



Level 8 Book d

Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

Tortoises' Trip

Granny's Lost
Glasses

The Ferry
Boat Ride

The Blizzard

Cities

Tortoise's Trip





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Level	8
Word Count	149
Text Type	Narrative
High Frequency Word/s Introduced	there, with


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)*

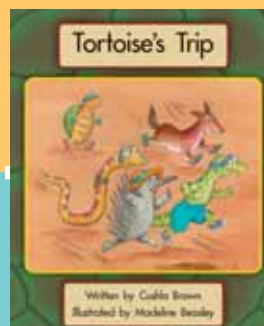
 *This symbol relates to critical analysis (text critic or analyser)*


 *This symbol relates to use (text user)*


BEFORE READING Cover & Title Page

 Direct the children's attention to the pictures and ask if they can guess what this book is going to be about. Is it going to be a story book or an information book? Identify all the animals.

 Read the author and illustrator's names. Why are there names here? Identify book conventions.



 Ask the children what a trip is and what kinds of trips they have been on. Can the children predict what might happen to Tortoise?

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

BEFORE READING 2/3

Talk to the children about who these animals are and what kind of characters they might be. Establish the identity of these characters. What is the characters' relationship?



AFTER READING

Ask the children where Tortoise wants to go. Encourage them to refer to the text and point to the right word – *town*. Then ask the children what Snake replied, encouraging them to refer to the text and show they have understood the question.

Ask the children to point to the word *want*. Ask them to spell it and put it into sentences of their own to share with the rest of the group.

BEFORE READING 4/5

Can the children identify the new character in the story and guess what Tortoise might be asking him? Talk about the clothes Lizard is wearing and why he might be wearing them.

Can the children predict what Lizard might say to Tortoise? Encourage the children to use vocabulary and style similar to that of the author.



AFTER READING

Ask the children to identify the word *will*. Ask them to spell it and put it into sentences of their own to share with the rest of the group. Then look at the word *take*. Identify the long a vowel sound. Discuss other words with the same sound, such as *make*, *cake*, and *blame*.

Can the children describe what is happening in this picture? Ask the children to think about what Tortoise might be feeling. Talk to the children about how they like running.



Ask the children to tell you what they think about the story so far. Encourage them to justify their opinions with references to the text or pictures.

Ask the children to identify the word *too*. Ask them to spell it and put it into sentences of their own to share with the rest of the group to clarify meaning. Look at the word *there*. Discuss the consonant digraph – *th*. Talk about other words with the same sound.

Ask the children to identify the new character and talk about her possible character traits. Make a list of adjectives to describe her.



Ask the children what Echidna said, encouraging them to refer to the text. Invite the children to guess what might happen next.

Ask the children to identify the words *When* and *slow*. Can they identify the digraph and blend sounds – *wh* and *s/*? Make a list of words with these blends.

BEFORE READING 10/11

Ask the children if they can tell you what is happening in this picture and who the new character is. How might this story end? Will it have a happy ending?



Ask the children to identify the word *with*. Did they find it quickly? Ask them to spell it and put it into sentences of their own to share with the rest of the group. Then identify the punctuation on the page – capital letters and full stops.

Tim Gets a Goldfish

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Tortoises Trip

AFTER READING

BEFORE READING 12/13

Ask the children to explain what is happening in the picture. Why is Tortoise sad? Ask the children what they would do if they saw someone crying in the playground.

Before reading, ask the children to locate the two words *with* and *take*. Have them point to the words so you know they have identified them.



Ask the children to explain why Tortoise is sad by referring to the text. They must point to the words in the text.

Identify the question marks on the page. Discuss their function.

Granny's Lost Glasses

The Ferry Boat Ride

The Blizzard

Cities

AFTER READING

Ask the children to tell you what has happened. Talk about the new character and why Tortoise is jumping for joy. Encourage the children to predict what is being said by the characters.



Ask the children why Tortoise is so happy – they need to refer to the text and what Kangaroo has said to him.

Ask the children to point to the punctuation – speech marks in particular – to clarify understanding of their use.

Ask the children what is happening in this picture. Review the children's ideas from when they predicted the ending. Were they right?



Ask the children what Kangaroo said to Tortoise and encourage them to point to the text. Then ask them what they liked the most about this story and to refer to their favourite pages and pictures.

Ask the children to identify the word *take*. Then ask them what long vowel sound it has. Encourage them to find other words in the book with the same long vowel sound.

8 d Tortoise's Trip

Name _____

Answer the following questions in full sentences.

Use capital letters and full stops.

Where did Tortoise want to go?

Name three characters Tortoise met on the way.

Why did so many animals not want to take Tortoise to town?

Who took Tortoise to town?

8 d Tortoise's Trip

Name _____

Rewrite these sentences, putting in the punctuation.
Read the sentences aloud.

when will i get there said tortoise

you will never get there said echidna

hop in and I will take you to town
said kangaroo

Draw your favourite picture and write a sentence.

