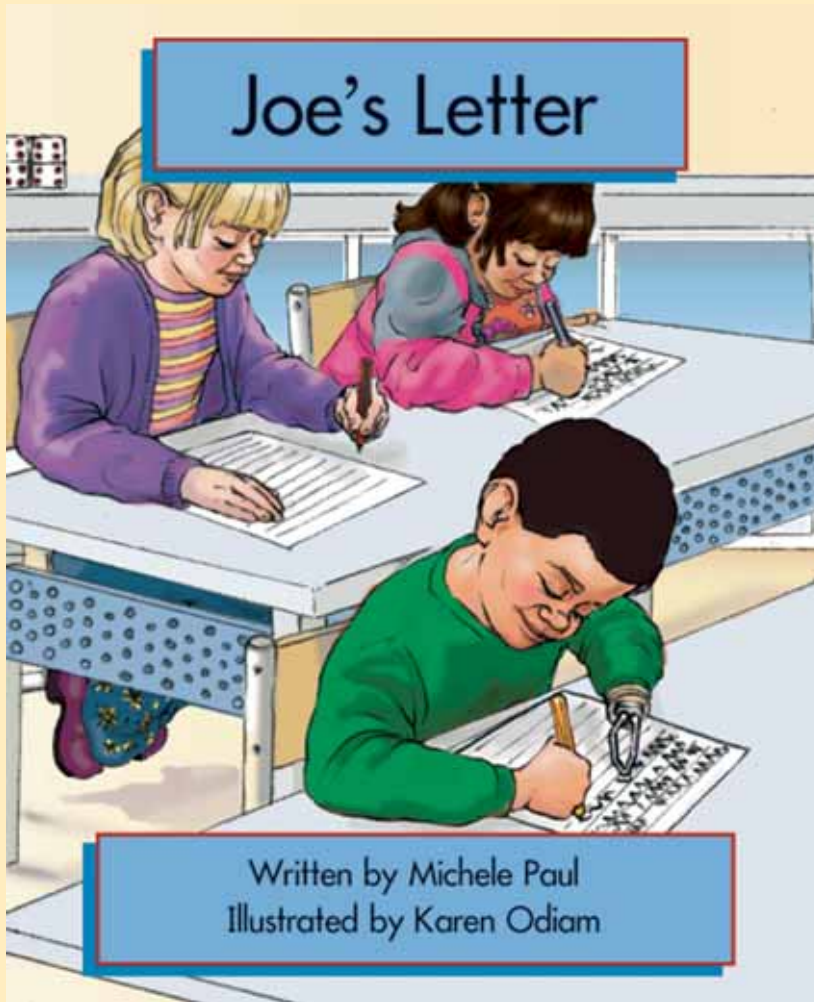




# Level 11

## Book e



Level	11
Word Count	219
Text Type	Literary Recount
High Frequency Introduced	from, love
Word/s Introduced	



MACMILLAN

The Snail Race

Outside Games

The Queen's  
New Seat

Geena's Project

Joe's Letter

When I Looked out of  
My Window

Big Cats  
Little Cats

Carliss  
Big Yawn

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)*



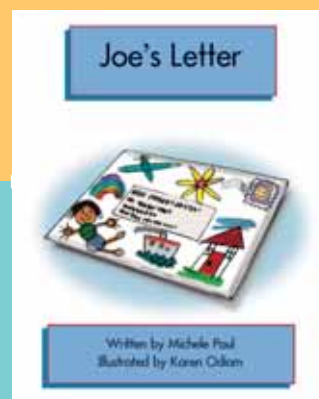
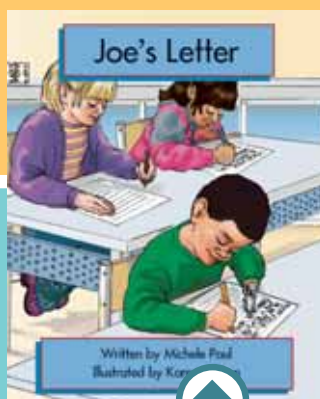
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss with the children what a letter is. Who might they write a letter to? What might they write about in a letter? What is the difference between writing a letter and writing an email?



Ask the children how the author and illustrator have indicated which of the characters on the cover is Joe. What have they indicated about letter writing from the pictures on the cover and title page?

AFTER READING

## BEFORE READING

2/3

Ask the children if they know how to begin a letter. What does it start with? What do they think Joe has written about in his letter?

Ask the children to scan the page for the letter *o*. How many words have the letter *o* in them? Which three words have a double *o* in them?



Ask the children what day of the week it is in the story. Who is Joe writing his letter to? Where did Joe get his good book from? Where is the library that Joe went to most likely to be?

## AFTER READING

## BEFORE READING

4/5

Ask the children what Joe is doing in this picture. What will he put in his letter about this? How does a letter end? Discuss this with the children.

Have the children scan the text for the words *love* and *from*.



Ask the children what Joe's book was about. What did he do with his book? Where did he read it? How does Joe finish his letter?

Invite the children to comment on whether the author and illustrator have indicated that Joe has enjoyed his day at school. How do they know Joe has enjoyed his day? Explain their reasons for saying that.

## AFTER READING

Have the children look at this picture. What do they think Joe is writing about now? Ask if they think it is the same day or not? If not, why not?



Ask the children what day of the week it is on this page. How can they tell? Who is this letter to? What did Joe do today? Ask them where Joe was when he ran his race.

Ask the children if they think that Joe comes first in his race. Have them look closely at the picture and ask why they think he does or does not come first. Ask the children why Joe had to run slow. Have them look at the number of people running and ask where Joe came in the race.

Have the children scan the text for the words *love* and *from*.



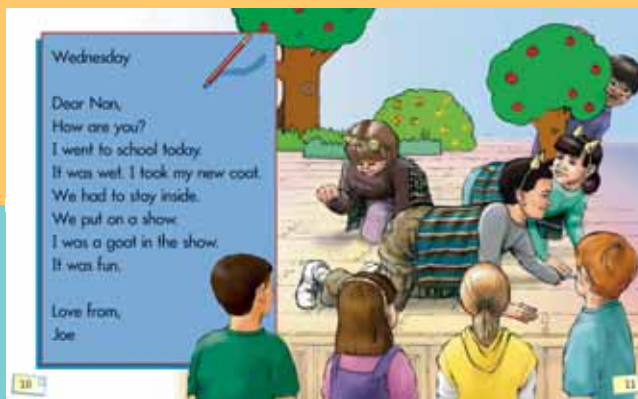
Discuss whether this story could be true or not. Encourage the children to compare it with their own experience to qualify their comments.

Write *Joe* on the board. Ask the children to find another word on p8 that rhymes with *Joe*. Can they think of another word? Hint that it is used for gardening.

BEFORE READING 10/11

Discuss with the children what Joe is writing about this time. What does he appear to be doing in this picture?

Have the children continue to scan for the words *love* and *from*.



Ask the children what day of the week this letter was written on. How can they tell? Did Joe go to school today? What did he do there?

Discuss with the children if the illustrator has made it clear that the children are inside the school and that Joe is pretending to be a goat.

AFTER READING

The Snail Race

Outside Games

The Queens New Seat

Geena's Project

BEFORE READING 12/13

Ask the children what pattern the story has followed so far. What has Joe been writing about? What might Joe write about on this page?

Ask the children where the words *love* and *from* are always found in Joe's letters.



Ask the children what day it is at school. When did Joe make his hat? How has Joe signed his letter? Ask the children how Joe felt about his hat. Did Joe enjoy his day at school? How do they know?

AFTER READING

Joe's Letter

When I Looked out of My Window

Big Cats Little Cats

Carlross Big Yawn



Ask the children to look at the picture. What do they think Joe is doing in this picture?



Ask the children what comes at the top of the page when they write a letter.



Ask the children what Joe had to do at school on this day. What day of the week is it on this page? What did Joe think of his letter?



Ask the children who they think the woman in this picture is. What is she doing?



Have the children read the book independently. Ask them as they read to think about which letter they like the best and to tell their partner.



Ask the children to think about what they have just read. Ask them if the story was about a different letter each day or one letter, written on Friday, that was about all the previous days.



Discuss with the children if this book would help them if they wanted to write a letter.

# 11 e Joe's Letter

Name \_\_\_\_\_

1. Match the events to the days of the week.

Then colour the picture.

- |           |                      |
|-----------|----------------------|
| Monday    | was a goat           |
| Tuesday   | made a hat           |
| Wednesday | read a book on boats |
| Thursday  | wrote a letter       |
| Friday    | ran in a race        |



# 11 e Joe's Letter

Name \_\_\_\_\_

1. Complete the following letter from Joe.

Wednesday

\_\_\_\_\_ Nan,

How are you?

I went to \_\_\_\_\_ today.

It was \_\_\_\_\_. I took my new \_\_\_\_\_.

We had to stay \_\_\_\_\_.

We put on a \_\_\_\_\_.

I was a \_\_\_\_\_ in the show.

It was fun.

\_\_\_\_\_

Joe