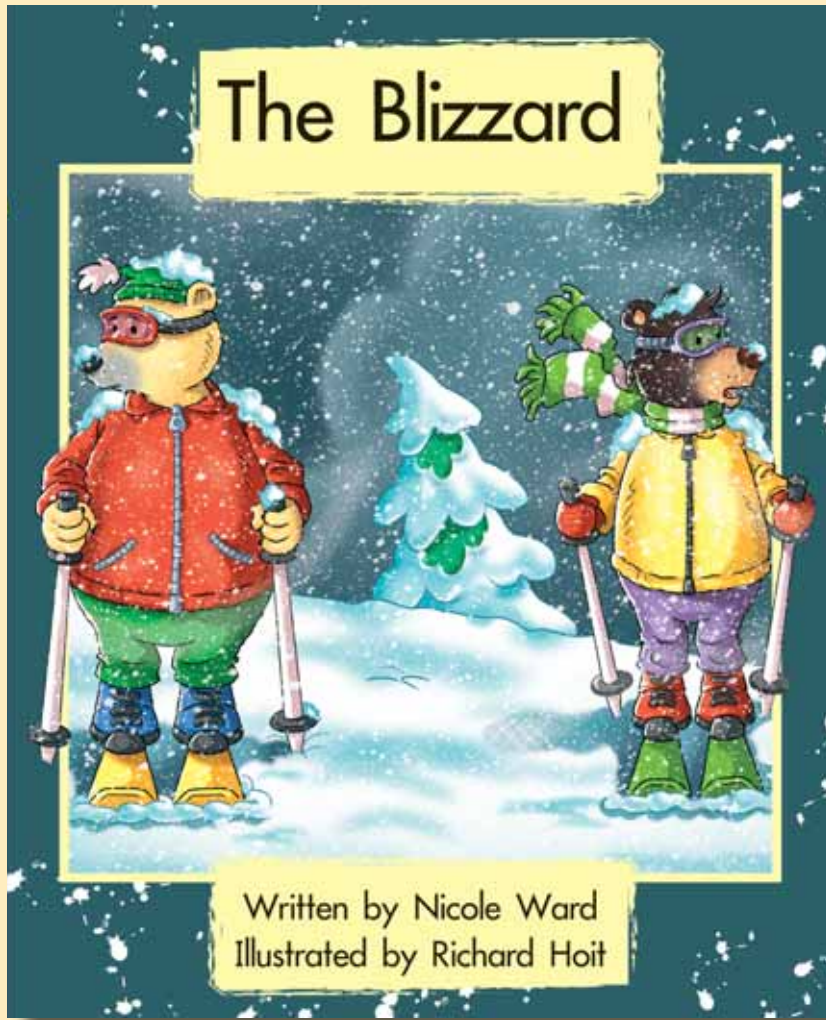




# Level 8 Book 9



Level	8
Word Count	139
Text Type	Narrative
High Frequency Word/s Introduced	



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

 Ask the children to describe everything in the pictures. Have the children predict what this book is about. Is it a story book or an information book?

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



 Invite the children to predict what might happen to the characters.

 Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Can the children describe what a blizzard is from the clues in the pictures?

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Discuss the characters and brainstorm some adjectives to describe them. Establish the identity of these characters. What is their relationship with each other?



AFTER READING

Talk to the children about skiing. Have they ever been skiing? How might these characters be feeling at the top of the mountain?

Ask the children to point to the word *got*. Then ask them to spell it and put it into sentences to share with the rest of the group. Identify the word *Black*, focusing on the *bl* sound. Think of other words with the same blend. Then discuss the two words used to make the word *chairlift*. Explain that this is a compound word. List other compound words in the classroom, such as *whiteboard*.

BEFORE READING

4/5

Ask the children to cover the text and look at the picture and talk about what the characters might be discussing.

Talk to the children about the kinds of words the author might use. Encourage the children to use words that suit the style of the author.



AFTER READING

Ask the children why the characters are happy to be on the mountain. They need to refer to the text and the reasons the characters give in the text.

Ask the children to identify the word *wind*. Spell it and discuss the final blend – *nd*. Talk about similar words such as *mend* and *find*. Look at the word *There* and identify the consonant digraph *th*. Talk about other words with the same sound. Identify the word *Black* and discuss the consonant digraph *ck*, giving examples.

Encourage the children to describe what is happening in this picture. Ask the children to think about what it must feel like to be going down the mountain. Look at the expressions on the characters' faces. Encourage the children to explain their ideas in relation to the pictures.

Before reading the page, ask the children to search for the word *down*. Make sure they have all put their finger beneath the word.



Ask the children how the characters got up the mountain. They need to say they used the *lift* and point to the word. Ask how many times they skied down. They should say *three* and point to the word.

Ask the children to identify the word *down*. Discuss the final blend – *wn*. Discuss other words with this ending, such as *brown* and *town*. Look at the consonant digraph *th* in the words *the* and *three*. Talk about other words with the same sound.

Ask the children to describe what is happening in this picture, and what the weather is like. Identify the expressions on the characters' faces and have the children guess what the characters are thinking.

Invite the children to predict what the author is doing. Explain that the characters were having a good time. Can the children predict where the author is taking this story? Discuss these events as the main part of the story – the exciting part.



Ask the children to guess what is going to happen next. Can they imagine what they would do in the same situation?

Talk to the children about the word *blowing*. Ask them to tell you what the blend is in this word. Think of other words with the same *bl* beginning. Identify the speech marks and explain how they indicate direct speech.



BEFORE READING 10/11

Ask the children if they can tell you what is happening in this picture, explaining what the intentions of the character might be.

Ask the children to tell you what they think about the story so far. Ask them how the author is making them feel about the story and the characters. Talk to them about writing their own stories with the same qualities – excitement, danger, and getting out of sticky situations.



AFTER READING

Ask the children to identify the words *will* and *after*. Can they find them quickly? Then ask them to find the word *skier* and talk about the word *ski* with a group of letters added to the end. Identify the *er* in this word as a suffix. Put these two words into sentences in order to ascertain the difference in meaning and use. Find the word *first* and point out the final blend – *st*. Think of other words with this blend, such as *most*, *best*, and *ghost*.

BEFORE READING 12/13

Ask the children to explain what is happening in the picture. Praise them for saying that Black Bear is worried because his friend has gone.

Before reading, ask the children to locate the two words *Where* and *want*. Encourage them to find the words quickly and point to them so you know they have identified them.



Ask the children to tell you how Black Bear is feeling. To do this successfully, they need to either refer to the text (pointing to the words that show that he does not know where his friend is and that this makes him feel uncertain) or refer to the picture and the expression on his face. At this level, children need to be encouraged to use the text more.

AFTER READING

Tim Gets a Goldfish

Kookaburras

Lucy Little Crane

Tortoises Trip

Granny's Lost Glasses

The Ferry Boat Ride

The Blizzard

Cities

Ask the children to tell you what has happened. Talk about Polar Bear's feelings as he goes down the mountain. What could have happened?

Identify the swirling artwork in the picture and ask the children why the illustrator did this.



Ask the children to point to the words *Thump!* and *Bump!* What kind of words are these? Encourage the children to talk about sound words. Explain that they are called onomatopoeic words. Then draw the children's attention to the exclamation marks and discuss their use – to emphasise a word or action. Discuss other uses and examples.

Ask the children to cover the text while they tell you what they think the characters would say. What do they think the author would like to use the last page for?



Ask the children to identify the lesson of this story and what the author teaches us through the characters and the plot. Can the children point to the best way down for Black Bear?

## 8 g The Blizzard

Name \_\_\_\_\_

Fill in the missing words.

cannot      come      go

not          said          you

“Where are \_\_\_\_\_, Polar Bear?”

\_\_\_\_\_ Black Bear.

“I want to \_\_\_\_\_ down

but I \_\_\_\_\_ see you.”

I do \_\_\_\_\_ know which way

to \_\_\_\_\_.”

## 8 g The Blizzard

Name \_\_\_\_\_

Place speech marks to show direct speech.

I will go down first,  
said Polar Bear.

I am the best skier.

Come after me.

Write one sentence using direct speech.

Remember to use speech marks.

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