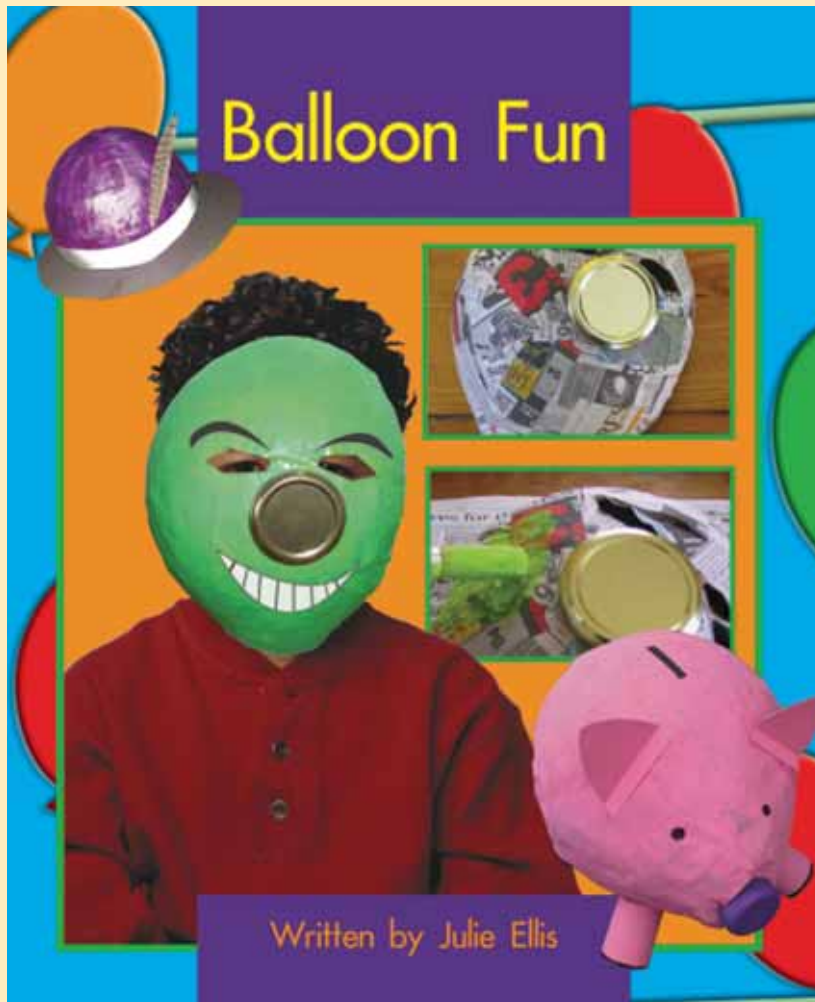




Level 12

Book h



Level	12
Word Count	254
Text Type	Procedural Recount
High Frequency	
Word/s Introduced	



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

AFTER READING


 Ask the children if they know any fun things to do with balloons. Invite the children to look at the cover page and tell you what they think they will find out about in this book.



 Encourage the children to use the contents page to choose what they would like to make. Which page would they need to read?

Contents	
Making Things	2
What You Will Need	3
Making a Piggy Bank	4
Making a Hat	6
Making a Bowl	8
Making a Mask	10
Making a Piñata	12
Index	16

Written by Julie Ellis

 Ask the children what the contents page tells them. What have they learnt from the contents page about what is going to be inside the book?

Encourage the children to discuss what this book is about. Ask them what they think they will need to make the things in this book.

Discuss the difference between past and present - things that have already happened and things happening now. Have the children find *making* and *made*. What is the difference between these words?



Discuss with the children what they have learnt from these pages. What can they make? What do they need to be able to make these things?

Have the children return to the contents page. Ask them to identify the first thing the book tells them how to make.

Ask the children to scan the text for the word *made*. Ask them if this is indicating something that is happening now or something that has already happened.



Ask the children what is being made on this page. What is the first thing that has to be done to the balloon? When can the balloon be popped?

After the children have made the piggy bank, ask them what they used the book for. How did they use the information they had?



Discuss with the children how they might make a hat using a balloon. Would any steps be the same as for the pig?



Ask the children to scan the text for the word *making*. Ask them if this indicates something that is happening now or something that has already happened.



Discuss with the children what they would have to do to make this hat. Could they make this hat if they missed any of the steps?



Ask the children what the paper was dipped in. Ask them what they do once the paper has dried.



Ask the children if the hat from the previous page could be turned into anything else. What do they think it could be turned into?



Have the children scan the text for the words *made* and *making*. Ask them which one is used to talk about the past and which is used to talk about the present.



Ask the children how Zac made his bowl. What did he do that was different to making the hat?



Ask the children to think carefully about what they have just read. How does the text tell them that the steps are the same as for making a hat?

BEFORE READING 10/11

Discuss with the children ways that they could make this mask. What have they learnt so far that would help them make this mask?

Have the children scan the text for the word *made*. Ask them what other words they can find that show that something was done in the past.



Ask the children what the text says Sam did differently from Zac and Jack to make his mask.

Have the children think about what they have just read. Ask them to look at the pictures. The mask in the pictures has something that is not mentioned in the text. What?

AFTER READING

BEFORE READING 12/13

Ask the children if they know what a piñata is. What do they do with a piñata? Would they like to know how to make their own piñata?

Have the children continue to find words that mean things that have already been done.



Ask the children what it is that gets put in the paste. What shape did Sarah make on her balloon?

Discuss how important the numbers on the photos on page 13 are. Do we need the numbers?

AFTER READING

Ask the children what Sarah did after she popped the balloon. What did she put in the piñata? Why did all the sweets come out?

Have the children scan the text for words that tell them that the actions mentioned have already happened.



Discuss the need for cutting holes when making things. Who cut the holes on page 14? Who could they get to help them cut the holes safely? Why would it be a good idea to get someone else to cut the hole?

Ask the children what an index is for. What would they expect to find in an index?

Have the children read the book independently. Ask them to use the contents page to decide the order in which they would like to make these things. Have them read about these things in that order.

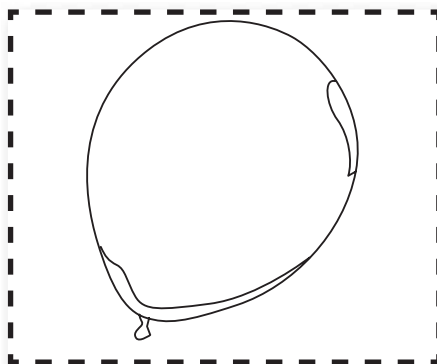
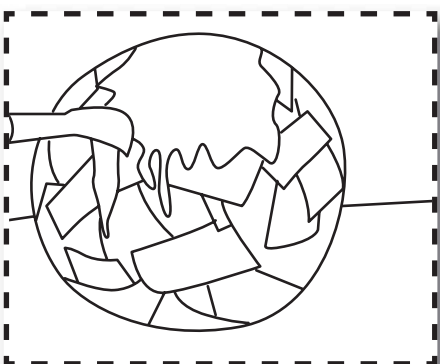
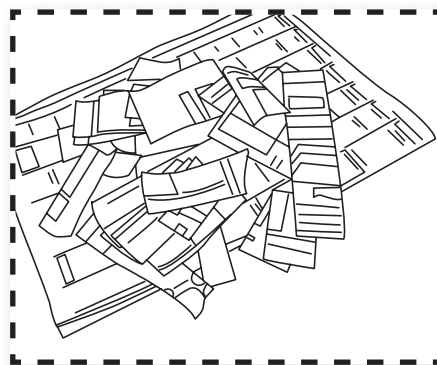
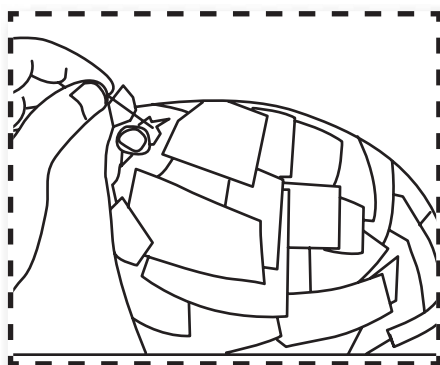
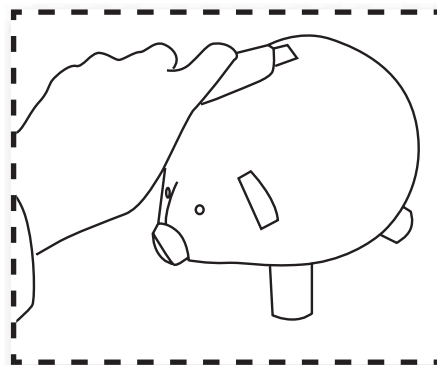
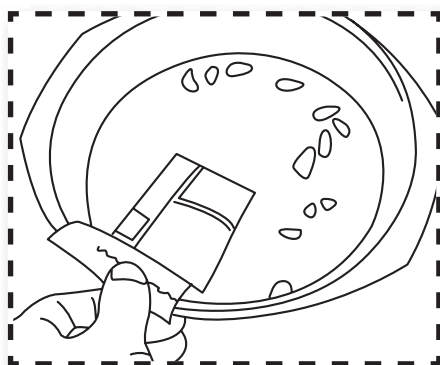
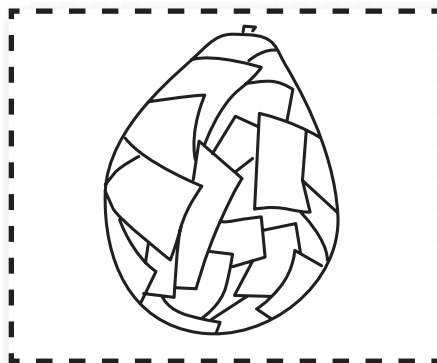
Index	
brim	8
money	4
newspaper(s)	3, 4, 6, 12
noise	10
paste	3, 4, 6, 12
sweets	15

Encourage the children to demonstrate the use of this page. Ask them to find information on money. Ask them how many pages paste is mentioned on.

12 h Balloon Fun

Name _____

1. Cut out and place the pictures in the correct order to show how to make a piggy bank.



12 h Balloon Fun

Name _____

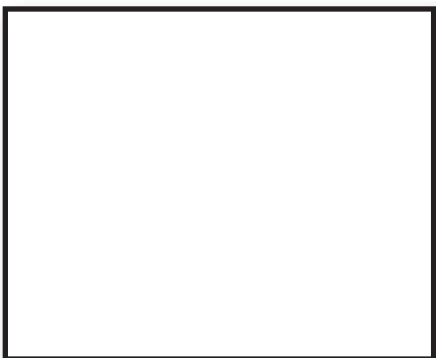
1. Draw the hat, bowl, and mask from the text. Circle the part of each that makes it different from the others.
2. Complete the sentence. The missing word is the part that you should have circled in the picture.



He made a _ _ _ _ for his hat.



He made a _ _ _ _ for it.



When it was dry, he put on a _ _ _ _.