



Level 11

Book d

Ted and Lee's Book



Written and photographed
by Victoria St John

Level	11
Word Count	240
Text Type	Explanation
High Frequency	but, how
Word/s Introduced	



Washed Away

Inside Games

Dragons Don't
Eat Meat

Ted and Lee's 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)

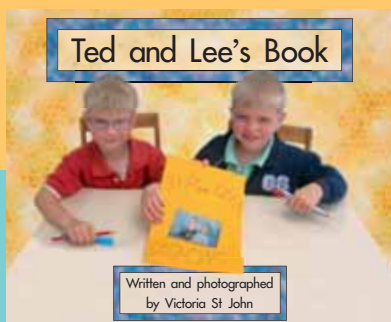
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)


BEFORE READING

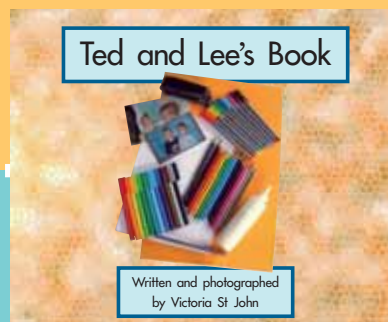
Cover & Title Page


 Ask the children to describe the front cover and title page. Have the children ever made a book at school or at home?



 Have the children predict the steps Ted and Lee might take when making their book. What items would they need?

 Explain what the author/photographer does. Would the children like to do either of these jobs?



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

BEFORE READING

2/3

Have the children look at the photo. Tell them that it is important to plan a project such as making a book. Have them make a list of all the things Ted and Lee will need.

Discuss the use of speech marks in the text. Explain that speech marks are used when someone is talking. Locate the speech marks on the page.

"It's Mum's birthday," said Lee.
"How can we make her birthday happy?"

"We can make a present," said Ted.

"But what will we make?" said Lee.

"What does Mum like?" said Ted.

"She likes us," said Lee.

"Let's make a book about us!"



AFTER READING

Why are the boys making a book? What is the book about? Which boy suggests making a present?

Have the children find the word *But*. Have them place it in sentences to clarify meaning and use. Identify the word *Lee*. What other words have the same *ee* sound? Have the children find *It's*. What letter does the apostrophe replace?

BEFORE READING

4/5

Ask the children what the boys are doing in the photo. Is this what the children would have done first? Talk about the importance of having an eye-catching cover.

"Let's make some paper pages," said Ted.

"This cardboard can be the cover," said Lee.

"You hold it," said Ted.

"I'll staple it."

"Now we have an empty book," said Lee.



AFTER READING

Ask the children who staples the book and who holds it. What should Ted and Lee do next?

Identify the word *Let's*. Tell the children it comes from *Let us*. The apostrophe stands in place of a letter. What is the missing letter? What word comes from *I will*? What word has the *y* ending? What sound does the *y* ending make?

Ask the children what Ted and Lee are doing now. Are Ted and Lee making an eye-catching cover? What other things could they do to make the cover look good? What should they do next?

"What about a title?" said Lee.
 "How about *Ted and Lee's Book*?" said Ted.
 "Cool idea," said Lee.
 "We can put our pictures on the cover."
 "We can write and draw on the pages," said Ted.



What does Lee think of Ted's idea? Praise the children for telling you Lee thinks it is a *Cool idea*. What meaning does *cool* have here? What other words have the double *o* sound?

Ask the children to find the word *How*. Have the children identify all the punctuation on the page. Discuss the function of each kind. Identify the silent *w* in the word *write*.

Ask the children what materials Ted and Lee are using now. What have they drawn? Who might the babies in the photo be? What are they going to do with the glue?

"But how will we write and draw in our book?" said Ted.
 "Let's start with when we were babies," said Lee.
 "We can put in photos of how we looked, and write about what we were like."
 "Let's do it," said Ted.



Ask the children what they think of the book so far. Why might it be useful to people?

What are the words in the text with the double *o* sound? Ask the children to point to the word *will*. Have them place it in sentences to clarify meaning and use.

BEFORE READING 10/11

What items are Ted and Lee using now? What are they drawing? How could they make the pictures better?

Have the children predict the text. Praise them for using words similar in vocabulary and style to that of the author.

"Now what will we do?" said Ted.

"Let's draw Mum and Dad," said Lee.

"Let's put in Grandma, too," said Ted.

"And the dog and cat!" said Lee.



AFTER READING

What family members do Ted and Lee draw? Who says Ted and Lee should draw the dog and cat as well?

Ask the children to identify the word *what*. Ask them to place the word in sentences. Have them point to the word *Now*. What other words have the same *ow* sound? Tell them *what* often comes at the start of a sentence. What other *wh* words might come at the start of a sentence?

BEFORE READING 12/13

Ask the children what they like most about Ted and Lee's book. Have the children talk about their own skills and talents when doing a project such as this one.

Have the children predict the text. Praise them for using words that are similar to the author's vocabulary and style.

"Now we can write and draw about what we like," said Ted.

"Cool idea," said Lee. "I like to run."

"But I like to read," said Ted.
"And I like cake!"



AFTER READING

What things does Lee like? What two things does Ted like? What things do the children like that they would put in the pictures?


Review exclamation marks. Tell the children that exclamation marks can show excitement, fear, or anger. Brainstorm other words or phrases where exclamation marks are used. Remind the children to raise their voices when they read these sentences.

Did Ted and Lee's mum like the book? Read the heading. Why are there numbers on the photos? How does this feature help us?





Ask the children what they think of the book. Why do they think this? Has the author come up with a good idea for a book?

"Look, Mum!" said Lee and Ted.

"We made you a birthday present. Happy birthday!"



Making the Book

- 1  Get some paper.
- 2  Get some cardboard.
- 3  Staple the book.
- 4  Write and draw!

What do Ted and Lee say to their mum? How might Ted and Lee be feeling at the moment?

Ask the children to identify the words *birthday* and *cardboard*. What smaller words are each of these words made from?

Tell the children this page is called an index page. What would they use it for? How does it help people find information in the book?

Index	
birthday	2, 14
cardboard	4, 15
cover	4
paper	4, 15
photos	8
title	6

Ask the children to tell you what they liked most about this book. Has it given them any ideas? What would the children make a book about?

What information would the children find on page 8? What pages have information about paper? Have the children reread the index entries and go back to the relevant pages and reread the sentences in which the words occur.

11 d Ted and Lee's Book

Name _____

Put the instructions in the correct order.

Use the book to help you.

Staple the book.

Get some cardboard.

Write and draw!

Get some paper.

Put punctuation in the sentences.

now what will we do said ted

lets draw mum and dad said lee

lets put in grandma too

and the cat and dog said lee

Change the two words into one word.

The first one has been done for you.

I will I'll

it is _____

I am _____

that is _____

can not _____

let us _____

do not _____

you are _____

I have _____