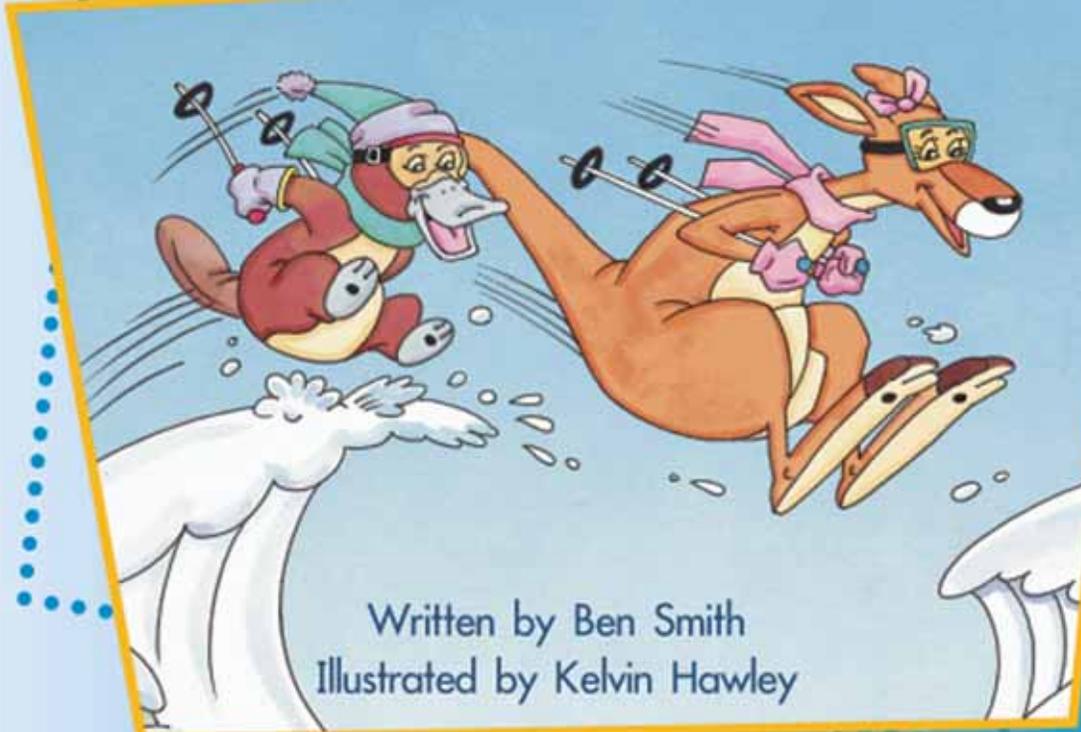




Level 7 Book g

Pete and Katy Go Skiing



Written by Ben Smith
Illustrated by Kelvin Hawley

Level	7
Word Count	118
Text Type	Literary recount
High Frequency 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. 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)*

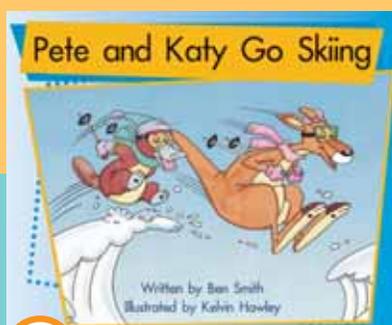
 *This symbol relates to decoding (code breaker)*

 *This symbol relates to critical analysis (text critic or analyser)*

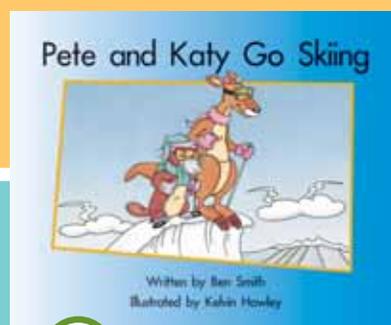
 *This symbol relates to use (text user)*

BEFORE READING Cover & Title Page

 Ask the children to look at the cover of this book and suggest what the story might be about. Who are the characters? What are they doing? Read the title. Ask the children to add to their suggestions.



 Invite the children to respond to the book. Have them retell the story in their own words. Invite them to say what they liked best about the story.



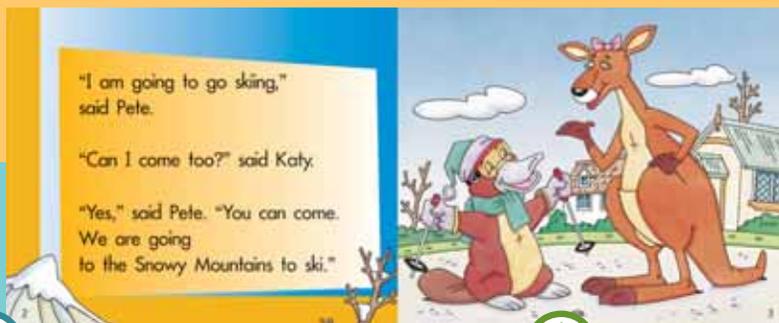
 Ask the children to share the strategies they used to decipher unknown words. Praise appropriate behaviour that you noted as they read.

BEFORE READING

2/3

Ask the children to look at this illustration and describe what they see. Who are the animals? What could they be talking about? Where could they be going?

Tell the children that the animals are going to the Snowy Mountains. Ask them to find *Snowy Mountains* on the page.



Explain the text type to the children. Tell them that a literary recount tells about fictitious events that happened in the past. Ask them how they know that this story couldn't be a true story.

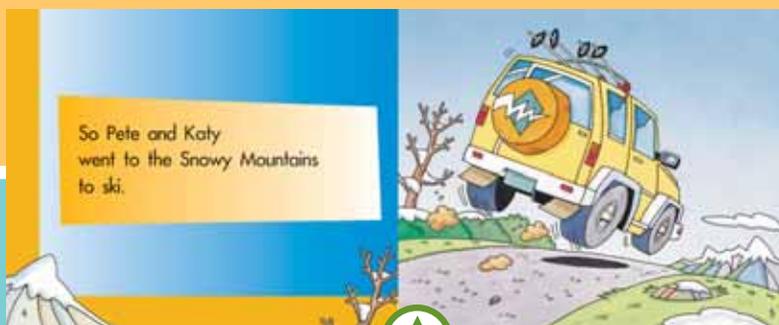
Write *Pete* and *Katy* and *platypus* and *kangaroo* on the board. Ask the students what they notice. Did this help them with their understanding of who was talking?

AFTER READING

BEFORE READING

4/5

Discuss this picture with the children. How are Pete and Katy getting to the Snowy Mountains? What have they taken with them?

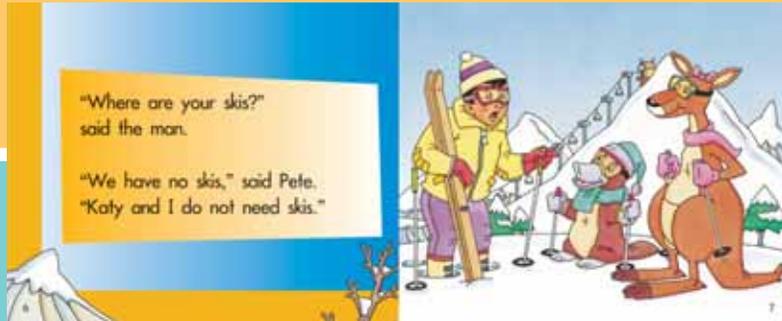


Talk more with the children about the type of car that Pete and Katy are in. Why would they need a car like this to go skiing?

Ask the children to look at the word *Snowy*. What consonant blend does it begin with? What sound does that blend make? What other words do they know that start with the same two letters?

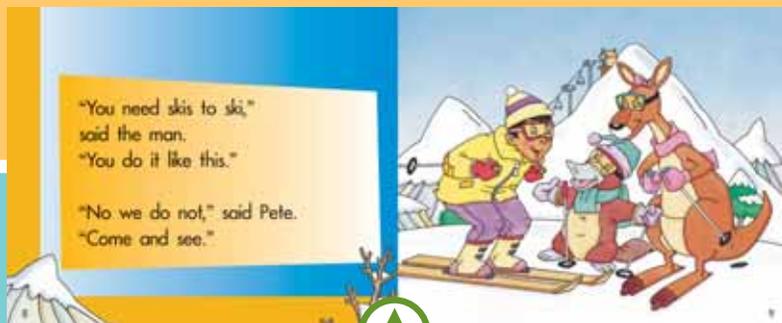
AFTER READING

Have the children discuss this illustration. Where are Pete and Katy? What is the man asking? What does he have that Pete and Katy don't have? What might Pete and Katy be saying?



Invite the children to discuss why Pete and Katy told the man they didn't need skis. Do the children think that Pete and Katy had been skiing before?

Invite the children to suggest what the characters are saying now. What might the man be insisting on? What is he showing Pete and Katy?



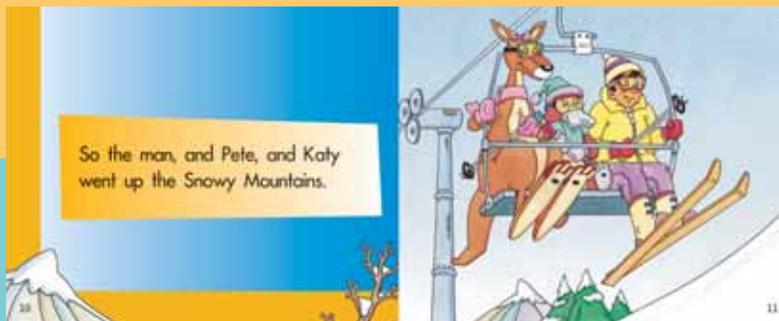
Discuss with the children how the characters would be feeling. Do they think the man could be getting frustrated with Pete and Katy? If so, why?

Write the sentence *"No we do not," said Pete.* on the board. Ask the children which two words the author could have made into a contraction. Write the sentence again with *don't* in place of *do not* and have the children read the new sentence.

BEFORE READING 10/11



Ask the children to look at this illustration and describe what they see. Where are the characters? Where are they going?



So the man, and Pete, and Katy went up the Snowy Mountains.

AFTER READING



Invite the children to talk more about how the characters are feeling. How would they feel going up in a chair lift?

BEFORE READING 12/13



Discuss with the children what is happening in this picture. What do the children think is going to happen? Will Pete and Katy be able to ski without skis? Why or why not?



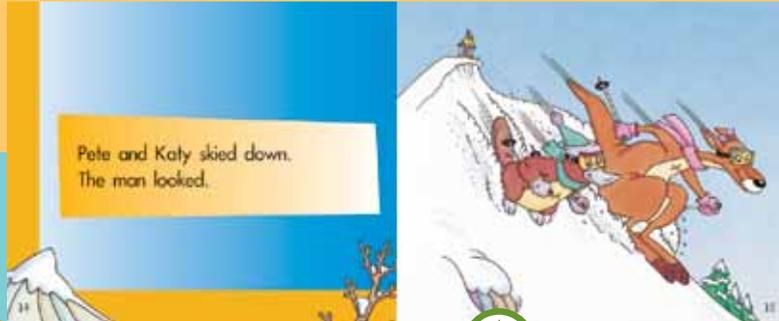
"Look," said Pete to the man. "Look."

AFTER READING



Invite the children to discuss why Pete is saying, "Look." What does he mean when he says this? Have the children look at the expression on the man's face and suggest how he is feeling.

Have the children say what is happening in this illustration. What is the man doing? What are Pete and Katy doing? Will the man follow them? How will the story end?



Invite the children to talk more about how the man would be feeling. Did he think that Pete and Katy could ski or did he think they would get hurt?

Write *look* and *looked* on the board. Ask the children to read both words. Invite volunteers to share sentences with either *look* or *looked* in them.

Discuss the children's predictions. Were they right? What might the man be saying to Pete and Katy?

Have the children return to the beginning of the book and read the story independently. Invite volunteers to say what strategies they will use if they come to an unknown word.



Ask the children to discuss why Pete and Katy didn't need skis. What other animals could the author have used that might not need skis? What animals would definitely need skis?

7 g Pete and Katy Go Skiing Name _____

1. Write the words that begin with an **sn** blend.

school Pete snow car snail

rain snack mountain snake

2. Use the right word in each sentence.

skied ski skis skiing

“You need _____ to _____,”
said the man.

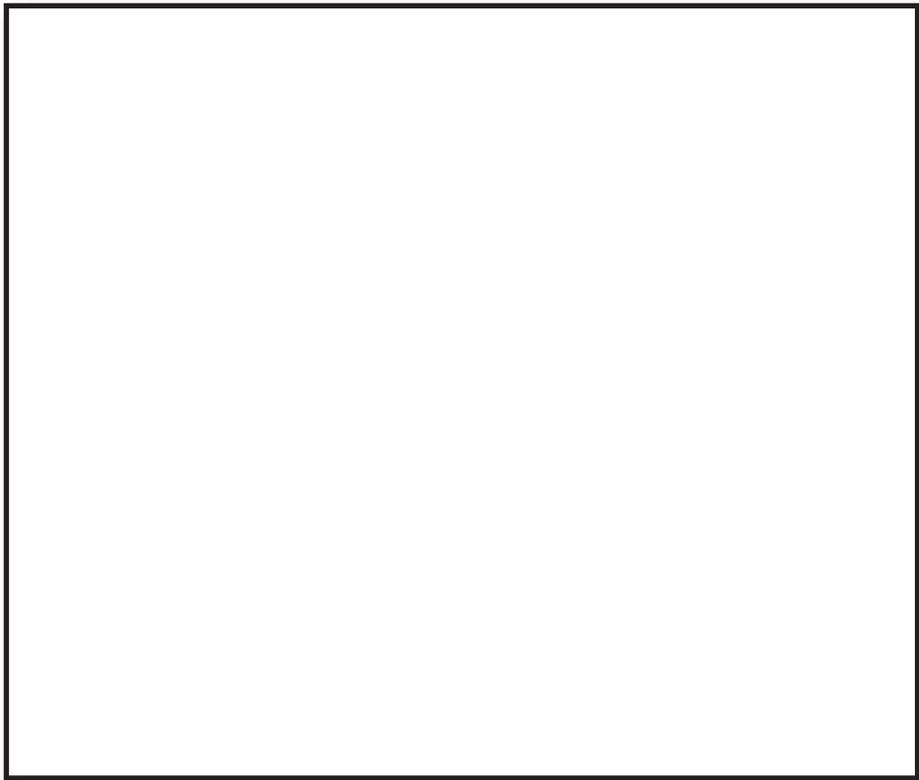
Pete and Katy _____ down.

You two do not need _____.”

Pete and Katy go _____.

7 g Pete and Katy Go Skiing Name _____

1. Draw someone going skiing. Remember their special clothes and equipment.



2. Write about your picture.
