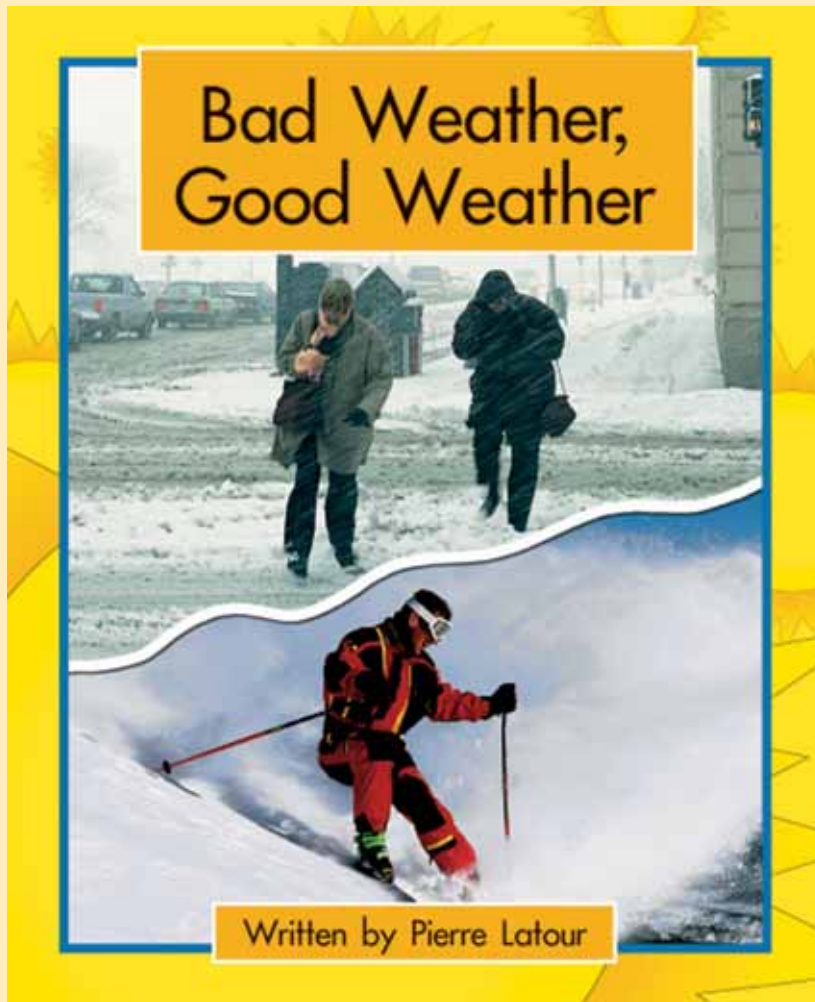




Level 10 Book d



Level	10
Word Count	181
Text Type	Discussion
High Frequency Word/s Introduced	



What Time
Is it?

Mrs Popinops
Ghost

Dinosaur Dan

Bad Weather: Good
Weather

Sorry Gets Lost

The Nosey Spider

Places Where People
Live

The Moon Landing

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)



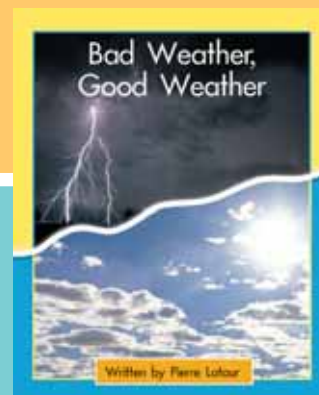
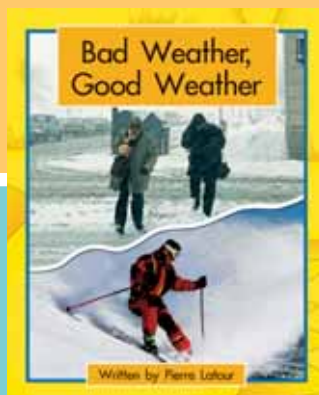
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children how good weather could seem bad to some people and bad weather could seem good to others. How could rain be good?



Why did the author choose two pictures for each of these pages? How do they relate to the title?

AFTER READING

BEFORE READING 2/3

Discuss with the children what clouds mean. What do clouds bring with them?



Look at these clouds. They are grey. They are rain clouds. There is going to be a lot of rain.

Ask the children what colour the clouds are. What kind of clouds are they? What is there going to be a lot of?

Encourage the children to think about why a photo of clouds was selected for this book instead of a drawing.

AFTER READING

BEFORE READING 4/5

Have the children look at these two photos. Ask them which of these men thinks rain is good weather. Why? Discuss their reasons with them. Ask the children how the picture suggests what each man's job is.



This farmer says, "My land is dry. I like the rain. It is good weather."

This builder says, "I cannot work in the rain. It is bad weather."

Ask the children what they have learned about the rain. When is it good? When is it bad? Who likes it?

Explain compound words to the children, then have them scan the text for the word *cannot*. What two words make up this compound word?

AFTER READING

Ask the children what kind of weather this page will introduce. Ask them who likes hot, sunny weather. Can they think of anyone who may not like hot, sunny weather?



Ask the children what they were told to look at. What colour is it? What does it do to the land?

Why do you think this page is all yellow? How does this colour make you feel? If yellow is a hot colour, name a cold colour.

Have the children look at these two photos and ask which person likes the sun. Ask them why and discuss the reasons for their answers.

Why has the colour yellow been selected for these pages?



Ask the children what these pages tell them about why hot weather is good and bad. Who likes it? Who does not like it?

Have the children scan the text and tell you what compound word they can find on these pages. What two words is it made up of?

BEFORE READING 10/11

Have the children look at this photo. Ask them what kind of weather is going to happen in this photo. What clues are there on the page about the type of weather?



Ask the children what colour the sky is in this picture. What is going to happen?

What can you add to the word *snow* to make a compound word?

AFTER READING

What Time Is it?

Mrs Popinpops Ghost

Dinosaur Dan

Bad Weather. Good Weather

BEFORE READING 12/13

Ask the children which of these people likes the snow. Ask them for reasons for their answers and discuss their reasons.



Ask the children who likes the snow and who does not. Why does the skier like the snow? Why does the road worker not like the snow?

Have the children think carefully about what they have just read. Do they agree that the road worker has to get the snow off the roads?

AFTER READING

Sorry Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children what they think of the snow. Do they think the children in this picture think the snow is good weather or bad weather?

What could change to make them say, "We do not like the snow"?



Ask the children what these children think of the snow. Why do they like the snow? What are they doing in this picture?

Have the children scan the text for compound words. What two words make up the compound words that they find?

Ask the children if they have seen a page like this before. What is it called? What do they use it for?

Ask the children to read the book independently. Have them think about what punctuation the writer has used to make this information book a discussion.

Index	
builder.....	5
farmer.....	4
firefighter.....	8
road worker.....	13
sailor.....	9
skier.....	12

Have the children demonstrate using an index. Ask them to find information on farmers. Then have them turn to the page on skiers.

Ask the children what compound word they can see on this page.

**10 d Bad Weather,
Good Weather**

Name _____

1. Make compound words from the following words.

fighter

balls

can

fire

not

snow

man

snow

2. What did these people think of the weather?
Write them in the columns.

Good Weather	Bad Weather
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builder

roadworker

sailor

farmer

skier

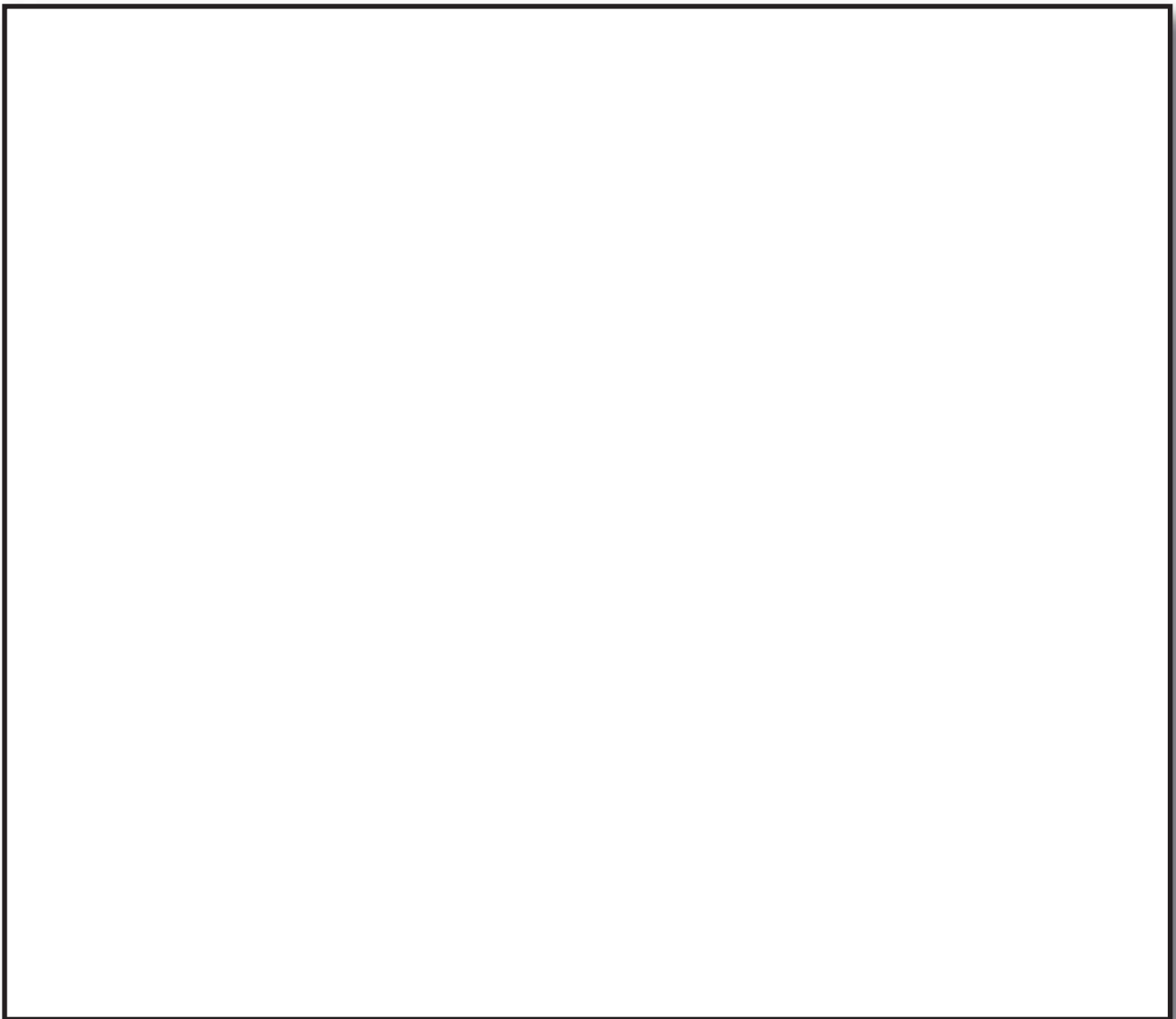
children

firefighter

**10 d Bad Weather,
Good Weather**

Name _____

1. Draw a picture of one of the people in the book who likes one of the weather types in the book.
2. Complete the sentence below the picture to say what type of weather your person likes and why.



“I like _____ because _____.”