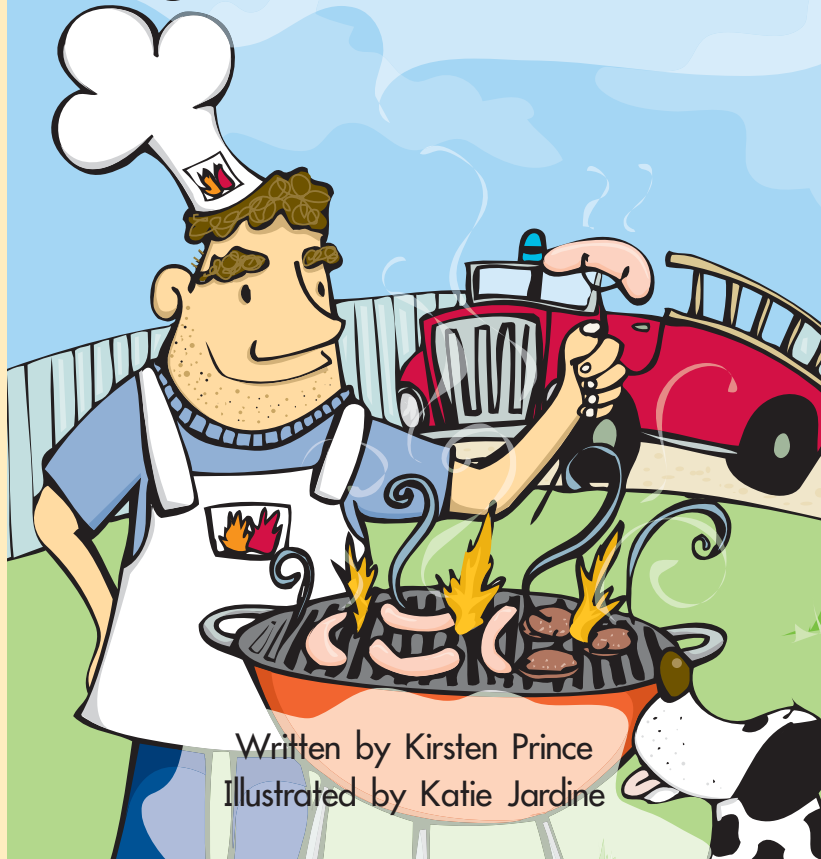




# Level 12

## Book e

### Big Ted's Barbecue



Written by Kirsten Prince  
Illustrated by Katie Jardine

Level	12
Word Count	259
Text Type	Narrative
High Frequency 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

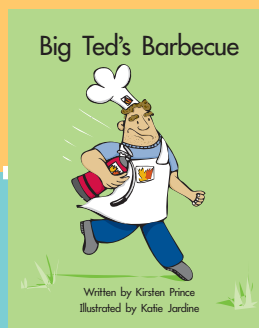
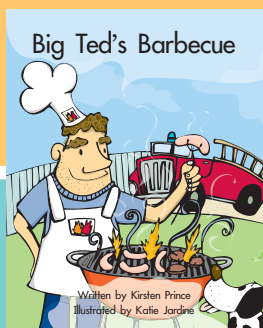
## Cover & Title Page



Ask the children to describe the front cover and title page. Who is the character on these pages? What will the book be about?



Tell the children that this story has a main character, secondary characters, and a place where the story happens.



Ask the children about the last time they were at a barbecue. What did they eat? What might happen in this story?



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

AFTER READING

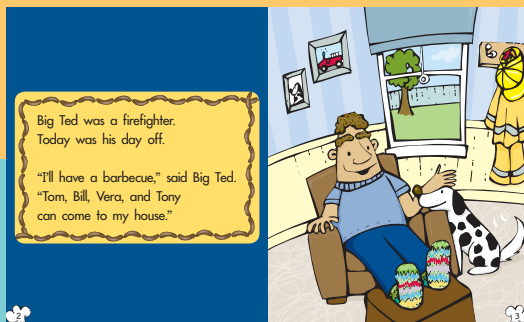
## BEFORE READING 2/3



Ask the children to describe Big Ted. Have them look closely at the clues in the picture and guess what job Big Ted does.



Remind the children to check that their reading needs to sound right and make sense.



## AFTER READING



Ask the children what Big Ted plans to do and who he will invite to his house.



What word here has the *ay* ending? What word here is made from two smaller words? Tell the children the word *I'll* is a shorter way to say *I will*. Clap the syllables in *firefighter*. List other *ght* words on the board. Read the list, while the children search for the part that is the same.

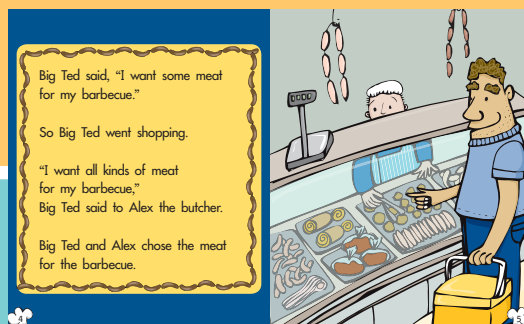
## BEFORE READING 4/5



What is Big Ted doing in the picture? What kind of shop is this? List the kinds of meat the children would buy in this shop if they were getting supplies for a barbecue.



Find the speech marks on the page. How do speech marks change our reading? Who is talking? How do we know?



## AFTER READING



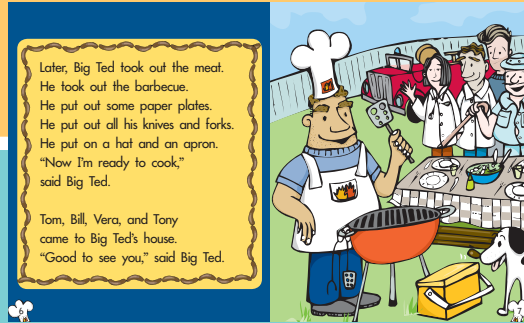
What is the name for a person who sells meat? What is the butcher's name? What words show what Big Ted asked for?



Have the children place the word *butcher* in sentences. What is another word with the same *tch* sound? Clap the syllables in *barbecue*.

Ask the children what is happening in the picture. How has Big Ted prepared for the barbecue?

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



Ask the children to list all the things Big Ted takes out. What are the names of Big Ted's four friends?

Ask the children to point to the word *put*. Have them place it in sentences to clarify meaning and use. What word has a silent *k*?

Ask the children what Big Ted's friend might be eating from the barbecue.

Have the children think of some text for this picture. What does Big Ted say to the man? What does the man say?



What do the children like most about the story so far? Why?

Have the children point to the word *What*. Have them place it in sentences to share with the group. Identify the vowel ending in the word *So*. What are some other words that end with a vowel?

BEFORE READING 10/11

Ask the children what they think Big Ted's friend might be eating from the barbecue.

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



AFTER READING

What is the name of Big Ted's friend? What does Bill ask Big Ted for? What do the children think Big Ted's dog is thinking?

Have the children point to the word *vet*. What is a vet? Can they think of other words with the same short e sound?

BEFORE READING 12/13

What friend is Big Ted cooking for now? What foods would the children ask Big Ted to cook for them?

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



AFTER READING

What question does Big Ted ask Vera? Ask the children what job Vera does. What kind of meat does Vera want to eat?

Write *I would* on the board. Ask the children what word in the text stands for *I would*.

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Ask the children what is happening in the picture. Talk to the children about fire safety issues.



What question does Big Ted ask? What job does Tony do? What kind of meat does Tony want to eat?

Ask the children to find the word *hairdresser*. Which two smaller words is this word made from? Clap the syllables in *hairdresser*.

Ask the children what Big Ted is doing in the picture. Discuss the precautions people must take when cooking on barbecues.

Review exclamation marks. How do exclamation marks change how we read a sentence?



Ask the children what they liked about this story. Have them justify their answers. What is the lesson of this story?

Invite the children to reread the book. Ask them to change their voices as they read the words the different characters say.

12 e Big Ted's Barbecue      Name \_\_\_\_\_

What jobs do these characters do?

Big Ted      \_\_\_\_\_

Tom      \_\_\_\_\_

Bill      \_\_\_\_\_

Vera      \_\_\_\_\_

Tony      \_\_\_\_\_

Draw your favourite picture from the story.



12 e Big Ted's Barbecue Name \_\_\_\_\_

Fill in the spaces in the sentences.

“\_\_\_\_\_ have a barbecue,” said Big Ted.

“Now \_\_\_\_\_ ready to cook,” said Big Ted.

“\_\_\_\_\_ like some chicken,” said Vera.

Write three sentences that use the words.

**let's**

**can't**

**I'm**

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