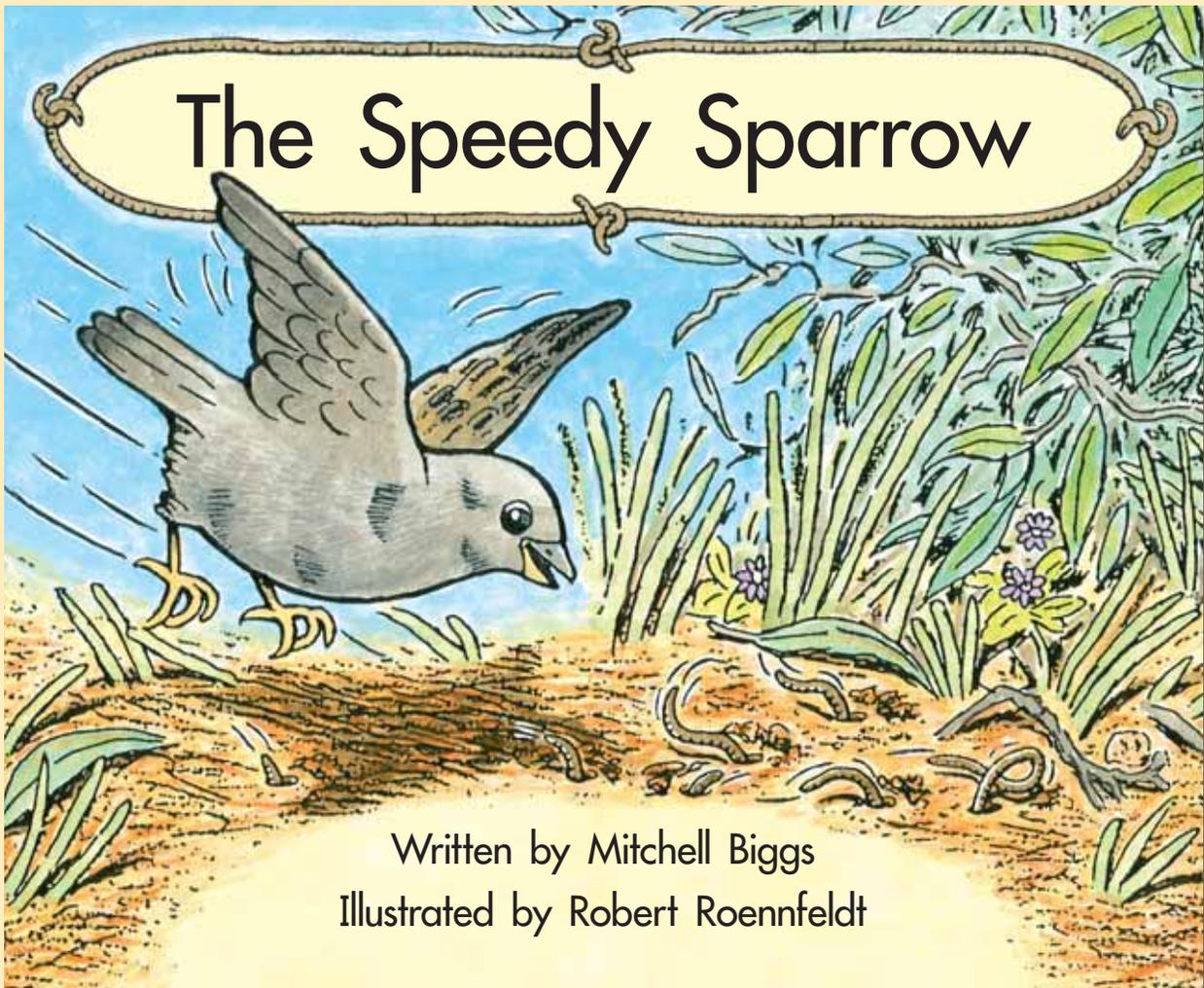




Level 12

Book b



Written by Mitchell Biggs
Illustrated by Robert Roennfeldt

Level	12
Word Count	270
Text Type	Narrative
High Frequency	away
Word/s Introduced	



Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

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)



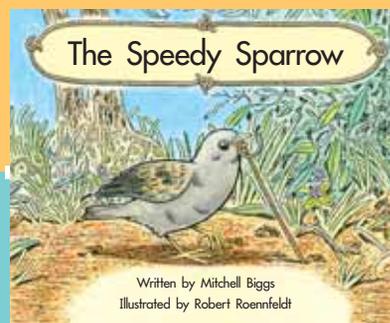
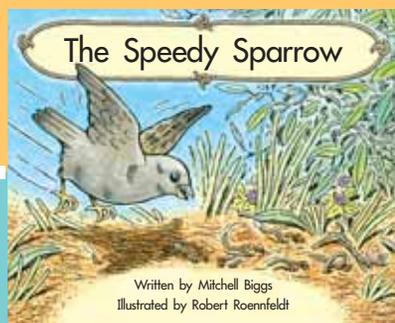
This symbol relates to use (text user)

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? How are they different?



AFTER READING



Have the children predict what might happen in this story. What word describes the sparrow?



Write *Speedy Sparrow* on the board. What part is the same in both words? Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

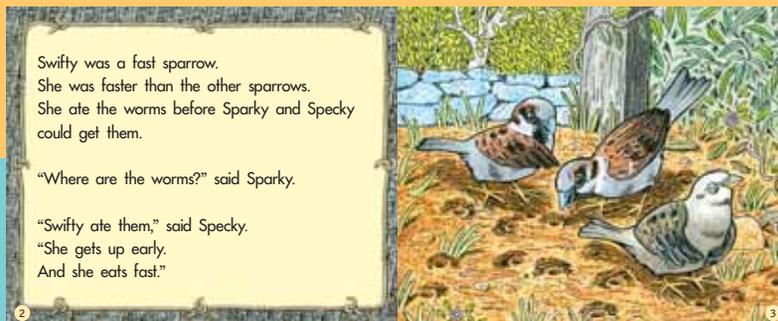
BEFORE READING 2/3



Have the children look at the picture and describe the birds. Can the children guess which one is the speedy sparrow?



Discuss speech marks. Explain that speech marks show someone is talking. Find the speech marks on the page. How do speech marks change our reading?



Swifty was a fast sparrow.
She was faster than the other sparrows.
She ate the worms before Sparky and Specky could get them.

"Where are the worms?" said Sparky.

"Swifty ate them," said Specky.
"She gets up early.
And she eats fast."

AFTER READING



Ask the children why Sparky and Specky did not get to eat any worms.

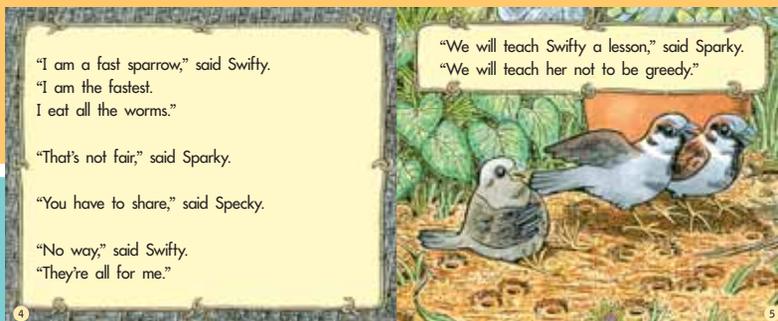


Identify the word *before*. Place it in another sentence to clarify meaning and use. Have the children find the word *early*. What sound does the *y* ending make? How is *eats* different from *ate*?

BEFORE READING 4/5



Ask the children what they can see in this picture. How is Swifty different from the other two birds? How might Specky and Sparky be feeling at the moment?



"I am a fast sparrow," said Swifty.
"I am the fastest.
I eat all the worms."

"That's not fair," said Sparky.

"You have to share," said Specky.

"No way," said Swifty.
"They're all for me."

"We will teach Swifty a lesson," said Sparky.
"We will teach her not to be greedy."

AFTER READING



Ask the children what Sparky and Specky plan to do. How might they do this?



Ask the children to find the word with the *y* ending – *greedy*. What sound does the double *e* make? Write *They're* on the board. What two words is *they're* made from? What word means the opposite of *fastest*?

What does it mean to be greedy? Is Swifty greedy? Start a discussion about the word *fair*. What does it mean? What are some things that are unfair? Should Swifty share the worms if she gets up early enough to eat them all?

The next day, Swifty was up early.
"I will eat all the worms today," she said.
Swifty went to the garden to eat the worms.

"There are no worms here,"
said the fat black cat.

"That is odd," said Swifty, and she flew away.



Ask the children who Swifty met. How do cats usually behave towards birds? What do cats usually do to birds? Is this story believable?

Have the children find the word *away*. Ask them to place it in sentences. What two words describe the cat?

Cover the text and have the children describe what they see. What other animal is in the picture?

Have the children think of some text for this picture. What does the cow say? What does Swifty say?

Then Swifty went to the field to eat the worms.

"There are no worms here,"
said the big red deer.

"That is odd," said Swifty, and she flew away.



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

What two words describe the deer? What words could we use to describe how Swifty might be feeling? What does the word *odd* mean?

BEFORE READING 10/11

Ask the children who Swifty has met now. How do the children think Swifty might be feeling?

Have the children think of some text for this picture. What does the owl say? What does Swifty say?



Why would Swifty find this situation odd? Can the children guess what has happened to the worms? What would the children do if they were Sparky or Specky?

Ask the children to find the word *owl*. Identify the *ow* sound. What two words in the text describe the owl? Write *eat* and *ate* on the board. How are these words different?

AFTER READING

Pigs Can't Fly

The Speedy Sparrow

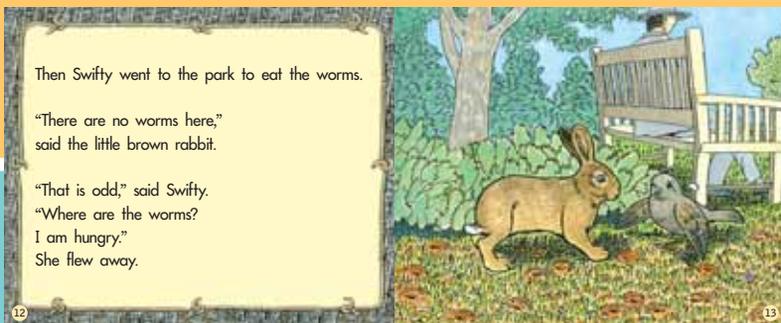
Andy Gets Left Behind

Compost

BEFORE READING 12/13

Ask the children to identify the new animal in this picture. Do any of the children own a rabbit?

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



Ask the children to find the word with the *y* ending. Have them identify the words *That is*. How would you cut these words down to make one word? Where would the apostrophe go? What two words describe the rabbit?

AFTER READING

Big Ted's Barbecue

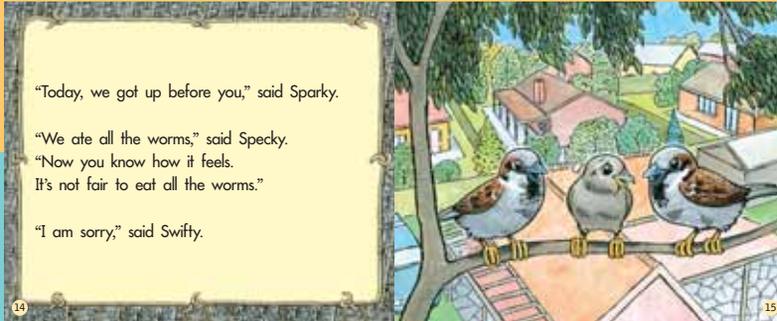
People Who Work Underground

The Greedy Goats

Robots You Can Make

Ask the children what is happening in the picture. Can they work out what Sparky and Specky might be saying to Swifty? How might Swifty be feeling?

Do the children think the author has come up with a good idea for a story? Why or why not?



Ask the children how Specky and Sparky taught Swifty a lesson. What did they do? Where does it say that in the text? Has Sparky learned a lesson?

Ask the children to identify the word *Today*. Have them point to *worms*. How does the letter *r* change the sound of the vowel?

Ask the children what is happening in this picture. What is the lesson in this story? Why is it good to share things?



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

Invite the children to reread the text. Have them use a different voice for each character. Remind them that their reading needs to sound right and make sense.

12 b The Speedy Sparrow Name _____

Change the two words to one word.

Remember to write the apostrophe.

I am _____

it is _____

can not _____

that is _____

do not _____

I will _____

they are _____

Put one of the new words in a sentence.

12 b The Speedy Sparrow Name _____

Draw the rabbit, the owl, and the cat.

Write the two words that describe each animal.

