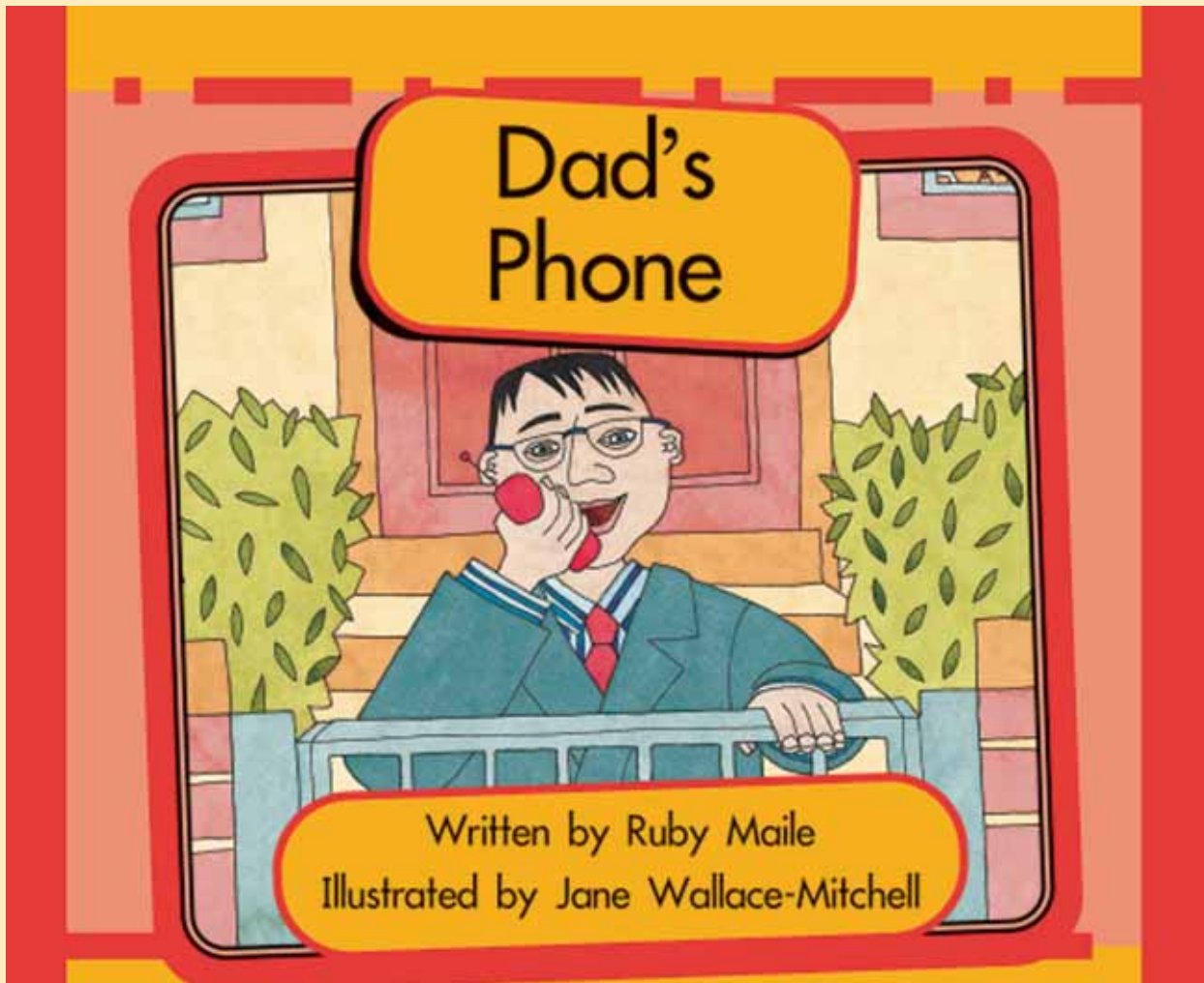




Level 8 Book e



Level	8
Word Count	142
Text Type	Narrative
High Frequency Word/s Introduced	did, where



Thumper's Sore Paw

Life in the Trees

Water 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)

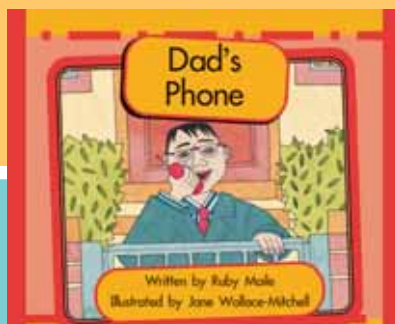
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)

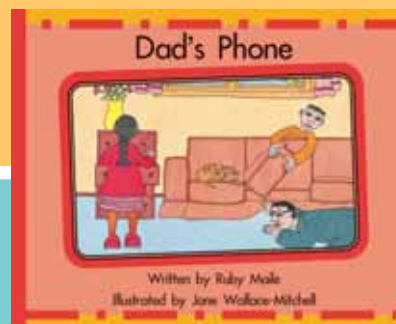
BEFORE READING


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. Discuss the inconvenience of losing things. Compare what they do when they lose things to what Dad did.



 Have the children discuss the title of the story. Discuss the *ph* sound and how it sounds like *f*. Help the children brainstorm other *ph* words. Write them on the board.

AFTER READING

Discuss mobile phones with children. Why do people have them? How are they helpful? What did people do to keep in touch before mobile phones? What is Dad's problem?



Review the narrative text type with the children. Ask them to identify the problem. What things did Dad do to solve his problem?

Review contractions. Ask the children to find a contraction on page 2. Which two words could stand in place of this contraction?

Ask the children to look at the illustration on page 5 and suggest what is happening. What might Dad be saying?



Have the children discuss Josh's question, *Where did you have it?*. Was this the best question to ask Dad? Could Dad have given a more useful reply?

Have the children scan the page for contractions. Have them say the two words that are contracted. Also have them locate *where* and *did*.

Have the children look at the picture on page 7. Where did Dad and Josh look for the phone? What do the children think will happen next?



Return to the narrative text type. Discuss with the children the character of Dad. How would Dad be feeling? Have the children justify their answers. Discuss with the children how they feel when they lose things.

Ask the children to scan the page for the words *did not*. Explain to the children that these words can be made into a contraction. Do they know what the contraction would be?

Invite the children to look at the illustration on page 9. Where is Dad now? Who is he asking for help?

Review punctuation with the children. Ask them to identify the speech marks and question marks on page 8 and discuss how these will help with their reading.



Return to the discussion of the text type. Who is the new character in the story? What is the new setting? What is Dad doing about his problem now?

Invite the children to discuss what strategies they used to work out the word *Shelly*. Did they know the sound made by the letters *sh*? What other information did they use to help?

BEFORE READING 10/11

Have the children look at the picture on page 11. Who is now looking for the phone? Where are they looking for the phone?



Have the children discuss places that Dad and his family have searched for the phone. Can they suggest other places they could look?

AFTER READING

BEFORE READING 12/13

Ask the children to look at the illustration on page 13. Where is Dad now? Where do the children think he might search for the phone next? Who will help him?



Discuss with the children where Luke searched for the phone. Have they ever left anything outside for a long time? What happened to it? What could happen to the phone if it was left outside?

Invite the children to scan page 12 for the contractions. Have them say what the expanded versions of the words are.

AFTER READING

Have the children look at the illustration on page 15. What is happening in the picture? Can they predict how the story will end? What gives them a clue?



Invite the children to look back through the pictures. Was there anything in any of the pictures before the one on page 15 that suggested Dad had left the phone outside?

Invite the children to look at the illustration on the last page. How did the story end? Did they make the right predictions?

Remind the children that their reading needs to make sense, sound right and look right as they read independently. Remind them also to pay attention to the punctuation. Invite them to return to the beginning and read the story.



Discuss with the children the phone on the gate. How did it get there? Invite the children to share experiences of things they have lost and where they found them.

Have the children use the text and illustrations to compare how Dad was feeling at the start of the book to how he was feeling when he found his phone. How were his feelings the same/different?

8 e Dad's Phone

Name _____

1. Answer **Yes** or **No** to the following questions.

Dad lost his phone.

Josh does the dishes in the family.

The phone was in the kitchen.

Shelly plays with her friends.

Shelly likes to read.

The phone was in the car.

2. Fill in the gaps using the words from the word bank.

Luke was _____.

“I’m looking for my _____,” said Dad.

“_____ have you looked?” said Luke.

“I’ve looked _____,” said Dad.

“I will look outside,” said _____.

He looked on the _____.

“Here it is,” he said.

“It was on the _____.”

Word Bank

phone, inside, gate, Luke, outside, path, Where

8 e Dad's Phone

Name _____

1. Complete the contractions.

_____	can not
don't	_____
_____	I am
I've	_____
haven't	_____
shouldn't	_____
couldn't	_____
_____	did not

2. Write two sentences using as many contractions as you can.
