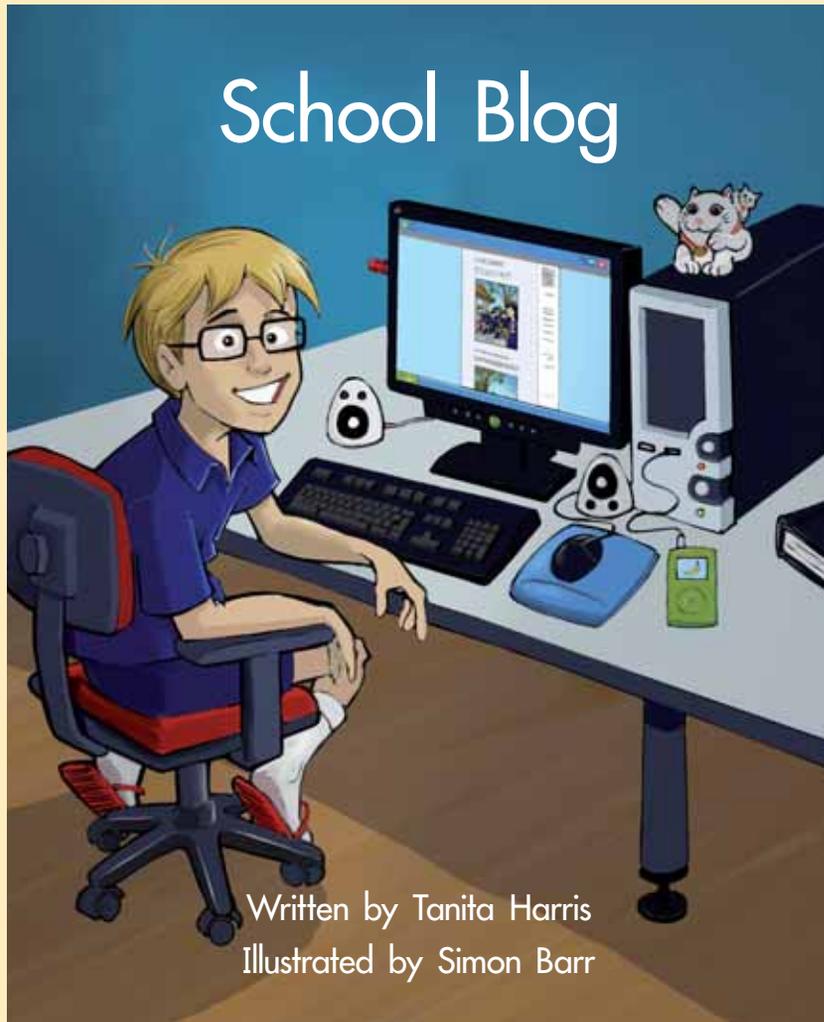




Level 11

Book e



Written by Tanita Harris
Illustrated by Simon Barr

Level	11
Word Count	231
Text Type	Literary recount
High Frequency Word/s Introduced	from, good, love, school, today



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

 Ask the children to describe what they see on the front cover and title page. What tasks do the children use computers for?

 Identify book conventions. Talk about what jobs the author and illustrator do. Would the children like to do either of these jobs?

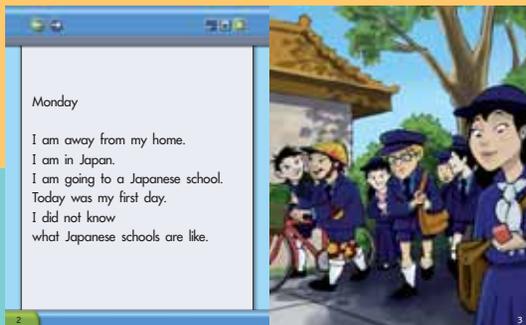


 What is a blog? Explain that a blog is like a diary kept on the Internet. Have any of the children kept a diary before?

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

BEFORE READING 2/3

Ask the children to look at the pictures and identify the boy from the front cover. Talk about the expression on his face. Why might the boy be worried? Is this school in Australia?



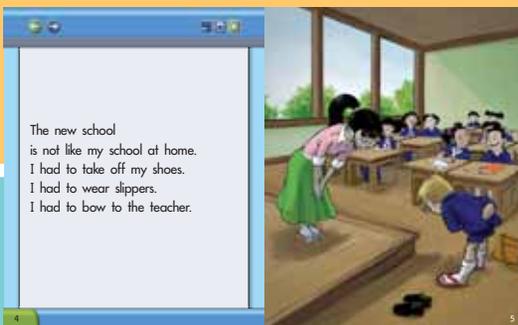
AFTER READING

Where is the boy? Ask the children what they felt like on their first day at school. How would the children help a new student on his or her first day at school?

Clarify the pronunciation of *Japanese*. Ask the children to find the word *from*. Have them place it in sentences to clarify meaning and use. Have them find the word *day*. What other words have the *ay* ending?

BEFORE READING 4/5

Ask the children to describe what is happening in this picture. Talk about how different cultures have different ways of doing things.



What three things must the boy do differently?

Have the children point to the word *school*. Have the children place it in sentences. Have them point to the word *bow*. What other words have the same *ow* sound?

AFTER READING

Ask the children what they think the boy is doing in this picture. What might he be talking about?

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

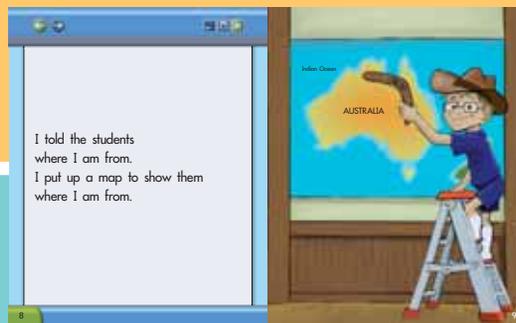


Why did the boy need help to give his talk?

Ask the children to point to the word *good*. Have them point to the word *speak*. Identify the *ea* sound. What is another word with the *ea* sound?

Have the children look at the picture and say what the boy might be doing now. What would the children tell about Australia if they were giving the talk?

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



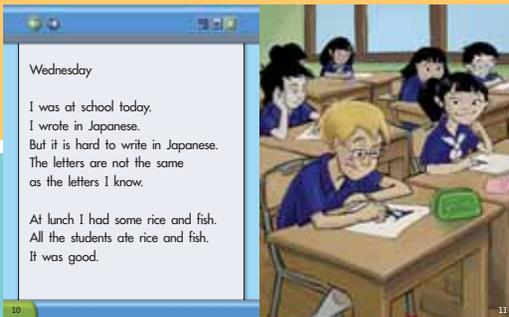
What did the boy tell the class? Encourage the children to refer to the text to show you where they gathered their information.

Ask the children to point to the word *where*. Identify the *wh* sound. What other words begin with the *wh* sound?

BEFORE READING 10/11

Ask the children to describe what the boy is doing now. What tells the children he is concentrating hard?

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



Ask the children to point to the words that tell why the boy finds it hard to write in Japanese.

Identify the words *had* and *was*. Have the children place the words in sentences. Identify the silent *w* in the word *write*. What other words start with a silent letter?

AFTER READING

Washed Away

Inside Games

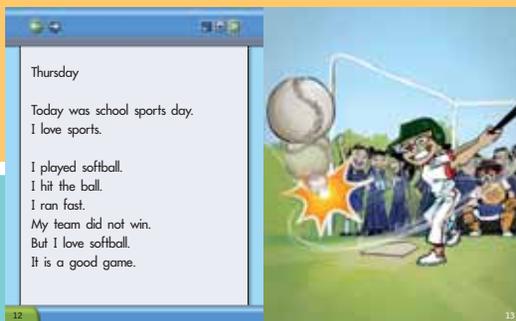
Dragons Don't Eat Meat

Ted and Lees Book

BEFORE READING 12/13

Ask the children to describe what is happening in this picture.

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



Ask the children if losing the softball match spoiled the game for the boy. Why or why not?

Have the children point to the words *Today* and *Thursday*. Have them place the words in sentences of their own. Can the children place the days of the week in order?

AFTER READING

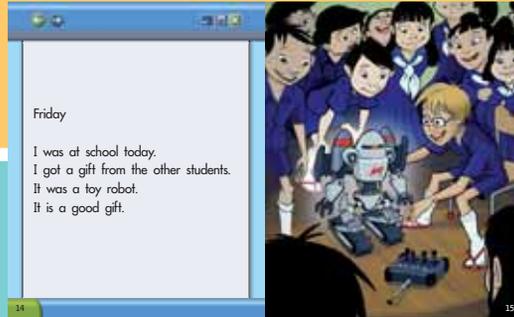
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What's That Smell?

Ask the children to describe what is happening in the picture. Talk about times when the children have received gifts from friends. How did they feel?

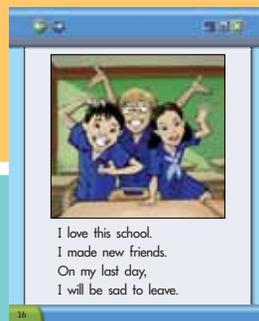


Ask the children to point to the words that tell what the students gave the boy. Why might the students do this?

Ask the children to find the word *school*. Identify the sound of the *sch* blend. What other words have the double *o* sound? Make a list on the board and read it together.

Ask the children to describe what is happening in this picture. How is the boy feeling? Tell the children that it can be fun to learn about new cultures. It can be a way to make new friends.

What might the author be trying to show in this book? Tell the children that new things can be scary but it is fun to learn about new cultures.



Ask the children how the boy will feel on his last day. Why might the boy be sad to leave this school?

Have the children point to the words *last* and *sad*. What words mean the opposite of *last* and *sad*? Can the children think of other words that have an opposite?

Fill in the blog entries about what you did.

Monday

Wednesday

Friday

Fill in the spaces.

Satur___

S__day

Mon__y

T__sday

W___nesday

Th___day

__iday

What words mean the opposite?

first _____

big _____

fast _____

short _____

quiet _____

slow _____

deep _____

warm _____

dry _____

can't _____

long _____

Write a sentence using two of the words.
