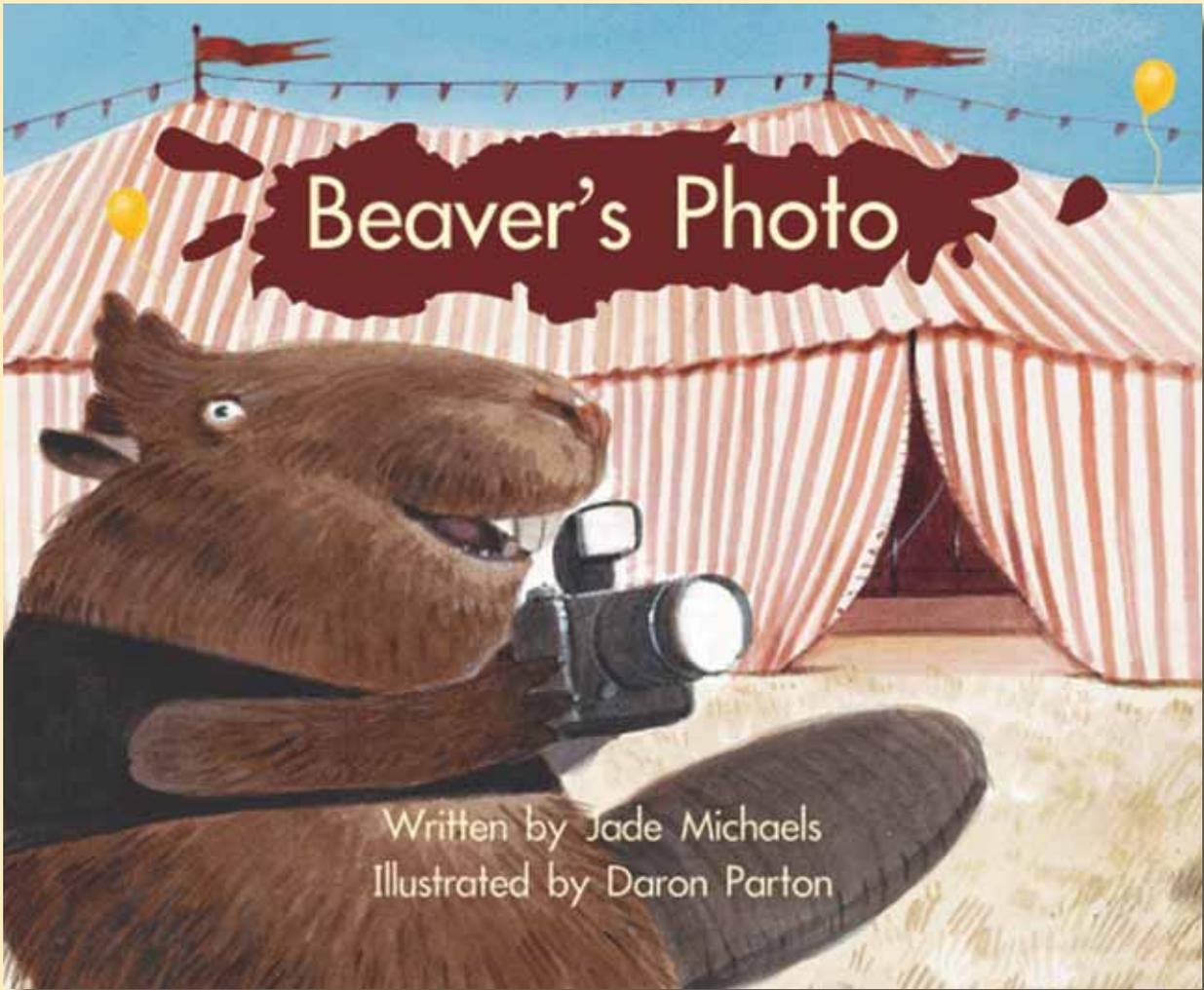




Level 7 Book e



Level	7
Word Count	120
Text Type	Narrative
High Frequency	him, take
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 discussions 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)



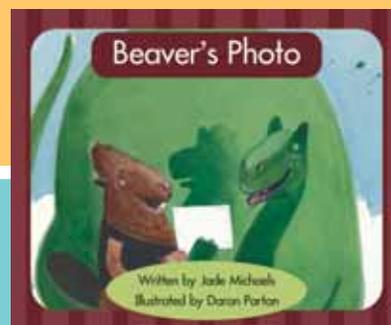
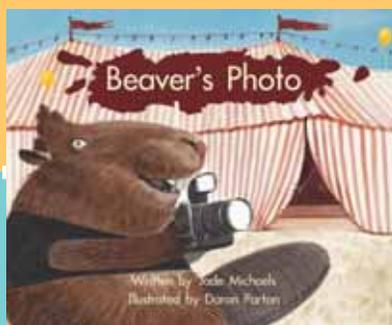
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. If they have read the big book about Brontosaurus and Beaver, remind them that this is another book with the same characters. Read the title and ask the children where they think Beaver is taking his photo.



Invite the children to respond to the story. Who are the characters? What happens first? Next? Last? Which part did they like the best?



Invite volunteers to share the strategies they used to help decipher unknown words. Did they remember to go back to the beginning? Did that strategy help?

AFTER READING

Invite the children to talk about this illustration. Ask them to use the cover information to suggest what Bronto might be saying to Beaver.

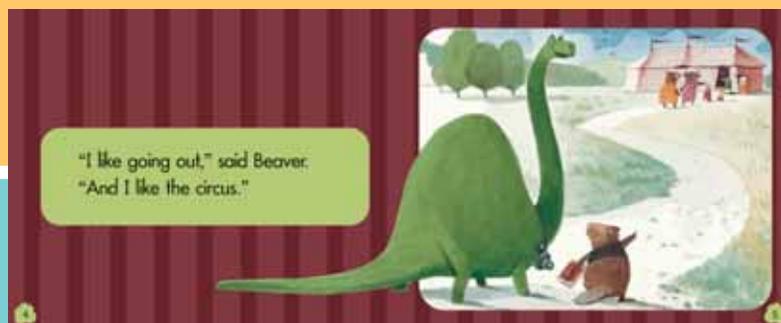
Ask the children to find the words *Bronto* and *Beaver* on this page. Have them explain how they know which is which, since they both start with the same letter.



Ask the children to look closely at the picture. What can they see that gives them a clue about the text?

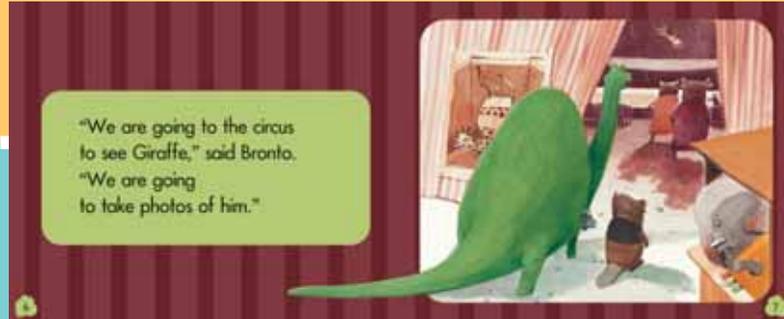
Ask the children to find *take* on this page.

Talk more about where Beaver and Bronto are going. Invite the children to share their personal experiences of a circus. What did they see? What do they think Beaver will take a photo of?



Talk with the children more about how Beaver and Bronto got to the circus. Did they walk all the way? If they did, what does that tell the children about where the circus is being held and where Bronto and Beaver live?

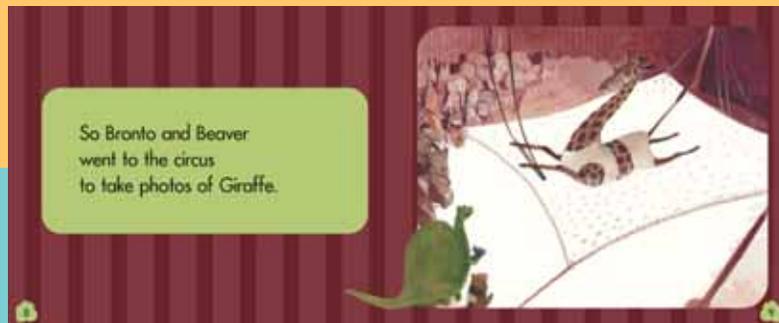
Ask the children to look at this illustration and describe what they see. What can Beaver and Bronto see in the tent? What job is the elephant doing? Did they predict there would be an elephant at the circus?



Analyse the picture with the children. What in the picture gives them a clue that the animals have gone to see Giraffe perform? What other animal could the illustrator have used instead of a giraffe? Would another animal have made a difference to the story?

Ask the children to locate *take* and *him* on this page.

Discuss this illustration with the children. Did they predict that there would be a giraffe at the circus? What is the giraffe doing?



Ask the children to look at Giraffe and think about him in more depth. What is he doing? What sort of training might he have had?

Ask the children to look closely at the beginning of Bronto's name. What consonant blend does it start with? What sound does this blend make? What other words start the same?

BEFORE READING 10/11

Invite the children to look at this illustration and describe where Giraffe is swinging. Ask them to predict what is going to happen next.

"Can I take the photo?" said Beaver. "Can I take a photo of him swinging out?"

"Yes," said Bronto. "You can take a photo of him swinging out."



AFTER READING

Invite volunteers to share their experiences of taking photos. What did they need to remember? Will Bronto and Beaver have to remember the same things?

Have the children locate *take* and *him* on this page.

BEFORE READING 12/13

Have the children talk about this picture. What is Giraffe doing now? Ask them to predict what will happen next.

Ask the children to look at the word *swung*. What is the blend at the beginning of the word? What sound does it make? What other words start the same?

Giraffe swung out and Beaver took a photo of him.



AFTER READING

Discuss the flying trapeze with the children. What sorts of things do trapeze artists do? What do trapeze artists have to learn before they can swing through the air?

Have the children locate *took* and *him* on this page.

Discuss this picture with the children. What is happening to Giraffe? Did they predict that this might happen? What is Beaver doing?

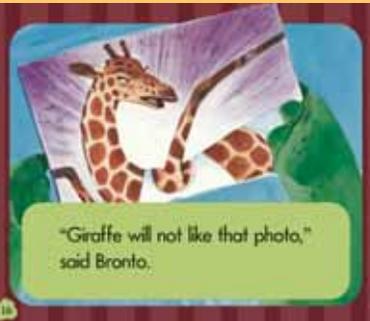
Giraffe swung out again,
but he fell
into the net.
Beaver took a photo.



Discuss safety nets with the children. Why does Giraffe have a safety net? What other circus people use safety nets? What would happen to Giraffe if there were no net?

Ask the children to talk about the photo that Beaver took. What is the photo of? Will Giraffe like it? Why or why not?

Ask the children to return to the beginning of the book and read the story independently. Remind them to return to the beginning of a sentence and try again if they are having trouble reading a word.



"Giraffe will not like that photo,"
said Bronko.

Have the children think about other episodes that the author could write so that Beaver could take interesting photos at the circus. Invite them to share their ideas.

7 e Beaver's Photo

Name _____

1. Write some words that rhyme with **take**.

r m w c l b f j st

rake

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Fill in the words.

said are going Come take we

“_____ on Beaver,” _____ Bronto.

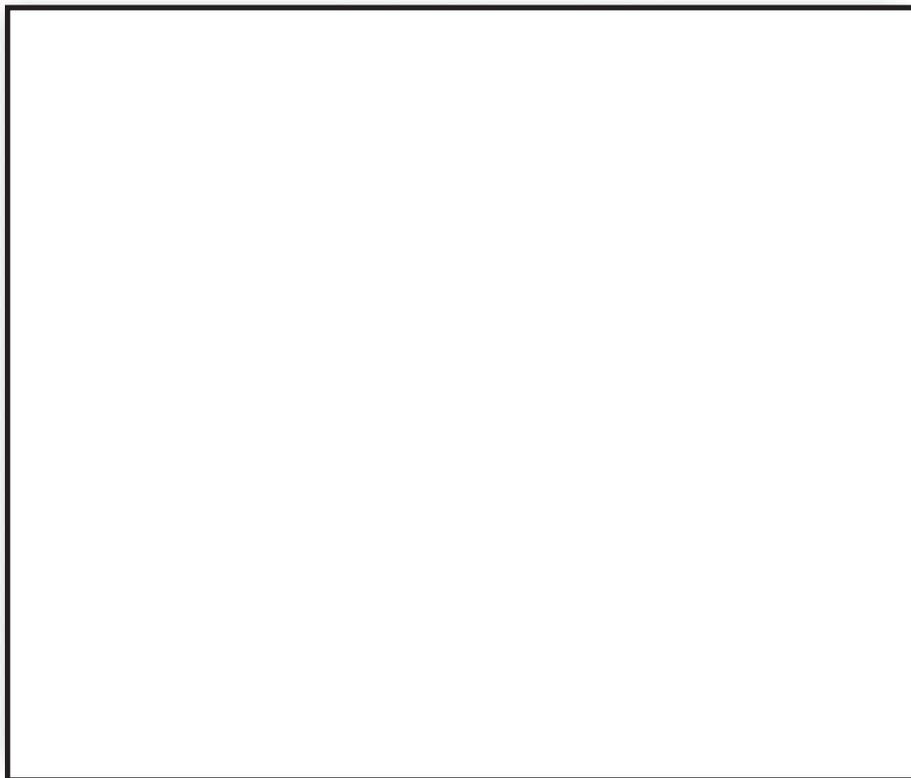
“I’m going to _____ you out.

_____ to the circus.”

7 e Beaver's Photo

Name _____

1. Draw a picture of Giraffe.



2. Write what Giraffe is doing.
