



# Level 11

## Book f



Level	11
Word Count	230
Text Type	Literary recount
High Frequency 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



Ask the children to describe the front cover and title page. Is this an information book or a story book?



What does the writer do? What does the illustrator do?



Ask the children to predict what might happen in this story. Have any of the children been on a train journey lately? Where did they go? What did they see?



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 picture and describe the relationship between the two characters. What are the mother and her son doing?



## AFTER READING

Where does it say in the text what happened when the boy looked out the window? What did the boy do next? Who is telling the story? How do we know?

Have the children point to the word *girl*. How does the letter *r* change the sound of the vowel? What other word has an *r*-controlled vowel? Discuss personal pronouns.

## BEFORE READING 4/5

Ask the children what the boy can see out of the window now. What city might this train be travelling from?

Talk about how the illustrator shows that the boy is looking through a window. How is this made clear in the picture?



## AFTER READING

Identify the word *flew*. Revise tenses. How is *flew* different from the word *fly*? How is *saw* different from *see*? Have the children find the word *looked*. List other words with the same double *o* sound. Tell the children the *ed* ending shows something has already happened. Identify *bird*. How does the letter *r* change the sound of the vowel?

Ask the children what the boy can see through the window now. How has the scenery changed? Is the train in the country or the city? What things might you see in each place? Make a list on the board.



Ask the children how the boy describes the scarecrow. Ask them where in the text it says what the scarecrow was wearing.

Have the children find the word *had*. Have them place it in sentences. Have them find the word *scarf*. How does the letter *r* change the sound of the vowel?

What can the boy see out the window now? Talk about the different things we can do in the country and in the city.

Ask the children to think of some text for this picture. Encourage them to use vocabulary and style similar to that of the author.



Ask the children what they think of the book so far. What do they like most?

Ask the children to point to the word *was*. Have them place it in sentences to clarify meaning and use. Have them find the word *window*. Can the children think of another word with the same *ow* sound at the end? What word describes the tractor?

BEFORE READING 10/11

Ask the children to tell you what has happened in this picture. What shows this is a long journey?

Have the children predict the text. Ask them to use vocabulary and style similar to that of the author.



Ask the children where in the text it tells that it was night.

Ask the children to find the word *out*. Remind the children that adding *s* to the end of a word is one way to show two or more of a thing. What two words in the text show two or more of a thing?

AFTER READING

BEFORE READING 12/13

What time of day does the picture show? How do we know this?

Ask the children to think of some text for this picture. Encourage them to use vocabulary and style similar to that of the author.



Ask the children to find the word *Gran's*. Explain the possessive apostrophe. Use the children's names to form other examples. Write the words *Tom's book* on the board. Who owns the book? What does the apostrophe show?

AFTER READING

Ask the children what is happening in the pictures. What shows the train is coming to another city?

What do the children think of the story so far? Do they think the author has come up with a good idea for a story?



When I looked out of the window,  
I saw a park.  
I saw children playing in the park.  
I saw their mums and dads.

I saw a man with a dog.  
I saw a duck in the water.  
I saw a child feeding the duck.

Ask the children to list all the things the boy saw from the train. Have them point to all the words in the text to clarify comprehension.

Ask the children to find the word *their*. Have them place the word in sentences to clarify meaning and use. Have the children find the word *park*. How does the letter *r* change the sound of the vowel?

Ask the children what the boy can see out of the window. Who is the other woman in the picture? How might the characters be feeling? How do the children feel when they meet friends or family that they have not seen for a long time?



When I looked out of the window,  
I saw Gran.  
She was waiting for the train.  
She was smiling.  
I was happy to see her.

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

Ask the children to find the word *train*. Can the children think of other words with the same *ai* sound? Make a list. Have the children listen for the *ai* sound.

# 11 f Overnight Train

Name \_\_\_\_\_

Change the words to show two or more.

The first one has been done for you.

light      lights

car      \_\_\_\_\_

farmer      \_\_\_\_\_

wolf      \_\_\_\_\_

child      \_\_\_\_\_

Circle the things the boy saw from the train.

hills

bridge

taps

farmer

cup

knives

children

apples

tractor

# 11 f Overnight Train

Name \_\_\_\_\_

Write sentences to show what the people own.

Remember to use an apostrophe.

The first one has been done for you.

Gran

Mum

Rikki

This is Gran's house.

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Write a sentence to show what your friend owns.

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