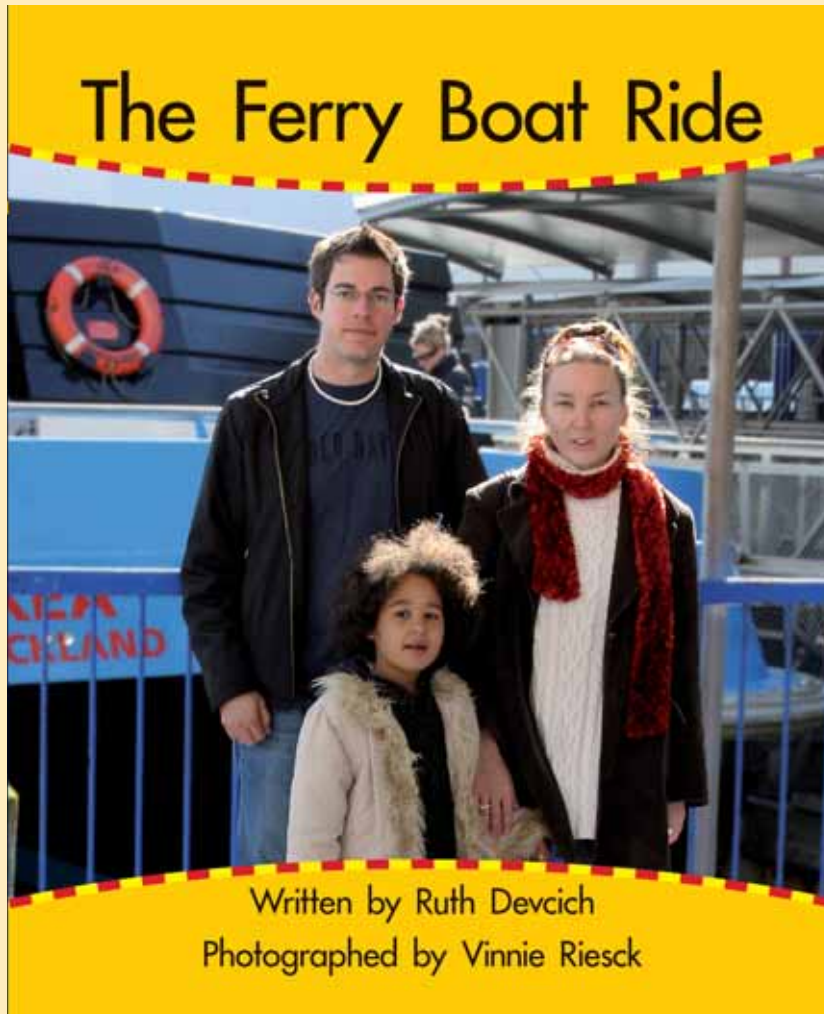




Level 8 Book f



Level	8
Word Count	133
Text Type	Factual recount
High Frequency Word/s Introduced	



MACMILLAN

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

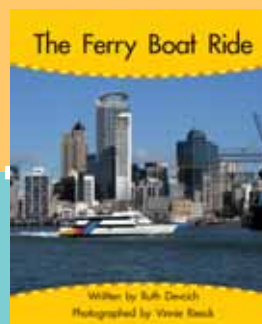
Cover & Title Page



Introduce the book and ask the children to describe what this book might be about.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Photographed by* and ask the children if they know what this means.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Note any words the children struggle with. Any unfamiliar words need to be broken into syllables and attempted individually – *fe-rry*. Ask the children if they have ever been on a ferry and, if so, where it was. Talk about their experiences and feelings.

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe where the characters are and what they might be looking at. Encourage the children to think about what they might be talking about.



Ask the children to use the text to identify who the people are – *Blake, Mum, and I*. Encourage them to point to the words. Then ask them to think about what a harbour is – a sheltered place on the coast where ships tie up.

Ask the children to find the word *went* and point to it. Ask them what it means and to put it into sentences of their own to clarify meaning. Then ask them which word has a final blend *nt* – *went*. Ask the children to point to it and sound out the blend – *nt*.

AFTER READING

BEFORE READING

4/5

Ask the children what the family is doing now. What are they preparing to do? Talk to the children about places we go to where we have to buy tickets.



Ask the children where the family went to and what they got. The children need to refer to the text and/or the picture to justify their answer.

Identify the word *wharf*. Ask the children to spell it and discuss what it is – a place where a boat is moored so people and goods can be loaded and unloaded. Then identify the word *ferry*. Talk about the *y* sound and what vowel it sounds like. Explain that *y* endings have a long *e* sound.

AFTER READING

Ask the children to describe this picture. Can the children recognise any of the places? Ask the children if they can guess how the girl is feeling at the moment from the expression on her face.



Invite the children to discuss what they like about this story so far. Can they guess why the author has chosen a subject like this for the book? Why is it interesting?

Ask the children to point to the word *front*. Ask them what it means and to put it in sentences of their own to clarify meaning. Then ask them what the final blend of *front* is – *nt*. Ask the children to point to it and sound it out. Ask the children to identify the blend in the word *stairs* – *st*.

Ask the children to explain what the family is looking at now. Draw the children's attention to the sailboats in the background and describe them. Ask the children if they have ever been on a boat like that.



Ask the children what the family was looking at and what the girl likes. Encourage them to find the word in the text – *sailboats*.

Have the children identify the word *Blake*. Talk about the blend – *bl*. Talk about other words with the same blend. Then ask the children to tell you how many times the word *sailboats* is written in the text. Talk about how this word is a compound word and is made from two words. Ask the children to tell you what these two words are.

BEFORE READING 10/11

Ask the children what they think of the story so far. Encourage them to talk about the things they like and give reasons.

Ask the children to cover the text and predict what might be written on this page.



AFTER READING

Identify the word *speedboat* and ask the children what kind of word this is – a compound word. Which two words have been used to make this word? Can the children remember the compound word used on the previous page? Identify the words *will* and *take*. Ask the children to put them in sentences to share with the rest of the group.

BEFORE READING 12/13

Ask the children what the family is looking at now. Talk about places where they have seen bridges and what they are built for.



AFTER READING

Ask the children what Blake does for a living. Have them point to the words *builds bridges*. Ask the children if they would like to do this for a job, or what they might like to do instead.

Ask the children to identify the word *too*. Ask them to put it into sentences of their own to clarify meaning and use. Then talk about the word *bridge*. Identify the initial blend – *br*.



Ask the children to cover the text and describe what the family is looking at now. Predict what the text might say.



Encourage the children to use words similar to the vocabulary and style of the author.



Ask the children what was promised to the girl. Encourage the children to point to the text where they gathered that information.



Ask the children to identify the word *day* and place it in sentences of their own to clarify meaning and use. Then identify the punctuation – capital letters and full stops – and review its functions.



Ask the children to cover the text and talk about what is happening in this picture. Discuss what the family might talk about and what their thoughts and feelings might be. Have the children predict the text.



Ask the children what Blake wants to do as well. Refer to the previous page if necessary. Ask the children what they liked most about this story and why.

8 f The Ferry Boat Ride

Name _____

Fill in the missing letters.

Put each completed word in a sentence.

Bl br nt st

_ _ airs _ _ idge

_ _ ake we _ _

1. _____
2. _____
3. _____
4. _____

8 f The Ferry Boat Ride

Name _____

These are compound words.

Write the words they are made from.

The first one has been done.

classroom

class+room

classroom

speedboat

sailboat

outside

Now, draw one of the compound words.

Put the word in a sentence.

