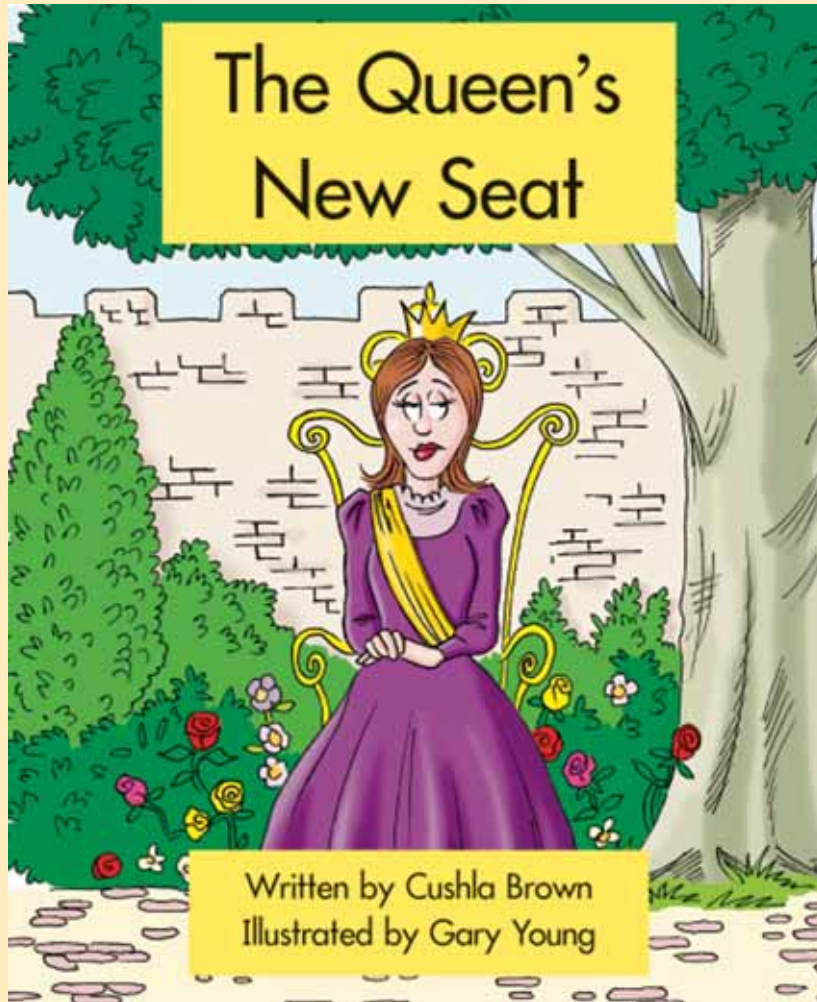




Level 11

Book c



Level	11
Word Count	230
Text Type	Narrative
High Frequency Introduced	new
Word/s Introduced	

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)



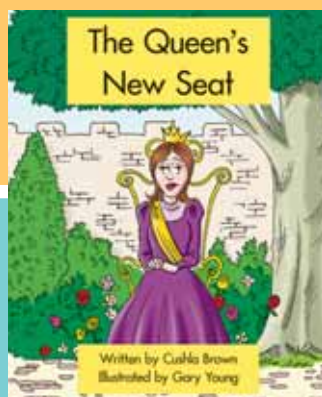
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the picture on the cover. Who do they think is the person on the cover? Can they see her new seat? Have the children look at the title page. Have they heard of a seat before? Ask them if they can tell what a seat is from the picture.

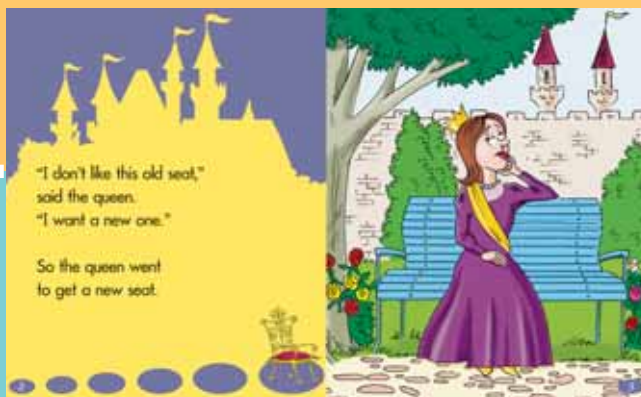


Ask the children whose new seat this is. How can they tell? Explain the possessive apostrophe's.

AFTER READING

BEFORE READING
2/3

Have the children look at this picture. Ask them if this is the queen's new seat. Why would she want a new seat?



Ask the children how the queen feels about her old seat. What does she do about it?

AFTER READING

BEFORE READING
4/5

Discuss with the children where the queen goes to get her new seat. Have them look at the picture. Ask them where she is.

Have the children find the possessive apostrophe on this page. Ask them who the owner is. What is it indicating that she owns?



Ask the children what words the queen uses to say which seat she likes. Where does she ask for the seat to be put? Who puts it there?

Discuss with the children who is in control. How do the author and illustrator make this clear to the reader?

AFTER READING

Ask the children who the man in the picture might be. What do they think the queen is doing? Where is the king going?

Have the children scan the page for a possessive apostrophe. Ask them what this possessive apostrophe indicates.

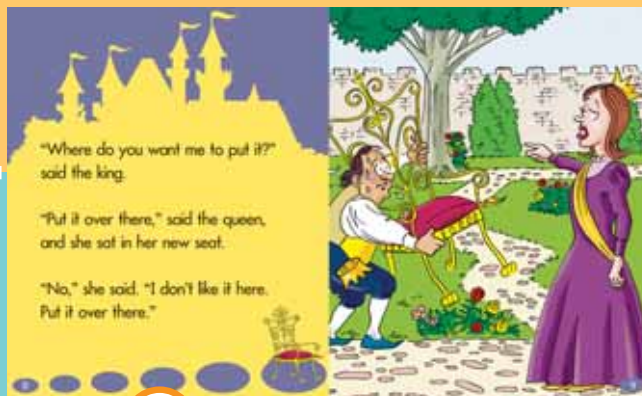


What does the queen want out of her car? Who is she talking to? Does he do it? What words tell you that he does?

Can you think of a word the queen could have used when she spoke to the king? Is she demanding or asking?

Discuss with the children what the queen is doing now that she has her new seat. Ask them what they think will happen once the seat has been put down.

Ask the children how the queen's seat is described. What kind of seat is it? Have them scan the text for the word that describes her seat.

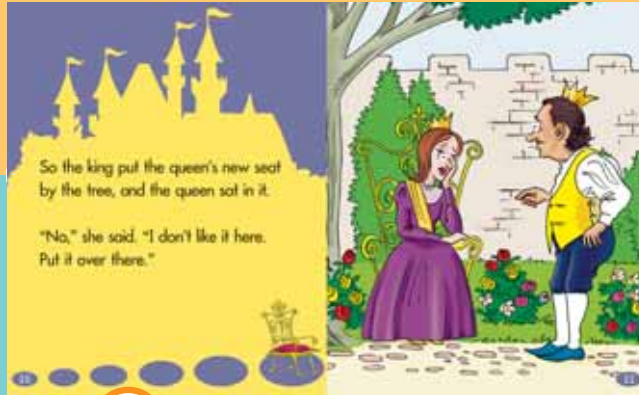


Ask the children what the king wants to know. What does the queen do when her seat is put down? Does she like where the seat has been put?

BEFORE READING 10/11

Ask the children where the seat has been moved. Do they think the queen likes the seat here? Why or why not?

Have the children scan the page to see if it has a possessive apostrophe.



Ask the children where the king put the queen's seat. After the king put it down, what did the queen do with her new seat? Why did she ask for it to be moved again?

AFTER READING

BEFORE READING 12/13

Have the children locate the possessive apostrophe and the word *new* on this page.



Ask the children where the king put the queen's seat this time. What did she say about where it was put?

Discuss the problem/plot in this story. Can the children predict a resolution to the problem?

AFTER READING

Discuss with the children how the king must feel about moving the queen's seat all the time. Have them look at the first picture. How does the king look in this picture?

Ask the children what a possessive apostrophe is. How can they recognise a possessive apostrophe? What example have they been looking for? Have them locate the word *new*.



Have the children think carefully about their discussion on how the king might feel. Ask them why he says "That's it!" and takes the seat to the car. What is he going to do with the seat?

Discuss with the children how control has shifted from one character to another.

Ask the children what they think the king is saying to the queen in response to her saying she still wants her new seat.

Have the children read the book independently. Ask them to be aware and respond to the punctuation as they read.

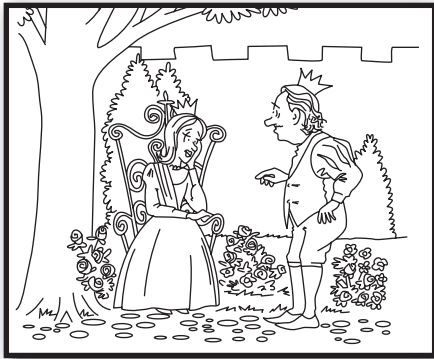


Discuss with the children what the king means when he says the queen will have to sit in her old seat. Why will she have to sit in her old seat? Do the children think this is fair? If not, why? What is fair about it?

11 c The Queen's New Seat

Name _____

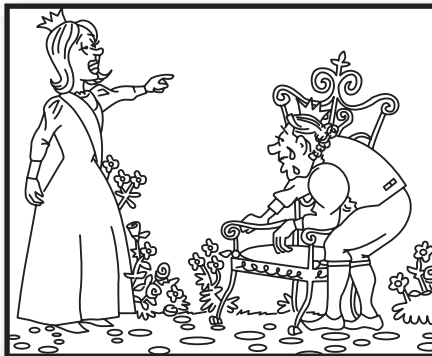
1. In what different places does the queen have her new seat put? Complete the following sentences to find the answer. Then colour the pictures.



By the _ _ _ _ .



By the _ _ _ _ .



By the _ _ _ _ _ _ .

11 c The Queen's New Seat

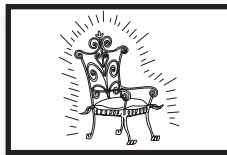
Name _____

1. Match the opposites.

under	new
happy	on
old	sad
hard	over
off	soft

A line connects the word "under" to the word "over".

2. Draw lines to match the words and pictures.



flowers

king

lake

queen

seat

3. Draw the queen's new seat.

