



Level 8 Book c

Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

Tortoises Trip

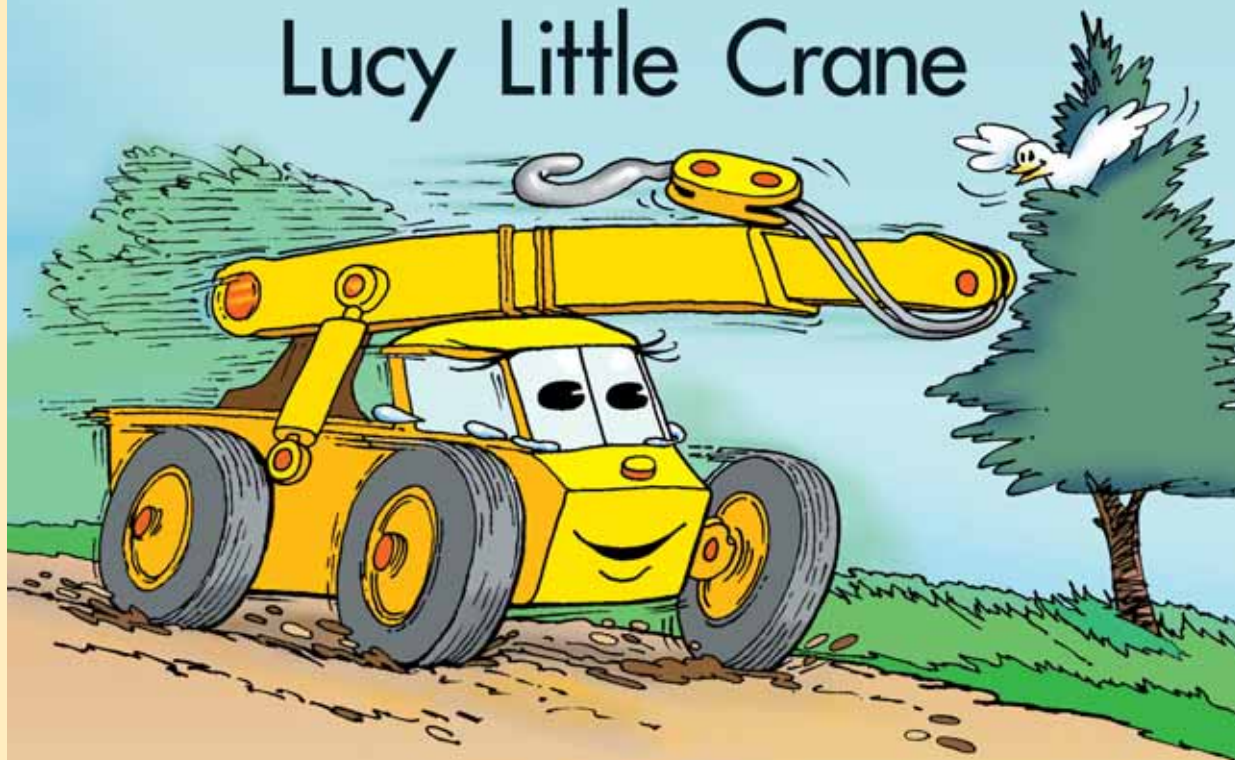
Granny's Lost
Glasses

The Ferry
Boat Ride

The Blizzard

Cities

Lucy Little Crane



Written by Ben Smith
Illustrated by Johann Hartwig

Level	8
Word Count	149
Text Type	Narrative
High Frequency	want
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. 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

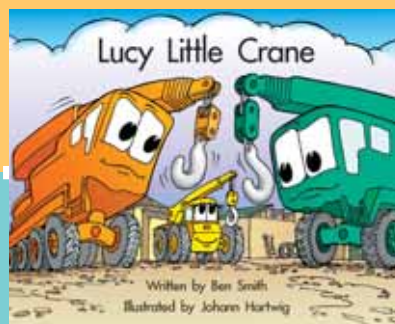
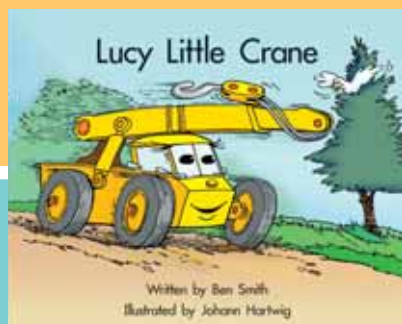
Cover & Title Page



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? Ask them to give reasons.



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



AFTER READING



Talk about the jobs a crane does. Ask the children if they have seen one and to share their observations. Invite the children to predict the plot of the story or some of the things that might happen. Draw their attention to the other characters on the title page.



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

Encourage the children to look at the picture and describe what they see. Talk about the setting of this story. Ask the children to guess which crane is Lucy and compare the sizes of the other crane characters.

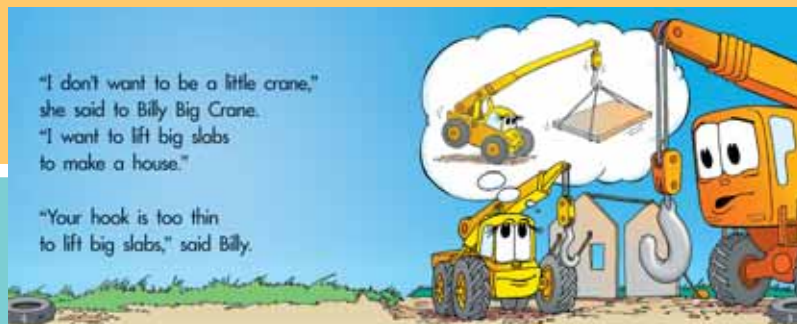


Ask the children where Lucy lives and who she lives with. To answer this question correctly, the children must refer to the picture or the text. Encourage the children to point to the words to support their answers.

Ask the children to identify the word *crane*. Focus on the initial blend – *cr*. List other words with the same blend. Ask the children to identify the word *Lucy*. Discuss the *y* and what it sounds like – a long *e*. Identify the word *lived* and its root word – *live*. Explain that the ending *ed* is a suffix. Discuss tenses.

Ask the children what the bubble in the picture means. Talk about thought bubbles. Can the children identify what Lucy wants to do? What is she thinking? Ask if the children have seen thought bubbles before, perhaps in cartoons.

Ask the children to talk about what they like about this book. Encourage them to suggest reasons for their likes.



Identify the word *make*. Ask the children to spell it and place it in some sentences of their own to clarify meaning and use. Identify the *s/* blend in the word *slabs*. Then ask the children to identify the word *want*. Focus on the final blend – *nt*. Talk about other words with the same blend and list them. Finally, look at the word *don't*, discussing what the apostrophe shows – a missing letter. Explain that this is called a contraction because it shortens two words.

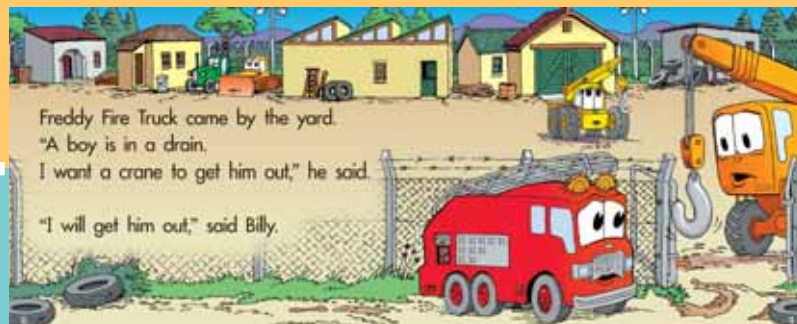
Ask the children to explain what Lucy is thinking in this picture. Talk about the difference in size of the two hooks on the cranes.



Ask the children what Lucy wants to do and what Billy replies. The children need to refer to the text and point to the words to answer this question.

Ask the children to point to the word *too*. Ask them to spell it and suggest sentences to clarify its meaning and use. Identify the word *bridge* and its blend – *br*. List other words with the same blend. Then look at the word *lift* and focus on the final blend – *ft*. List some words with the same blend.

Ask the children to describe who the new character is in this picture. Ask the children to describe the look on this new character's face. Can the children predict what might happen in the story?



Do the children refer to the text by pointing to the words when you ask them why the fire engine has come? Ask the children to predict again what they think will happen next.

Ask the children to identify the word *came*. Compare it to the word *come* and ask the children to compare their meanings and uses. Explain tenses. Identify the word *him*. Spell it.

BEFORE READING 10/11

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Ask the children to describe what is happening in this picture. Ask the children to look at the faces of the characters and try to describe what they might be feeling and thinking.



But Billy Big Crane could not get the boy out. Billy was too big.

Ask the children why Billy couldn't get the boy out of the drain. They need to refer to the picture or the text. Encourage the children to refer to the text.

Ask the children to identify all the punctuation on this page – capital letters and full stops.

AFTER READING

Granny's Lost Glasses

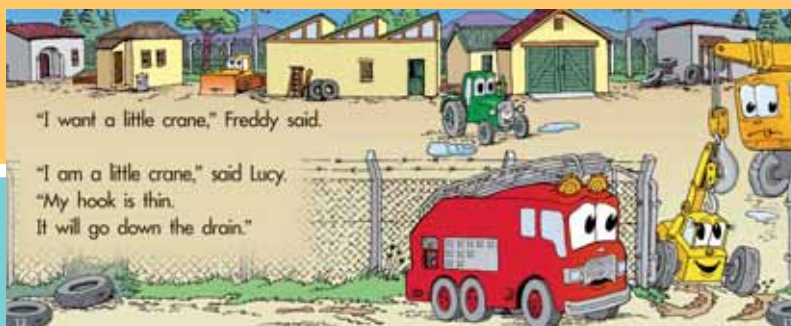
The Ferry Boat Ride

The Blizzard

Cities

BEFORE READING 12/13

Ask the children to cover the text and describe what is happening in this picture. Can they predict what Freddy Fire Truck might be saying? Encourage the children to use vocabulary and style similar to that of the author.



"I want a little crane," Freddy said.

"I am a little crane," said Lucy.
"My hook is thin.
It will go down the drain."

Ask the children what Freddy needs. They should refer to the text for their answer. Can they explain why Lucy might be perfect for the job?

Ask the children to identify the word *will* and then put it into sentences of their own to clarify their understanding of its uses. Then focus on the word *Freddy*. Ask the children if they can identify the sound the *y* makes. Then talk about the consonant digraph *th* in *thin*. Ask the children to suggest other words with the same digraph.

AFTER READING

Ask the children to cover the text and predict what the text will say about this picture. Encourage the children to use vocabulary similar to the author's style. Talk about what is happening in this picture.



Ask the children to tell you what they like most about this story. Ask them to justify their ideas with reasons.

Ask the children to identify the punctuation on the page – capital letter, full stop, and speech marks. Discuss their functions and uses.

Can the children explain what has happened? Encourage them to focus on the expressions on the characters' faces and guess how they might be feeling now.



Invite the children to summarise the lesson of this story – that it doesn't matter whether you are big or small, as everyone has unique qualities. Also explain that drains can be dangerous places.

8 c Lucy Little Crane

Name _____

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

Lucy Little Crane is a little crane.

Lucy has a big hook.

Billy Big Crane has a small hook.

Children should avoid big holes
in the ground.

Fire trucks rescue people.

Elephants live in trees.

Draw Lucy and write a sentence.



8 c Lucy Little Crane

Name _____

Write these contractions in the spaces.

did + not = didn't

do + not = don't

was + not = wasn't

Complete the sentences using the contractions.

don't didn't wasn't

"I _____ do it," said the boy.

"I _____ want to be a little crane,"
said Lucy.

Harry _____ happy.