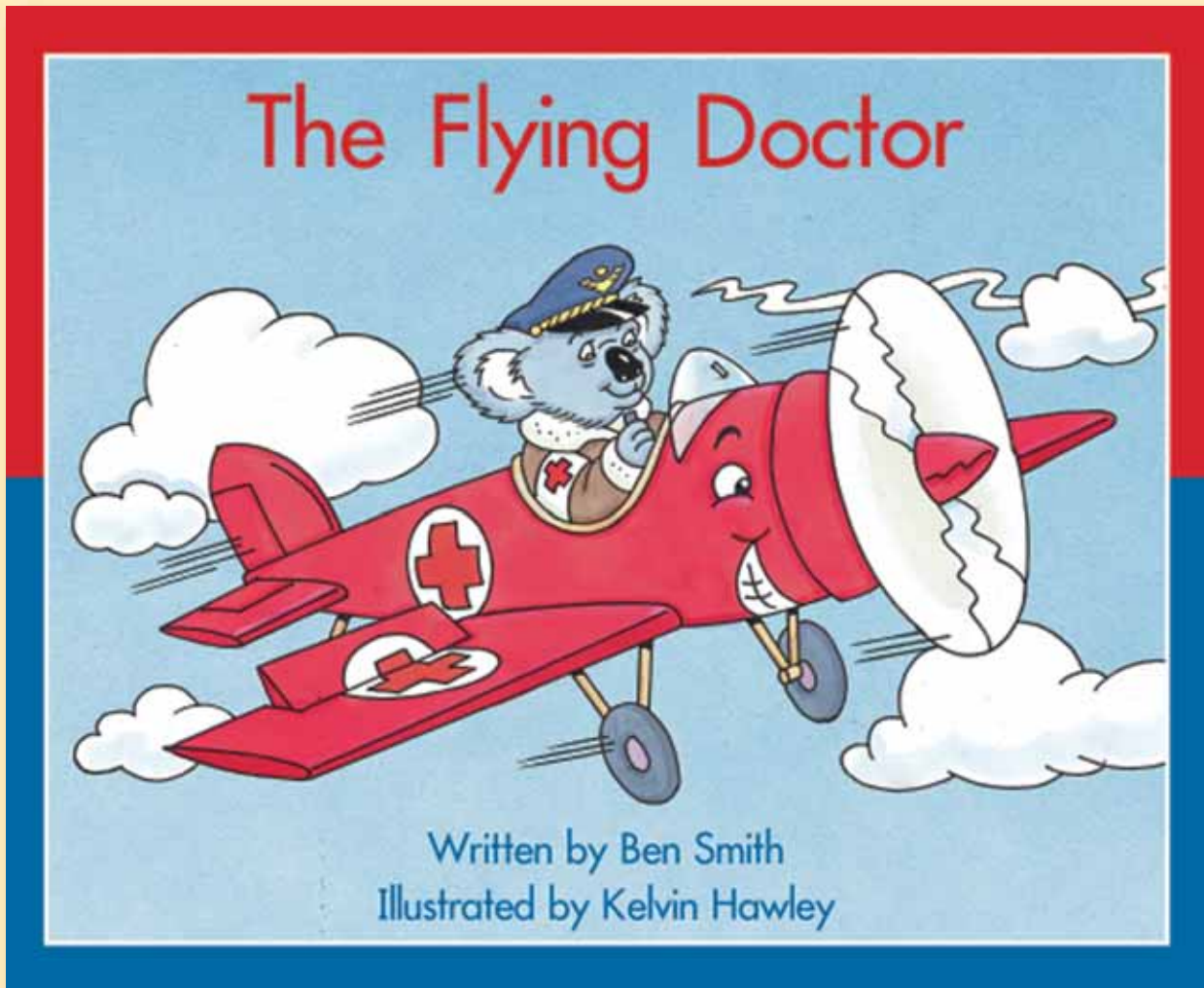




Level 12

Book a



Level	12
Word Count	246
Text Type	Literary recount
High Frequency Word/s Introduced	red, very



MACMILLAN

The Flying Doctor

Joseph, the Greedy
Octopus

Snake Gets Lost

Rubbish

The Bus Drivers'
Birthday

Animals That Live
in the Sea

Carmelita's Cabbage

Balloon Fun

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)



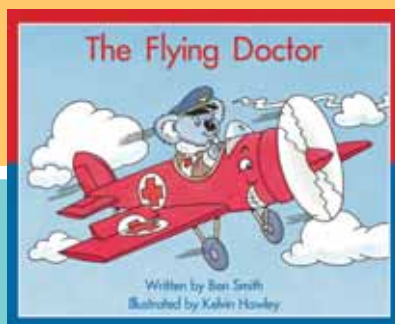
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Start a discussion with the students about flying doctors. What do they know about them? Where do they work? How do they travel?



Ask the children to recap the events of the story. Who did the doctor visit? What took him there? What did he do when he got there? What did he do when he had finished visiting people?



Invite the children to discuss their reading. Have them share any parts of the story that they found difficult. What did they do to solve unknown words?

AFTER READING

BEFORE READING

2/3



Discuss with the children why a doctor might have to run. Ask them why they think the doctor in this picture is running.



Have the children scan the text for very. Ask what letter very starts with.



AFTER READING



Discuss the red cross on the doctor's bag and on the plane on the cover picture. Do the children know the meaning of the red cross?



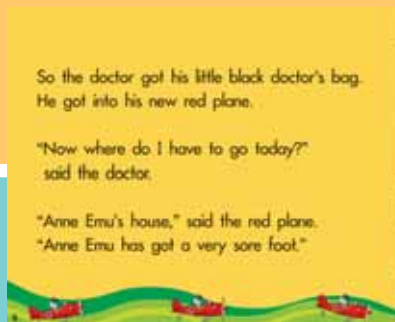
Discuss with the children if the illustrator has made it clear to them that the koala is a doctor. What information is in the picture to help them?

BEFORE READING

4/5



Discuss with the children why the doctor is getting into a plane. Where will he be going? Why is he going by plane instead of in a car?



AFTER READING



Ask the children to talk about why they think the author had the plane talking. What other ways could the author have used to tell the doctor where to go?

Discuss with the children where the doctor is. Who is he with? What is he doing?

So the red plane flew the flying doctor to Anne Emu's house.

"Hello," said the flying doctor.
"How is your foot today?"

"Very, very sore," said Anne.

"I will fix it for you," said the flying doctor.
So he did.



Ask the children what they think is wrong with Emu's foot. Have them suggest how Emu might have hurt her foot.

Ask the children to locate the words *very* and *red* on this page.

Ask the children to discuss this picture. Who is the doctor visiting now? How old does he look? Can they predict from the picture which part of the wombat is sore?

"Goodbye," said the flying doctor as he got into his red plane.

"Now where?" he said.

"Grandpa Wombat has a very sore tummy," said the red plane.
"You have to go to Grandpa Wombat's house."

So the red plane took the flying doctor to Grandpa Wombat's house.



Ask the children what the plane said to the doctor. What do they think made Grandpa Wombat's tummy sore?

Have the children scan the text for the words *red* and *very*.

BEFORE READING 10/11

Ask the children to look at this picture. Was their prediction correct? Why does Grandpa Wombat have a bandage on his tummy? Is the doctor arriving?



Ask the children how long they think the trip has taken the doctor so far. How long do they think it takes for each visit? How long does it take to fly from place to place?

AFTER READING

BEFORE READING 12/13

Discuss with the children what might be wrong with Kate Kangaroo. Why is the doctor bandaging her tail?



Discuss with the children what else the author could have had wrong with Kate Kangaroo.

Have the children scan the text for the words *very* and *red*. How many times does each word occur on this page?

AFTER READING

The Flying Doctor

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Ask the children where they think the red plane will take the flying doctor next. Does he have time for more visits or will he go home?



Ask the children to revisit what they said about the time of day. Did they think that the doctor would be going home soon?

Ask the children where the doctor is now. Were their predictions correct?

Have the children return to the beginning of the book and read the story independently. Remind them to use the words as well as the pictures as they read.



Discuss with the children what other animals the author could have had the doctor visit. What kinds of problems could the author have described for these animals?

12 a The Flying Doctor

Name _____

1. Use the words **very** and **red** to complete the following sentences.

“I’m _____ late, I must fly.”

He got into his new _____ plane.

“_____, _____ sore” said Anne.

So the _____ plane took the flying doctor to Grandpa Wombat’s house.

2. Colour the picture.



12 a The Flying Doctor

Name _____

1. Draw a picture of each animal the flying doctor visited in the order that he saw them. Write the animal's name next to each picture.



