



Level 11

Book b

Inside Games



Written by Edward Shipley
Photographed by Sarah Edwards

Level	11
Word Count	225
Text Type	Procedural recount
High Frequency	boy, girl
Word/s Introduced	



Washed Away

Inside Games

Dragons Don't
Eat Meat

Ted and Lees Book

School Blog

Overnight Train

Big Dogs
Little Dogs

What's That
Smell?

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

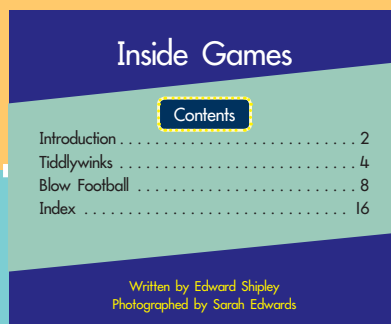
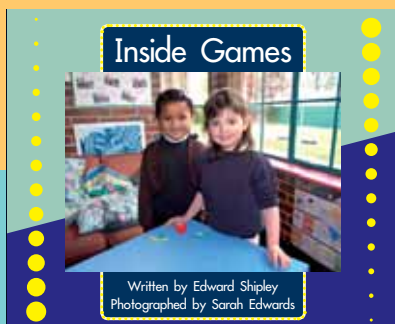
Cover & Title Page



Have the children describe the front cover and contents page. Is this a story book or information book?



Tell the children this page is called the contents page. It shows the smaller parts of a main topic. How might this be helpful?



AFTER READING



Ask the children to tell you what information they will find in this book. What kinds of inside games do the children play?



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

Have the children notice the new feature on this page. Tell them the word in the box at the top of the page is a heading. What are the children in the photo doing? Why might we play inside games?

Introduction

A lot of boys and girls play inside. They play inside games.

Two games that boys and girls play are tiddlywinks and blow football.

Have you played tiddlywinks and blow football?



What are two games that boys and girls can play inside? Have the children answer the question posed in the text.

Ask the children to find the word *blow*. Where is the question mark? Tell the children that their voice should go up at the end when they read a question. Practise, using the example here.

Tell the children that the heading tells what this part of the book is about. Have the children read the heading and tell what inside game we will learn about.

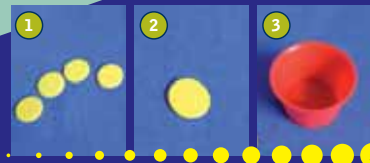
Tiddlywinks

These two girls are playing tiddlywinks.



What They Need to Play Tiddlywinks

- 1 Winks
- 2 Squidger
- 3 Cup



What does the text in the yellow box say? Why are there numbers in the text and on the photos? How is this helpful? Have the children list the materials the girls need to play tiddlywinks.

Ask the children to find the word *Play*. Identify the *ay* sound in the word. What ending has been added to *play* here?

Ask the children to describe these photos. What does the text in the yellow box tell us? Do the children like playing games with their friends?

How They Play

One girl goes first.
She puts the cup on the table.
She takes her squidger.
She pushes it down on the edge of a wink.
She tries to flip
the wink in the cup.
She flips it in the cup.

Now, the other girl plays.
She does not flip the wink in the cup.
The winner is the first to flip
all their winks in the cup.



Ask the children to describe how to play a game of tiddlywinks. Have them refer to both the text and the photos.

Ask the children to find the words *girl* and *does*. Can they spell *girl* without looking at the word? Can they spell *does* without looking at the word?

Ask the children to read the heading and look at the photos. What is this part of the book about? What inside game will we learn about? Have the children notice the list and numbered photos. Have the children played a game like this before? Was it fun?

Blow Football

These two boys are playing blow football.



What They Need to Play Blow Football

- 1 Straws
- 2 Ping-pong ball
- 3 Books



What does the text in the yellow box say? Have the children list all the materials the boys need to play blow football.

What word here is made from two smaller words? Ask the children to find the word *playing*. What other ending can we add to *play*? How does this change the meaning?

BEFORE READING 10/11

Ask the children to describe how the boys set up the table. What does the text in the yellow box say?

How They Play

They make two goals with the books. They put the ball in the middle of the goals.



AFTER READING

Ask the children what the boys do. What do the books function as? What do the boys put in the middle of the goals?

Ask the children to find the word *put*. Ask them to place it in sentences to clarify meaning and use. What word here ends with the letters *le*? List other words with the *le* ending on the board. Read the list together.

Washed Away

Inside Games

Dragons Don't Eat Meat

Ted and Lees Book

BEFORE READING 12/13

What is the boy on page 13 doing? Which boy do the children think will win the game?

Now, the boys blow in their straws. They try to blow the ball in the goal. They try to blow the ball away from their own goal.



Ask the children what the text says. What do the boys try to do? Would the children like to play this game?

Have the children find the word *their*. Ask them to place it in sentences. Compare it with *there*.

AFTER READING

School Blog

Overnight Train

Big Dogs Little Dogs

What's That Smell?



Ask the children to describe what is happening in the photos. Do the boys look like they are having fun?



Have the children say what they think of the book and why. Do they think the author has come up with a good idea for a book?

The boy in blue blows the ball towards the goal.
But the boy in black blows the ball away.



14

The boy in black blows the ball towards the goal.
He blows the ball in the goal.
The boy in black has scored a goal.



15



Ask the children to tell you which boy scored a goal. How does the text describe this boy?



Have the children find the word *boy*. Can they spell it without looking at the text? Tell the children that colours are describing words. They tell what things look like. What describing words are in the text? What are some other colours?



Show the children how to use the index page. How might an index page be helpful?



Have the children play the games in the book and tell whether or not the descriptions are adequate.

Index	
ball	9, 10, 12, 14, 15
cup	5-7
goal(s)	10, 12, 14, 15
squidger	5, 6
straws	9, 12
wink(s)	5-7

16



Have the children use the index. Ask the children to turn to the pages that have information about straws. What would we read about on pages 5 and 6?



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

11 b Inside Games

Name _____

Cut out the boxes. Put them in the correct order.

She pushes the squidger
down on the wink.

She takes her squidger.

She puts the cup on the table.

She flips the wink in the cup.

11 b Inside Games

Name _____

Circle the words from the book.

wink

sleepy

black

great

boy

play

dog

hat

bread

girl

one

sheep

put

meat

what

their

middle

three

blow

now

what