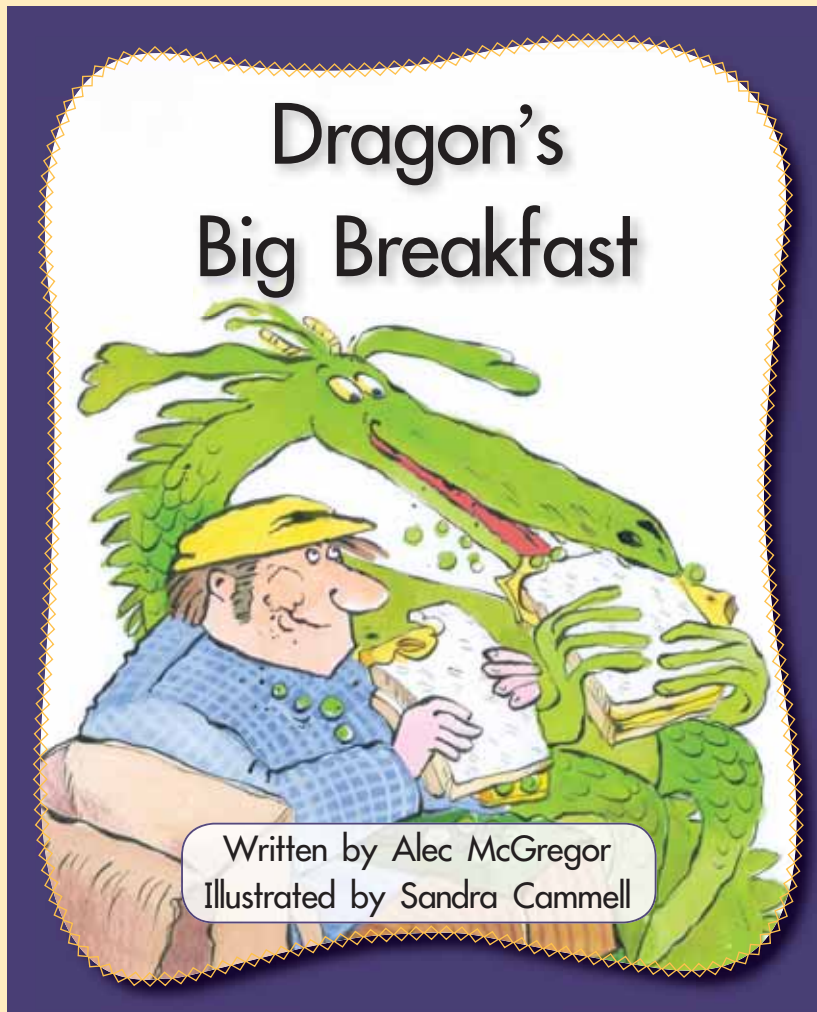




Level 13

Book a



Written by Alec McGregor
Illustrated by Sandra Cammell

Level	13
Word Count	279
Text Type	Narrative
High Frequency	could, find
Word/s Introduced	



Dragons
Big Breakfast

Wombats
Stormy Sea Story

Scarlett's Surprise

Wool

Big Ted Goes Down
the Catwalk


Animals
From Eggs


Freddy Fox's
Fur


Amazing Plants
of Australia


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)

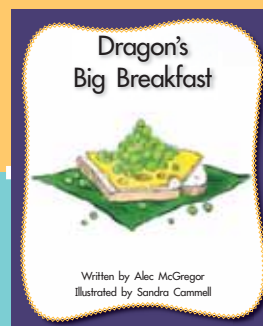
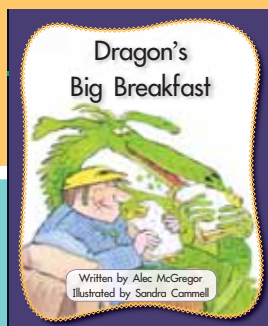
 This symbol relates to use (text user)


BEFORE READING


Cover & Title Page

 Ask the children to describe the front cover and title page. Is this a fiction or a nonfiction book? How are they different?

 Discuss the work the illustrator and writer do. Would the children like to do either of these jobs?



 Ask the children what kind of creature is on the cover. What might the story be about? Discuss other books the children have read that contain dragons.

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

BEFORE READING 2/3

Ask the children to describe what Dragon is doing. Do dragons like treasure? What time of day might it be?



AFTER READING

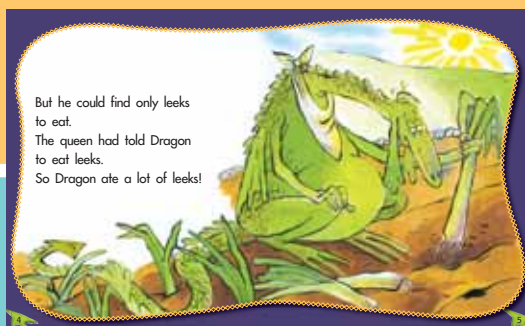
Ask the children how Dragon felt after being out all night hunting for treasure. What did he want?

Ask the children to point to the word *find*. Have them place it in sentences. What word has the *y* ending? What sound does the *y* ending make?

BEFORE READING 4/5

Ask the children why Dragon is looking sad and desperate.

How does the illustrator show how Dragon feels about eating leeks? Has he done a good job?

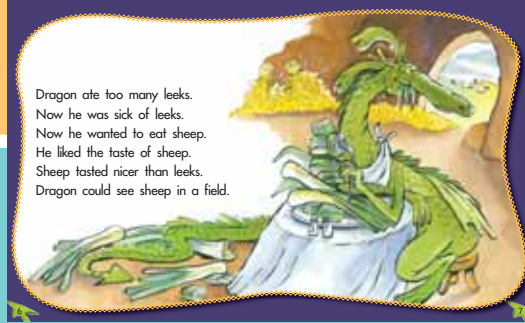


AFTER READING

Why did Dragon eat a lot of leeks?

Ask the children to find the word *could*. Have them place it in sentences. How is *eat* different from *ate*? What word shows something that happened in the past? What *ee* words are on this page?

Do most dragons eat mostly leeks? What is Dragon looking at? What is he thinking?

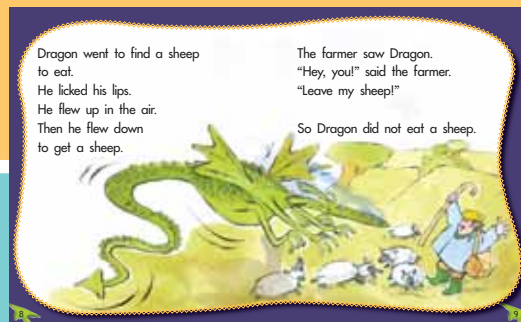


Dragon has a problem. The queen told Dragon to eat leeks, not sheep. But he is sick of leeks. What should he do?

Have the children find the word *many*. Ask them to place it in sentences. What words here have the double *e* sound? Explain the difference between *to* and *too*.

What is Dragon about to do?
What are the sheep thinking?
How is the farmer feeling?
What clues are in the picture?

Have the children think of some text for this picture. What does the farmer say? What does Dragon say?



Why would the farmer not want Dragon to eat the sheep?

What ending has been added to the word *farm*? How does the letter *r* change the sound of the vowel? What two words here mean the opposite? What word made from *fly* shows something that has already happened?

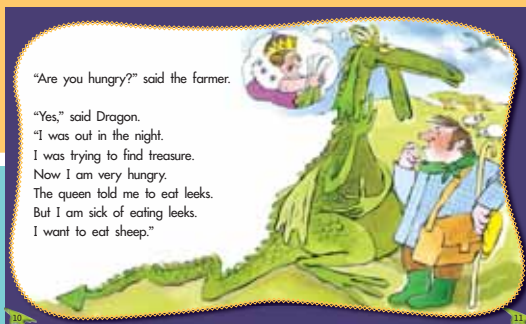
BEFORE READING 10/11



Discuss the thought bubble. The small picture tells what is in Dragon's head. What is Dragon remembering?



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



Discuss Dragon's problem. How could the farmer help? What would the children tell Dragon to do?



Ask the children to find the words on the page that end with *ing*. How many are there?

AFTER READING

BEFORE READING 12/13



Talk about what the farmer gives Dragon. How does Dragon feel about the new food? What clues are in the picture?



The farmer's idea is the solution to Dragon's problem. What is the solution?

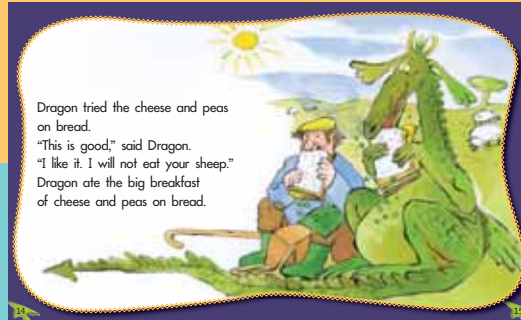


Write *ee* and *ed* on the board. Explain that some words sound the same but are spelled differently. Write *eat*, *sheep*, *leeks*, *read*, *peas*, and *cheese* on the board. Sort the words into two lists. Tell the children that an apostrophe can take the place of missing letters. What two words make up *can't*?

AFTER READING

Was the farmer's solution a success? How do we know?

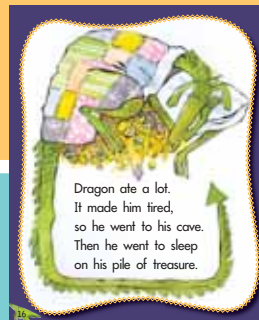
Ask the children what the farmer and Dragon are doing. What shows that these two might become friends?



What words does Dragon say that show he likes the new food? Did this dragon behave like the dragons in other stories? List the ways Dragon is the same/different on the board.

Write *try* and *tried* on the board. Tell the children we change the *y* to an *i* when we add *ed* or *es*. Write *cry*, *marry*, and *carry* on the board. How can we change these words?

Ask the children what Dragon is doing in this picture. Will Dragon sleep well? Why or why not?



Ask the children to find three words in the book with two syllables.

Ask the children to reread the story. Have them use different voices for the two different characters. What is a different ending for this story?

13 a Dragon's Big Breakfast

Name _____

Make the words show things
that already happened.

The first one has been done for you.

walk walked

climb _____

eat _____

shoot _____

mix _____

plan _____

taste _____

run _____

find _____

blow _____

throw _____

13 a Dragon's Big Breakfast

Name _____

Sort the **ea** and **ee** words into two lists.

leap

sleepy

seat

great

greet

leeks

creep

sweet

bread

cheese

read

sheep

peas

meat

queen

treasure

ea words	ee words