brainstorm words with the short e and u vowel sounds.

Ask the children to identify this page and what it is used for. Talk about the uses of an index for somebody who might need some information but does not have time to read the whole book.



Ask the children to read through the book again and find some of their favourite words that are also in the index. Are the page numbers correct? Invite the children to find one of the words in the index and see if they can find it on the right page.

Encourage the children to explain if the book met their expectations and give reasons why.

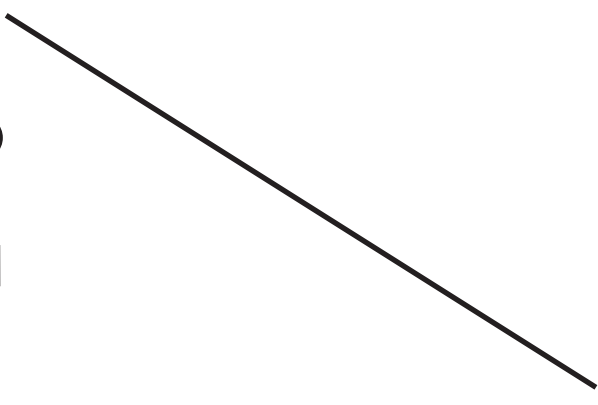
7 d Emus

Name _____

Find the right endings for these words.

The first one has been done.

wa	ss
bro	st
gra	st
fa	lk
ne	wn



Now write the words out below.

_____	_____
_____	_____

7 d Emus

Name _____

Draw a picture of an emu.

Label the body parts.

