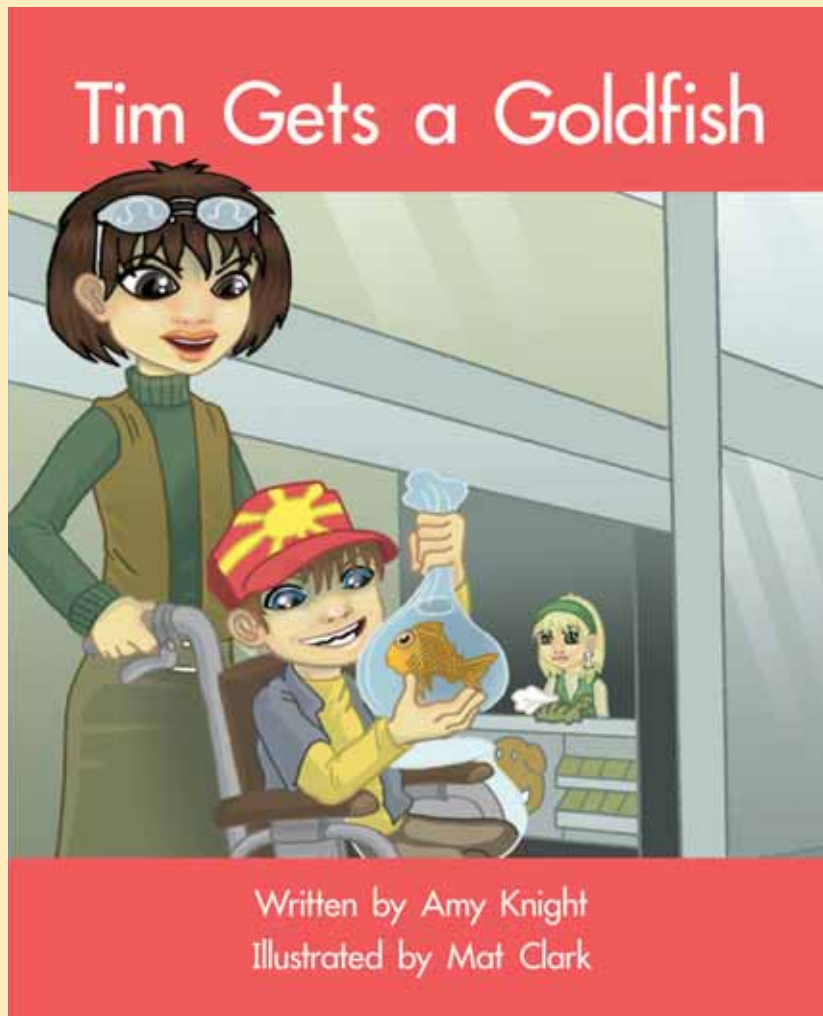




Level 8 Book a



Level	8
Word Count	140
Text Type	Narrative
High Frequency Word/s Introduced	will, your



Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

Tortoises Trip

Granny's Lost
Glasses


The Ferry
Boat Ride


The Blizzard


Cities


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)*

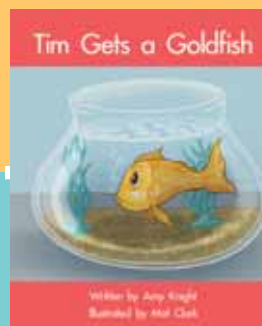
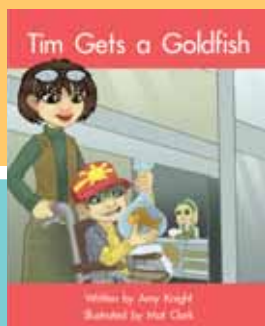
 *This symbol relates to use (text user)*


BEFORE READING


Cover & Title Page

 Introduce the book and ask the children to describe what is on the front cover. Can the children tell whether this is a story book or an information book?

 Read the author's name. Why is there a name here? Identify book conventions. Identify the illustrator and explain what an illustrator does.



 Talk about any pets the children have bought from the pet shop. Talk about whether they have a goldfish and what it is like looking after one, what they need, and how they have to be looked after. Predict what the book will be about.

 Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

AFTER READING

Encourage the children to look at the picture and describe what they see. Talk about the setting of this story and who the characters might be. Talk about all the animals that can be found at the pet shop.



Tim and Mum
went to the pet shop.
They went to get Tim
a goldfish.

Ask the children to find out from the text where Tim and Mum went, and what Tim wanted. Encourage the children to point to the words *pet shop* and *goldfish*.

Ask the children to identify the word *went*. Focus on the final blend – *nt*. Talk about other words with the same blend and list them. Then ask the children to identify the word *goldfish*. Explain that it is a compound word and that it consists of two words joined together. Ask the children to identify the two words in this compound word.

Ask the children to describe the picture. Focus on the feelings and thoughts of the characters – even the goldfish. What might they be thinking? What might they be feeling?

Ask the children if they like the story so far. Encourage them to explain what they like about it.



The lady in the pet shop
got a goldfish for Tim.
"This will be your new goldfish.
I will tell you how
to look after it," she said.

Ask the children what the lady at the pet shop said. Encourage the children to look at the text and point to the exact words she said. Then ask the children how they knew which words to look at. Talk about the words within the speech marks.

Identify the words *got* and *your*. Ask the children to spell them and put them in some sentences to clarify meaning and use. Have the children identify the word *lady* and the long *a* vowel sound. Think of other words with the same sound.



Ask the children to explain what the lady in the shop is showing. Talk about why Tim would need a goldfish bowl.



Ask the children what will happen if the bowl isn't cleaned – encourage the children to refer to the text and point to the right words to clarify their understanding.



Ask the children to point to the word *will*. Ask them to spell it and suggest sentences to clarify its meaning and use. Identify the word *goldfish* and clarify the consonant digraph – *sh*. Can the children think of other words that end in *sh*?



Ask the children to look at the picture and describe what the pet-shop lady might be suggesting. Talk to the children about their experiences with fish as pets.



What does the pet-shop lady say the goldfish will like? Can the children refer to the text by pointing to the words spoken by the pet-shop lady?



Ask the children to identify the word *plants*. What blend does it have? Talk about other words with the *pl* blend.

BEFORE READING 10/11

Ask the children to cover the text and describe what is happening in the picture. Can they predict what the pet-shop lady might be saying? Encourage the children to use vocabulary and style similar to that of the author.



Ask the children why the goldfish might get sick. They need to refer to the text.

Ask the children to identify the words *too* and *of*. Ask them to put them in sentences of their own to clarify meaning and use. Then discuss the punctuation on the page.

Tim Gets a Goldfish

Kookaburras

Lucy Little Crane

Tortoises Trip

AFTER READING

BEFORE READING 12/13

Ask the children to cover the text and describe what is happening in the picture. Can they predict what the pet-shop lady might be saying? Perhaps there is some more important information they need before taking the goldfish home. Encourage the children to suggest some text for the page.



Ask the children what they think the author's message is in writing this book. What does the author want children to learn about? Ask the children if they think the author does this well and then ask the children if they have ever written anything that has an important message in it.

Ask the children to identify the words *will* and *Your*. Ask them to put them in sentences of their own to clarify meaning and use. Share the sentences with the group.

Granny's Lost Glasses

The Ferry Boat Ride

The Blizzard

Cities

AFTER READING

Ask the children to tell you what is happening in this picture. Can they find something lurking in the background? Ask the children if they can predict what might happen or what Mum and Tim should remember to do.



Ask the children what Mum and Tim did when they got home and where they put the goldfish. Encourage them to use the text or the picture to help answer this question. Have them point to something that informed their answer. This clarifies that they have comprehended the information in one form or another.

Ask the children to identify the punctuation on the page – capital letters and full stops. Discuss functions and uses.

Ask the children to cover the text and predict what the main characters might be saying. Encourage the children to use vocabulary in the author's style.



Invite the children to summarise the lesson of this story. Talk about their favourite part and ask them to give reasons why.

Identify the word *away* and ask the children to put it in sentences of their own to clarify meaning. Then ask the children to look at the long *a* vowel sound. Discuss other long vowel sound words.

8 a Tim Gets a Goldfish **Name** _____

Write **True** or **False** beside the following sentences.

Tim went to buy a crocodile. _____

Tim went to buy a goldfish. _____

Goldfish need food to live. _____

It is important to keep the bowl clean. _____

Goldfish like to read books. _____

Goldfish eat cats. _____

I like goldfish. _____

Draw a goldfish and write a sentence.



8 a Tim Gets a Goldfish

Name _____

Write in the missing letters.

Write the words.

i a ch sh i nt

I _ ke

goldf _ sh

mu _ _

I _ dy

_ _ op

we _ _

Put one of the words in a sentence.
