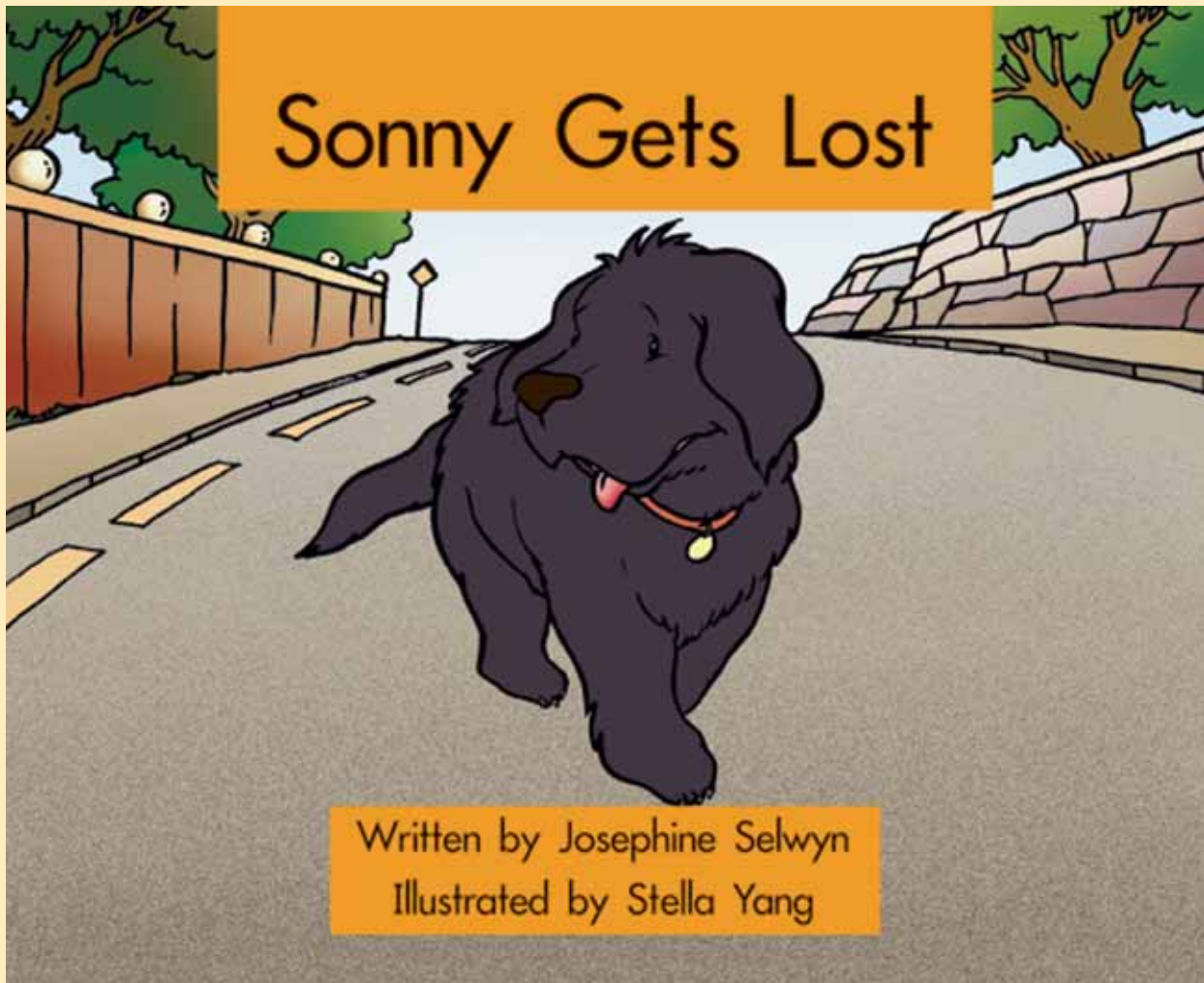




Level 10

Book e



Written by Josephine Selwyn
Illustrated by Stella Yang

| | |
|-------------------------------------|------------------|
| Level | 10 |
| Word Count | 194 |
| Text Type | Literary recount |
| High Frequency Word/s Introduced | black, when |

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)



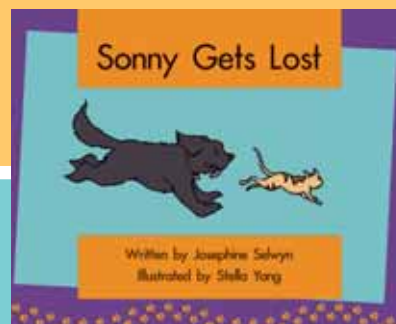
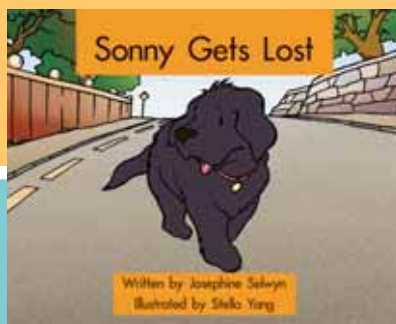
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children what kind of animal is on the cover. What is this animal doing on the title page? What do they think might have happened because he chased the cat?



Ask the children what the name of this animal is. What happens to him?

AFTER READING

Ask the children what Sonny is doing in this picture. Who is the woman with him? Where are they?

Explain adjectives to the children. Explain that there can sometimes be several in a row. Have the children scan the text for words that describe Sonny.



Ask the children where Sonny likes to sleep. What three words are used to describe Sonny? What does Sonny like to do in the sun, on the mat, and on the chair?

Ask the children what is happening in this picture. Do they think that Sonny is a friendly dog?

Invite the children to locate the word *likes* in the text. What other word ends in *es*? Compare the sounds at the end of each word.



Ask the children what it is that Sonny likes. What are the names of some of the men that Sonny likes?



Ask the children what Sonny is doing in this picture. Have them look at the expression on Sonny's face. How do they think he is feeling?



Remind the children what adjectives are. Have them scan the page for adjectives that relate. What adjectives can they find? What do these adjectives describe?



Ask the children what Sonny likes most. Ask them if Sonny likes cats more than men. Have them point out the part of the text that tells them that he does. What does Sonny like to do to the cats? What kinds of cats does Sonny run after?



Ask the children where Sonny is chasing this cat. How is this different from the previous picture? What do the children think is going to happen?



Ask the children how the cat on this page could be described. Have them scan the text to see if they are right.



Ask the children what Sonny is doing. Why is he chasing the cat on the road? Why is the cat running away?



Discuss why the illustrator put footprints trailing a path along the bottom of the page. How do they clarify the main action in this recount, for the reader?

BEFORE READING 10/11

Ask the children if they can remember this lady's name. What is she doing? Why is she calling out? Where is Sonny? Is there any response? Why not?



Talk about substituting the word *said* with *called* to reflect more of Sandy's action in the picture. Discuss the use of the exclamation mark.

AFTER READING

What Time Is it?

Mrs Popinops Ghost

Dinosaur Dan

Bad Weather. Good Weather

BEFORE READING 12/13

Ask the children why they think Sandy is in a car now. Whose car do they think it is? If not Sandy's, why not? Who do they think is driving? If not Sandy, why not?

Ask the children which word describes how far down the road Sandy went.



Ask the children what Sandy got into. Where did she go? What did she do as she went?

Discuss the technique the illustrator has used in the picture to indicate that the car is moving.

AFTER READING

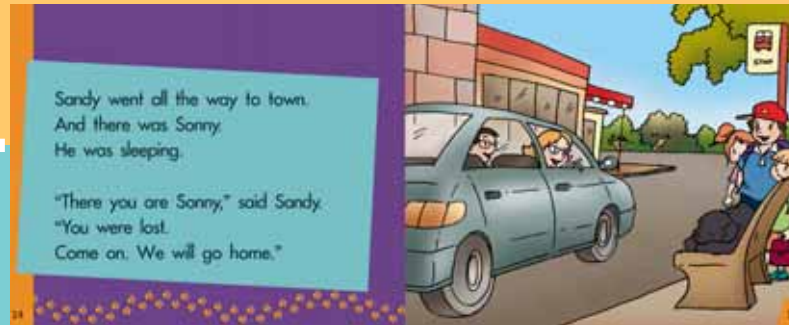
Sonny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children where Sandy has found Sonny. What clues are there in the picture that suggest he has gone a long way?



Ask the children where Sandy got to in her car. Why didn't Sonny come home? What was Sonny doing? What does Sandy say they will do now that Sonny has been found?

Write *sleeping* on the board. Ask the children to identify the initial consonant blend. Invite them to supply words that start with the same blend as *sleeping*.

Ask the children where Sandy and Sonny are now. What might Sandy be saying to Sonny?

Have the children read the book independently. Ask them to suggest what they will do if what they read does not make sense. Make suggestions where necessary.



Encourage the children to think carefully about what they have read on this page. Ask them why Sandy says to Sonny, "No more running after cats!"

Discuss the author's knowledge of dog's behaviour. From the children's point of view, could they add a sequel? Do they agree with the author that the story has ended?

10 e Sonny Gets Lost

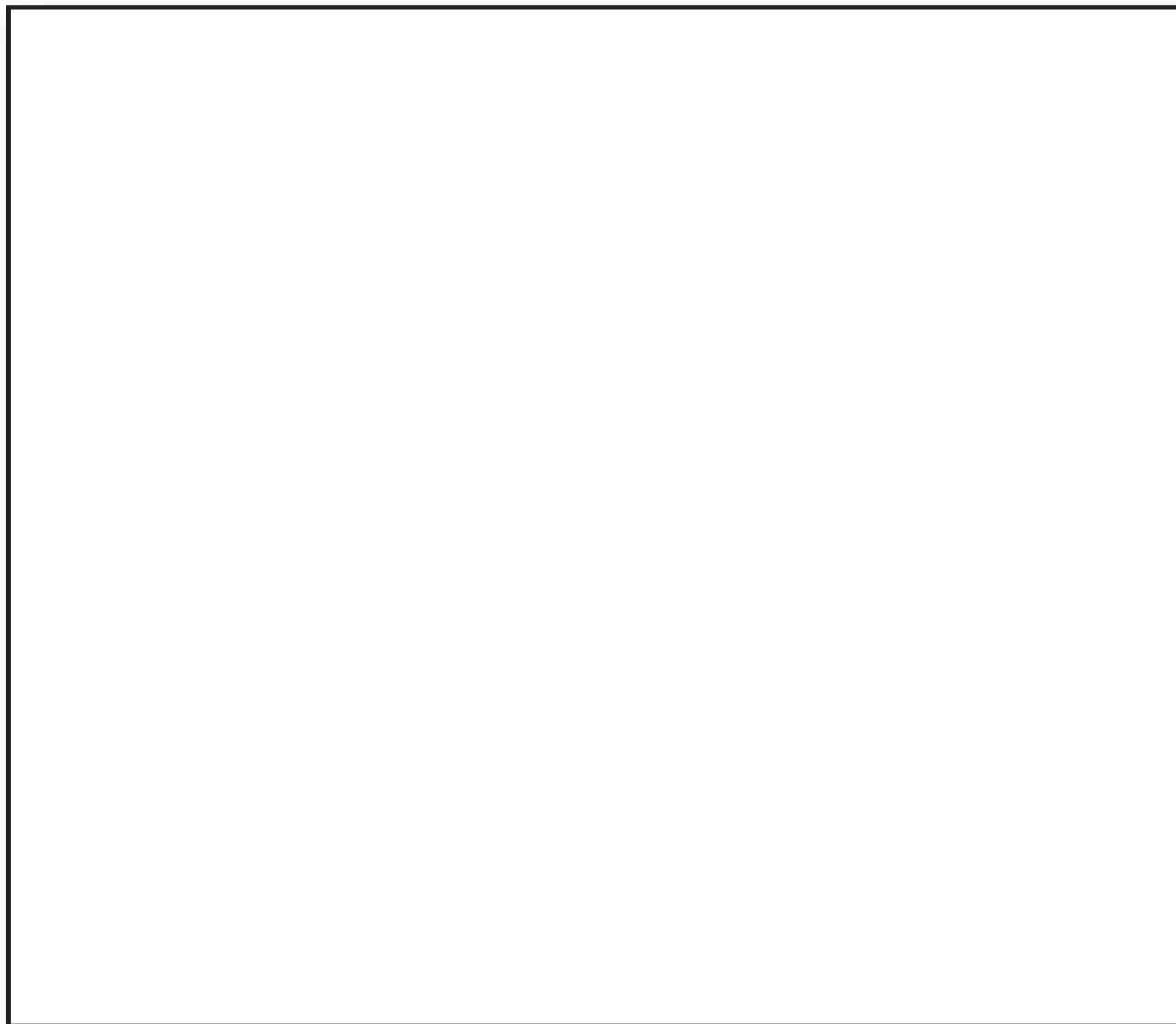
Name _____

1. Circle the adjectives that have been used in these sentences. Then draw a picture.

Sonny is a dog.

A big, black dog.

A big, black, shaggy dog.



10 e Sonny Gets Lost

Name _____

2. Complete the sentence to answer the question. Then colour the picture.

Most of all, Sonny likes _____ .

He likes _____ after _____ !

What does Sonny like best? _____

