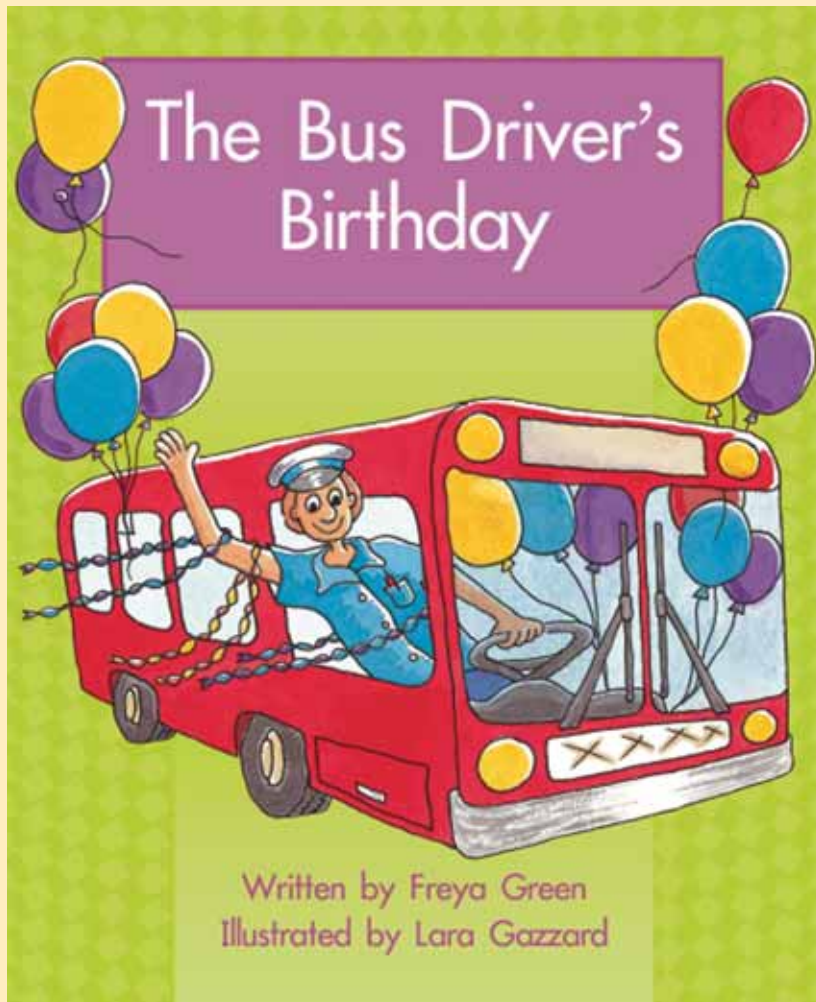




Level 12

Book e



Level	12
Word Count	234
Text Type	Narrative
High Frequency	
Word/s Introduced	today

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)



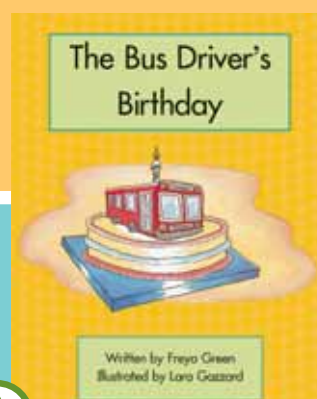
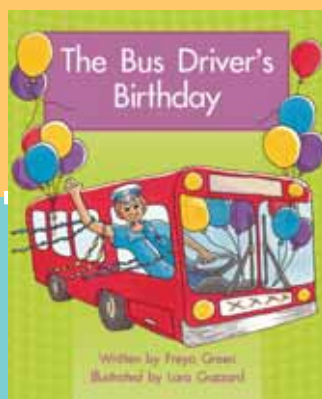
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Invite the children to look at the cover and title page. Ask them what they see. Who is the man in the bus? Look at the balloons. What do they think is happening?



Ask the children what the story is about. Whose special day is it? How can they tell that it is his birthday?



Discuss the possessive apostrophe with the children. What does the apostrophe indicate? Write some examples on the board and ask the children to explain who owns what.

AFTER READING

BEFORE READING

2/3

Discuss birthdays with the children. Ask them if they would like having to work on their birthday. Ask them what they think the bus driver is doing in this picture.



AFTER READING

Ask the children what the bus driver's name is. What does he want to do for his birthday? Who does he phone up? Ask them why Tommy does not want to drive his bus.

Write the digraph *ph* on the board. Ask the children to find a word on page 2 that begins with *ph*. Together with the children write more words beginning with the same digraph, including people's names.

BEFORE READING

4/5

Discuss with the children why Tommy is calling his friends. Have the children look at the picture. What does this friend do? Will she help Tommy?

Have the children discuss what the picture suggests. What special technique has the illustrator used? Does this make the text easier for them to imagine? How?



AFTER READING

Ask the children what Tommy asks his friend the vet. What does the vet have to do? Ask them why the vet can't drive Tommy's bus for him.

Ask the children who Tommy calls next. Will this person be able to drive Tommy's bus for him? Why not?



Ask the children who it was that Tommy phoned this time. How many sick people are there? What does the doctor have to do for the sick people? Why can't the doctor drive Tommy's bus today?

Write *ay* on the board. Ask the children to find the word on page 6 that ends with the same sound. Together make a list of words that rhyme with *today*. Read the completed list together, listening out for the *ay* sound.

Ask the children what they think the person in this picture does. Will she be able to help Tommy? Why or why not?

Have the children clap the syllables in *shopkeeper*. Ask how many syllables. Do any of the children have three syllables in their names? Clap to check.



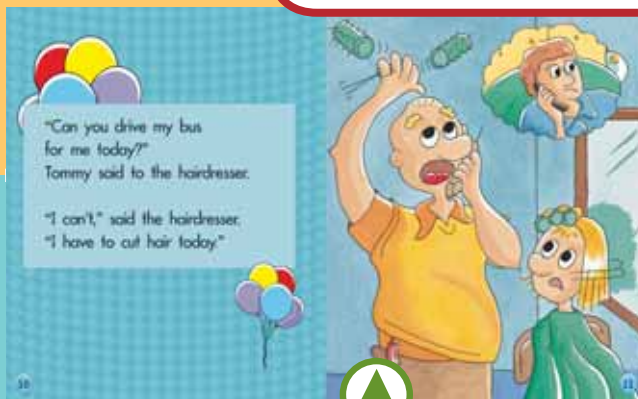
Ask the children what it is that this person does. Why can't she drive Tommy's bus?

Have the children think about Tommy. Ask them to look at the picture in the bubble on this and the last two pages. How do they think Tommy is feeling now?

BEFORE READING 10/11

Ask the children if they can tell what this man does. How can they tell? What gives it away?

Invite the children to look at the picture of Tommy on this page. Is Tommy feeling worse now than on the previous page? How can you tell? Why is Tommy's picture in the bubble and not in the main picture?



"Can you drive my bus for me today?" Tommy said to the hairdresser.
"I can't," said the hairdresser. "I have to cut hair today."

AFTER READING

Ask the children who Tommy has asked to drive his bus on this page. Why can't the hairdresser drive Tommy's bus?

Ask the children to find the question on this page. How do they know it is a question? Ask the children what the answer is. Where is it?

The Flying Doctor

Joseph, the Greedy Octopus

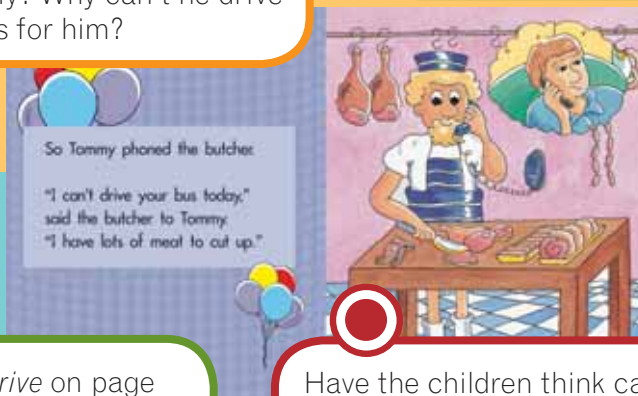
Snake Gets Lost

Rubbish

BEFORE READING 12/13

Ask the children if the person in this picture will be able to help Tommy. Think about the other people, what they did and why they couldn't help. What does the man in this picture do? What does he tell Tommy? Why can't he drive Tommy's bus for him?

Ask the children to scan the text for the word that tells them what Tommy wants someone to do with his bus. Remember that it starts with a consonant blend *dr*. What is it?



So Tommy phoned the butcher.
"I can't drive your bus today," said the butcher to Tommy.
"I have lots of meat to cut up."

AFTER READING

Ask the children to find *drive* on page 12. Write the word on the board. Together make a list of words that rhyme with *drive*. Read the list together. Discuss the effect of the silent *e* on the vowel *i*. Ask the children to say the vowels and write them on the board.

Have the children think carefully about what they have just read and answer this question. Even though it is not written down, what question did Tommy ask? Discuss why the writer didn't need to write the question on this page.

The Bus Driver's Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun

Discuss with the children how Tommy looks. Why do they think he looks this way? Who are the people hiding behind the seats? What do they think is happening? Ask the children to think carefully about what kind of party this is. Ask them why all Tommy's friends said they could not drive his bus for him.

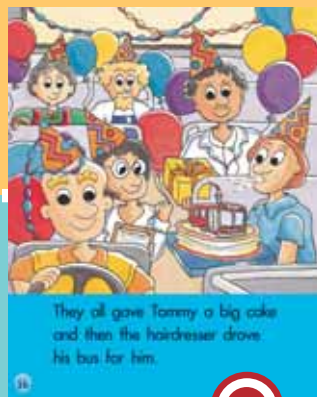


Ask the children what Tommy does after all his friends say they can't drive his bus. What do all his friends do?

Discuss with the children how to read these pages, responding to the elipsis and dash punctuation and the singing bubble.

Discuss with the children what is happening in this picture. What is Tommy doing? Who is driving? How is Tommy feeling?

Ask the children how the word *drive* has been changed to *drove*.



Ask the children what Tommy's friends gave him. Who is driving the bus? Ask if they were right about who was driving the bus.

Have the children think back to the start of the story. What did Tommy want to do for his birthday? Think about what just happened. Did he get his wish? Did the author make it a surprise? Did the children get a surprise?

12 e The Bus Driver's Birthday

Name _____

1. Write what each of the people from the story does.

What does the bus driver do?

What does the vet do?

What does the doctor do? _____

What does the shopkeeper do?

What does the hairdresser do?

What does the butcher do?

12 e The Bus Driver's Birthday

Name _____

1. Complete the words to the birthday song, then draw the picture that goes with the song.

Happy _____ to you

Happy Birthday _____

_____ Birthday _____ Tommy,

Happy _____ to _____.

