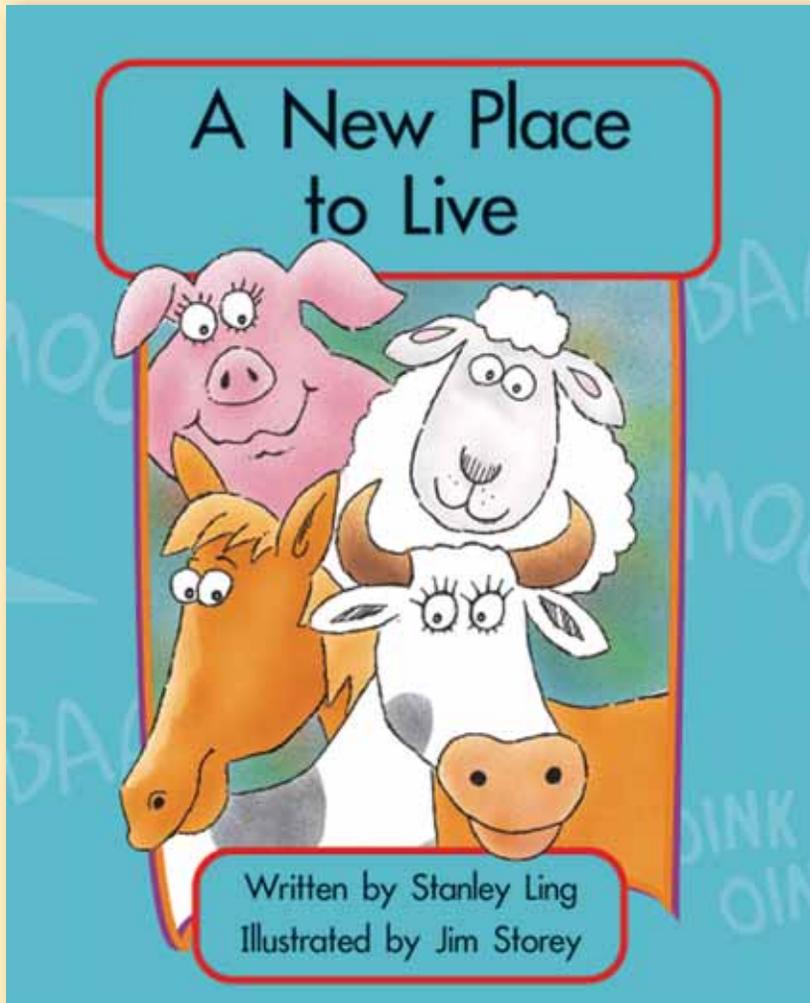




Level 8 Book d



Level	8
Word Count	144
Text Type	Narrative
High Frequency Word/s Introduced	there, with



Thumper's Sore Paw

Life in the Trees

Walter the Water
Taxi

A New Place to Live

Dad's Phone

A Visit to the
Library

Zippy Zebra Finds a
Friend

Trains

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)

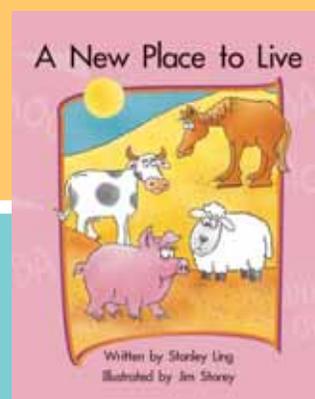
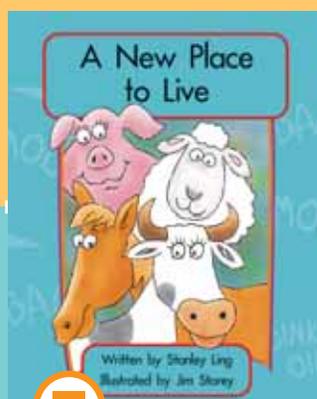
 This symbol relates to decoding (code breaker)

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

 This symbol relates to use (text user)

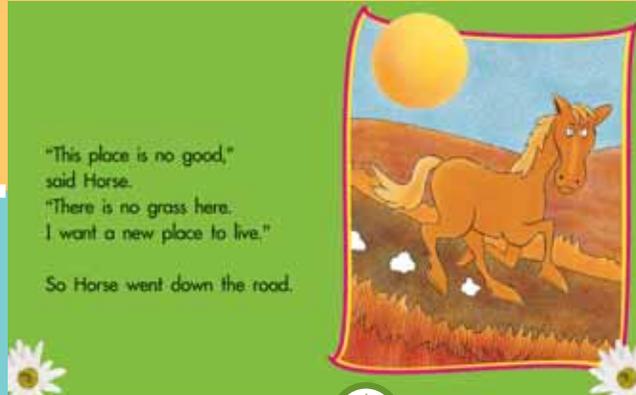
BEFORE READING Cover & Title Page

 Invite the children to read the title and look at the cover illustration. What do they think the story will be about? Discuss with the children their predictions.



 Ask the children to respond to the book. What happened first, next, last? Which part did they like the best? Why? Revisit the narrative text type with the children. Who were the characters in this book? Where was it set? What was the problem in the book? How did the characters solve their problem?

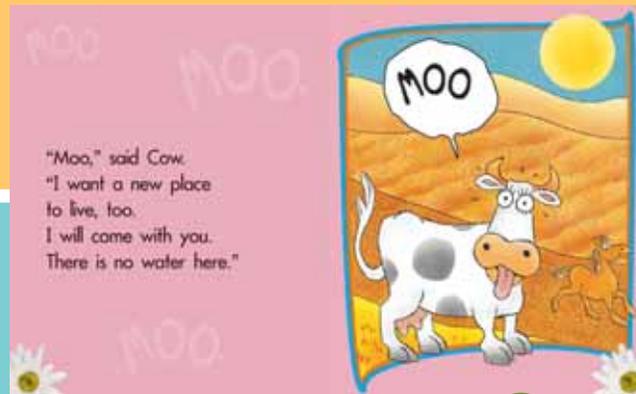
Ask the children if they have ever moved to a new place. Why do people move houses? Invite the children to share their experiences.



Discuss with the children the problem that Horse has. What is wrong with the place Horse lives? What kind of place does a horse need to live?

Review the use of capital letters in writing. Ask the children when they should use capital letters. Have the children scan the book for capital letters and discuss the reasons for each capital letter.

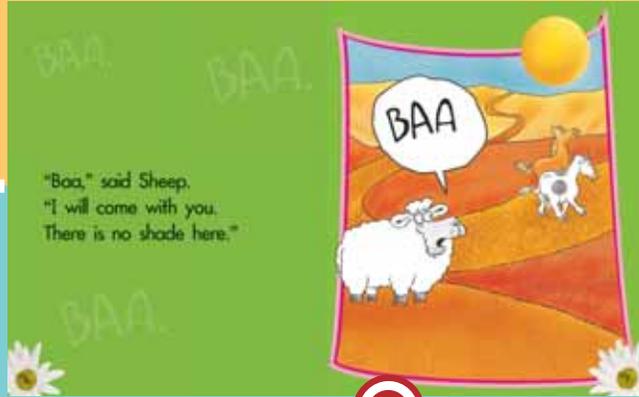
Have the children look at the illustration on page 5. What do they think is happening? What might the cow be saying? Will she go with the horse?



Ask the children what Cow's problem is. Why is it important for animals to have water? Looking at the pictures, why isn't there any water?

Ask the children to locate *with* and *there* on this page.

Discuss this picture with the children. What do they think is happening now? Were they right about the cow? What will the sheep do?



Discuss Sheep's problem with the children. Why is it important for the sheep to have shade? How would a sheep feel on a hot day with a full fleece of wool on its body?

Discuss the setting in more depth. How is the setting similar for the cow and the sheep? If the setting had been in a forest near a lake would that have made a difference to the story?

Discuss the children's predictions. Have they been right so far? How does this help them predict what will happen next?

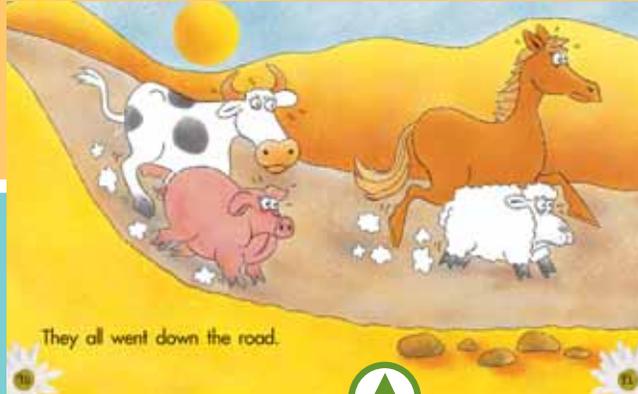


Discuss with the children Pig's problem. Why do pigs like the mud? What happens if they don't have mud?

Discuss the use of speech bubbles as a text feature. What are speech bubbles used for? Ask the children to scan the book for other speech bubbles and read them. How does the text in the bubble help their reading of the book? Do they know other types of text that would use speech bubbles?

BEFORE READING 10/11

Invite the children to describe what they see in this picture. Where are the animals? Where are they going?



Return to the discussion of the setting. How does the setting affect the characters in the story? What did the setting make the characters do?

Ask the children to comment on any difficulties as they read to this point. Take a short mini lesson on the use of any specific strategy that children may be having difficulty with.

AFTER READING

Thumper's Sore Paw

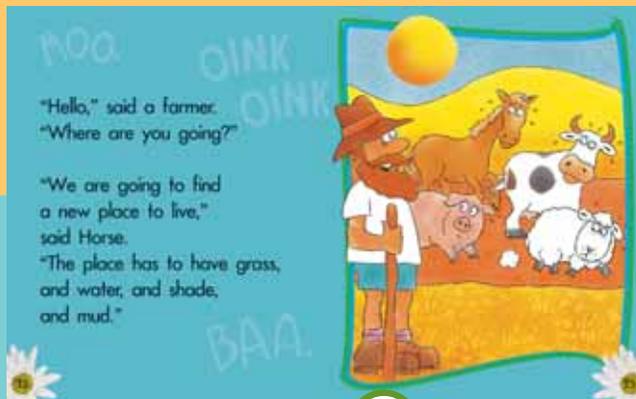
Life in the Trees

Walter the Water Taxi

A New Place to Live

BEFORE READING 12/13

Invite the children to look at the illustration on page 13. Who do they think the new character is? How will the new character influence the animals in the story?



Discuss with the children the role of farmers. What do they do? Where do they work? Why are farmers important on a farm?

Discuss with the children why the word *farmer* does not have a capital, compared to the word *Horse*. Invite the children to share their ideas.

AFTER READING

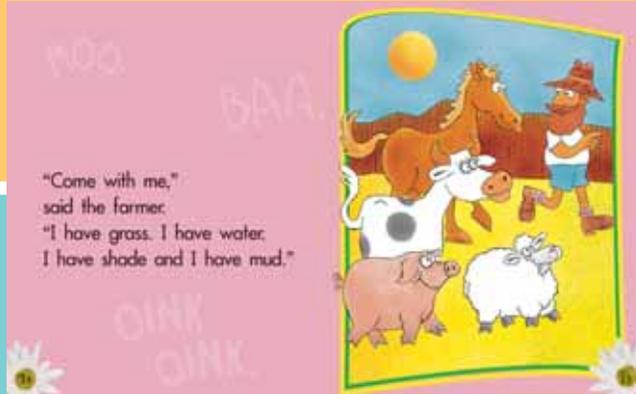
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Have the children look at the illustration on page 15. Where are the animals and the farmer going? What might the farmer have that the animals want?

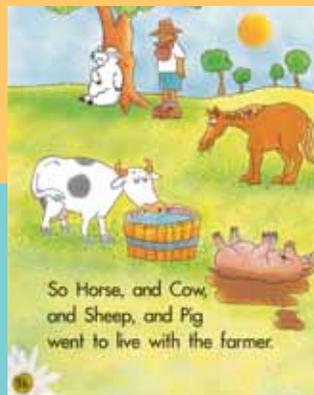


Ask the children why the farmer has grass, water, shade and mud. Why is it important for a farmer to have these things on a farm?

Explain to the children that throughout the story the author has used speech marks. Review their use. When should speech marks be used?

Discuss with the children the illustration on page 16. What is happening? How do they think the animals are feeling? Will they stay here?

Invite the children to discuss the reading strategies they will use as they read the book independently. Reiterate the importance of words looking right, sounding right and making sense.



Discuss with the children the information in the text. What do farm animals need to survive? What would happen if these animals did not have these things? Invite the children to share their experiences of going to a new place. Discuss the advantages and disadvantages of moving to a new place. Compare these to the experience of the farm animals.

8 d A New Place to Live **Name** _____

1. Answer the following questions.

Why did Horse need a new place to live?

Why did Cow not like where she lived?

Why was Sheep hot?

2. Write a list of things animals need on a farm.

_____	_____
_____	_____

8 d A New Place to Live **Name** _____

1. Look at the list of words below. Some of the words are missing capital letters. Place capital letters on the correct words.

table australia pencil school
tom mary paper earth

2. Add onomatopoeia to the end of each sentence.
Eg: The bird goes tweet tweet.

The pig goes _____.

The horse goes _____.

The dog goes _____.

The cat goes _____.