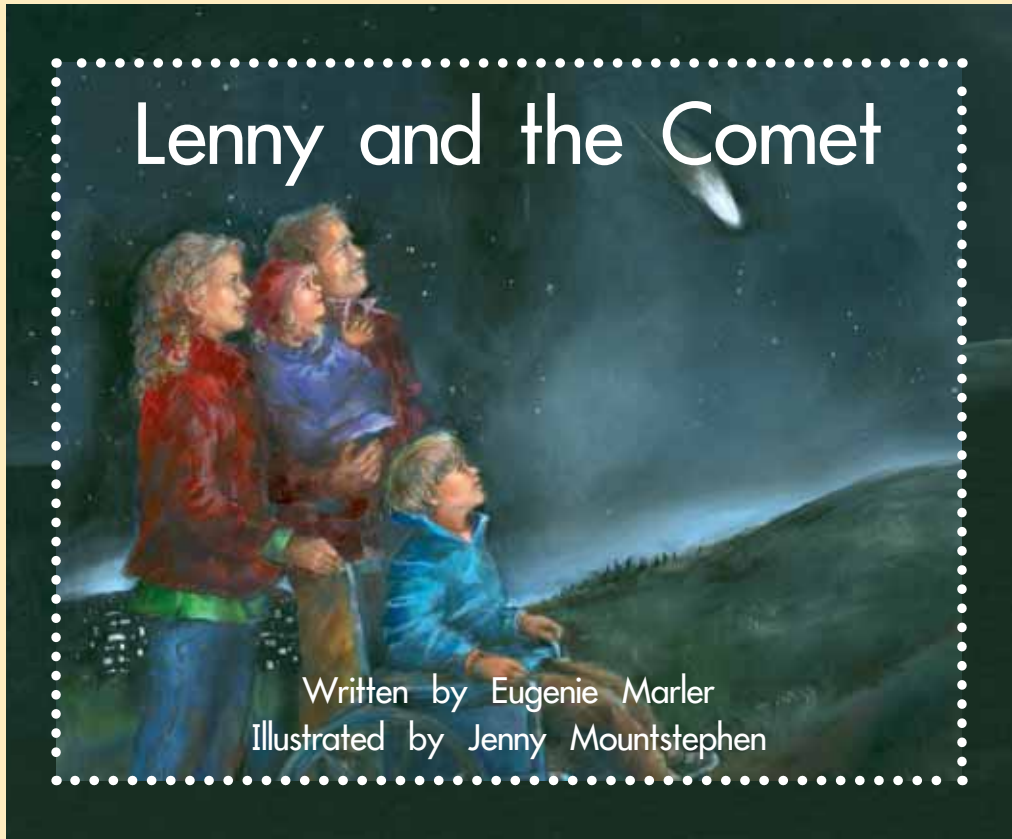




# Level 10

## Book e



Level	10
Word Count	209
Text Type	Literary recount
High Frequency Word/s Introduced	black, when



MACMILLAN

Time to Play

Clown About

Freaky Frank

Summer  
and Winter

Lenny and  
the Comet

A Real Dinosaur

Places Where  
Animals Live

A Scarecrow  
for the Field

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)*



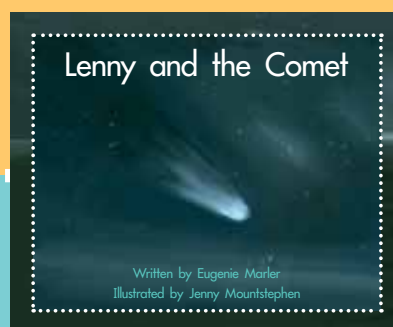
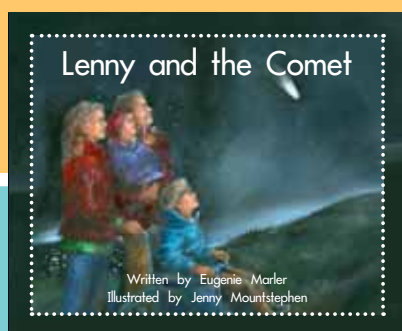
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children to describe the front cover and title page. What is this family doing? Discuss what comets are and how they are different from meteorites.



Ask the children if they have seen a comet in the sky. Talk about why they are so interesting and mysterious.

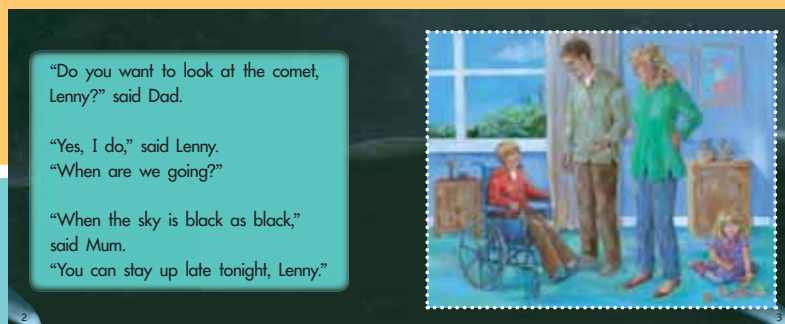


Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

## BEFORE READING 2/3

Ask the children to identify the people in the family. Talk about why the boy might be in a wheelchair. Which person might Lenny be?



## AFTER READING

Ask the children what Mum and Dad said to Lenny.

Have the children find the words that describe the sky – *black as black*. What other words could describe the sky?

## BEFORE READING 4/5

Ask the children what they think Lenny is feeling. How do the children think the story might progress?



## AFTER READING

Ask the children if it is day or night. Have them refer to the text as well as the picture to support their conclusions. What time does Lenny have to wait until?

Identify the word *was*. Clarify past and present tense. Have the children place the word in sentences to share with the group. Identify the *y* ending in the word *Lenny*. What other words have the *y* ending?

Ask the children what Lenny's family is doing now. Why is Lenny not eating dinner with his family?

Lenny waited and waited,  
but the sky did not get black.

"Come for dinner now, Lenny," said Mum.



Ask the children how they think Lenny feels having to wait all this time. Can the children remember waiting a long time for something to happen? How did they feel?

Ask the children to find the word *now*. Have them place it in sentences to clarify meaning and use. Can they think of other words with the same *ow* sound? Why does the author repeat the word *waited*?

Ask the children to tell you why Lenny is pointing out the window. Is it day or night? What is the rest of the family doing while Lenny waits for the comet?

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.

After dinner, the sky was still blue.

Lenny read a story  
to his sister.

When his sister went to sleep,  
Lenny looked out the window.  
"Mum! Dad! Look!  
The sky is black now!" said Lenny.



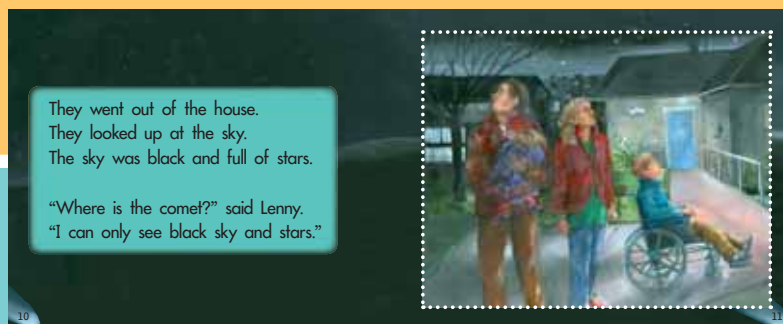
Ask the children what they think of this book so far. What do they like most about the book?

Ask the children to point to the word *When*. Have them place it in sentences to share with the group. Identify the word *window*. What other words have the same *ow* sound?

## BEFORE READING 10/11

Ask the children to say what Lenny's family is doing in the picture. Why has everybody put on jackets?

Have the children predict the text. Encourage them to use vocabulary and style similar to that of the author.



## AFTER READING

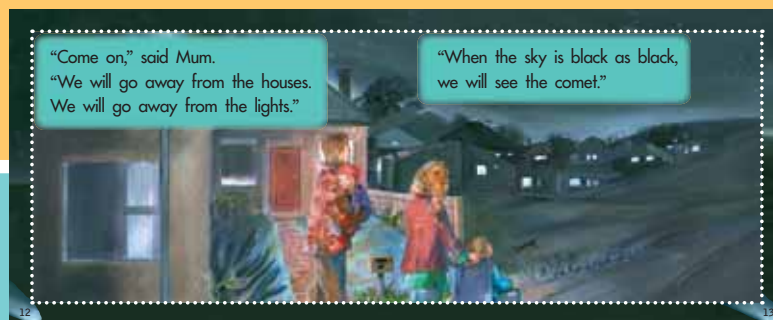
Do the children think it is a good night to see the comet? Why? Praise them for telling you a clear night is good for seeing a comet. Why would a cloudy night not be good?

Ask the children to identify the words *house* and *Where*. Tell the children that *where* is often found at the start of a question. Have them place the words in sentences to clarify meaning and use.

## BEFORE READING 12/13

Cover the text and have the children describe the picture.

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.



## AFTER READING

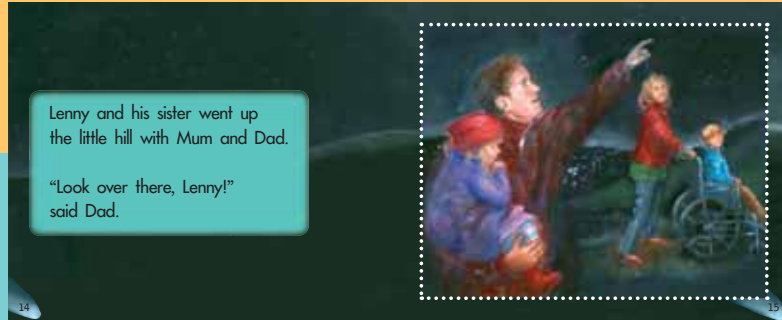
Ask the children why Mum wants to go away from the houses and lights. What does Mum mean by *black as black*? Why did the author use this phrase?



Ask the children what they think Dad is pointing at. Will Lenny's sister see the comet? Why or why not?



What do the children think of this story so far? Why? Do they think the author came up with a good idea for a story?



Ask the children what the family had to walk up to get a better view of the comet. Praise the children for finding the words *little hill* in the text.



Ask the children to identify the word *went*. Tell them the word comes from the verb *to go*. Put *go* and *went* into sentences to clarify the use of past and present tenses.



Ask the children if Lenny's sister has woken up. What can the family see from the top of the hill? What might Lenny be talking about at school tomorrow?



Ask the children what they liked about this book. Would they recommend it to their friends?



Ask the children who they think says *There is the comet!* Review exclamation marks.



# 10 e Lenny and the Comet

Name \_\_\_\_\_

Circle the words that can describe a thing.

One has been done for you.

dog

blue

cold

house

eat

wait

cat

comet

window

stars

black

big

sister

first

read

sky

little

Put two of the circled words in sentences.

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# 10 e Lenny and the Comet

Name \_\_\_\_\_

Write the verbs the words come from.

The first one has been done for you.

shining      to shine

smelling      \_\_\_\_\_

pulled      \_\_\_\_\_

tasted      \_\_\_\_\_

liked      \_\_\_\_\_

went      \_\_\_\_\_

slept      \_\_\_\_\_

found      \_\_\_\_\_