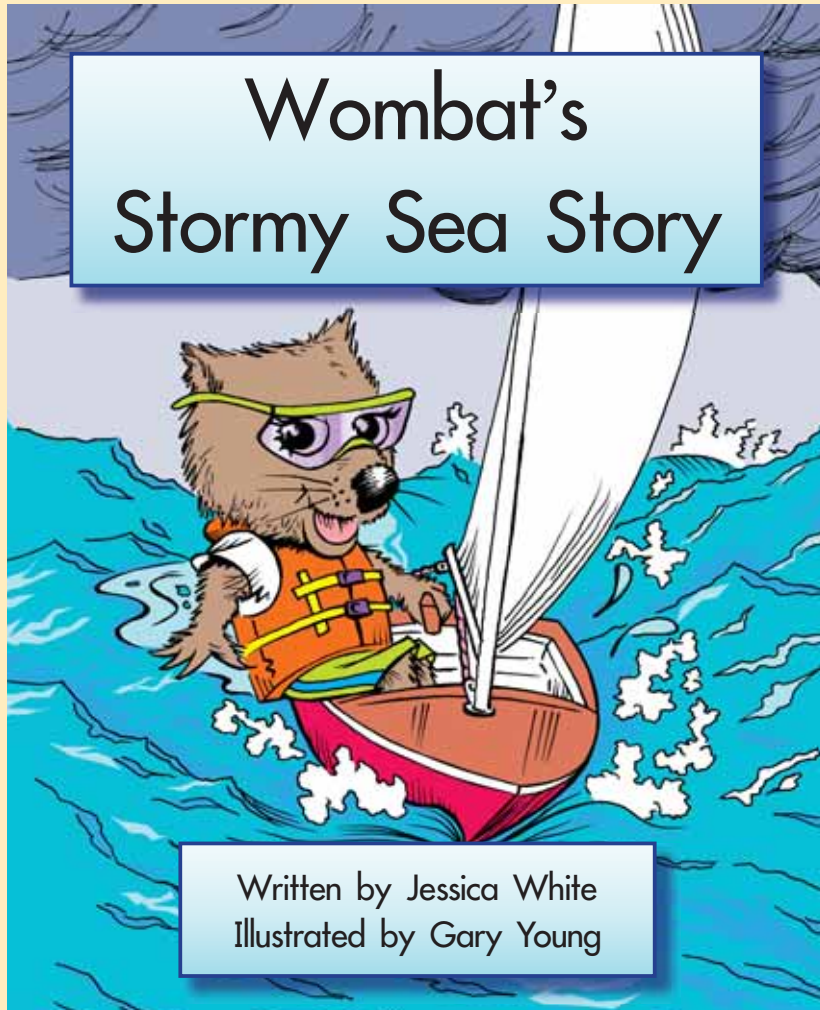




Level 13

Book b



Level	13
Word Count	271
Text Type	Narrative
High Frequency	all, home
Word/s Introduced	

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

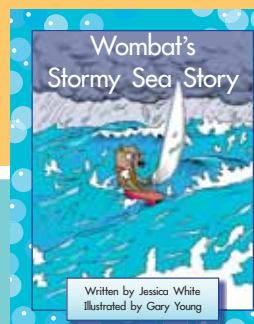
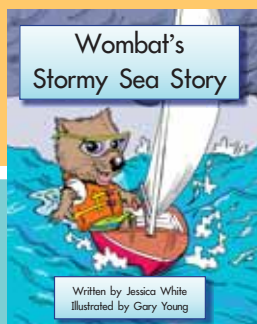
Cover & Title Page



Ask the children to describe the front cover and title page. Is this a story book or information book?



Tell the children that all stories have a setting. Where does this story take place?



Ask the children if they have been on boats. Invite them to share their experiences. What was it like?



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

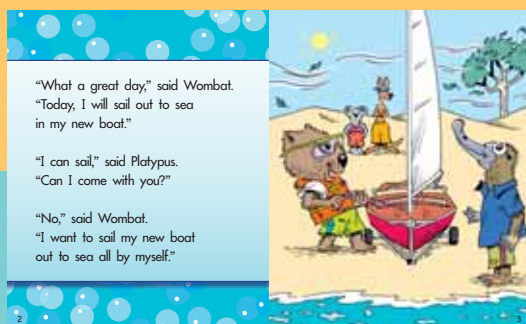
AFTER READING

BEFORE READING

2/3

Have the children look at the characters. Who is the main character in this story?

What is Wombat wearing? Why has the illustrator drawn her wearing a life jacket? How does the illustrator show wind?



"What a great day," said Wombat.
"Today, I will sail out to sea
in my new boat."

"I can sail," said Platypus.
"Can I come with you?"

"No," said Wombat.
"I want to sail my new boat
out to sea all by myself."

AFTER READING

What does Wombat want to do? Do the children think it is a good idea to sail alone? Why or why not?

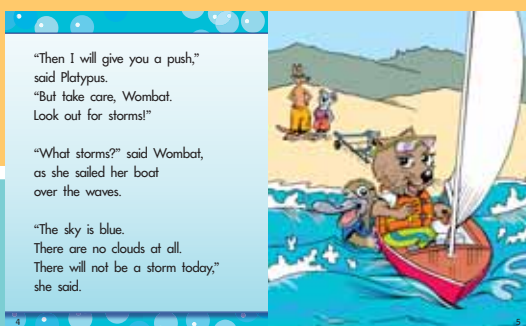
Have the children identify the word *boat*. What is another *oa* word? Tell the children their voice should go up at the end when they read a question.

BEFORE READING

4/5

Ask the children to tell you what is happening in the picture. How are Wombat and Platypus feeling? Why?

Tell the children that punctuation tells us to when to start, stop, and how to use our voices. What punctuation is on this page?



"Then I will give you a push,"
said Platypus.
"But take care, Wombat.
Look out for storms!"

"What storms?" said Wombat,
as she sailed her boat
over the waves.

"The sky is blue.
There are no clouds at all.
There will not be a storm today,"
she said.

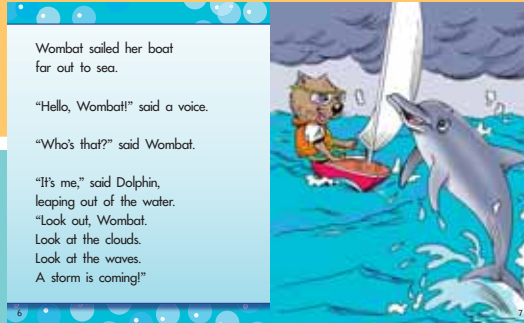
AFTER READING

What does Platypus warn Wombat about? Is this good advice? What are some words to describe Wombat?

Ask the children to find the word *storm*. How does the letter *r* change the sound of the vowel? Identify the exclamation mark. How do we change our voices to read this sentence?

Ask the children to describe the picture. What is the new animal? Look closely at the picture and remember the title. What might happen next?

Can the children think of some text for this picture? What might Dolphin and Wombat say to each other?

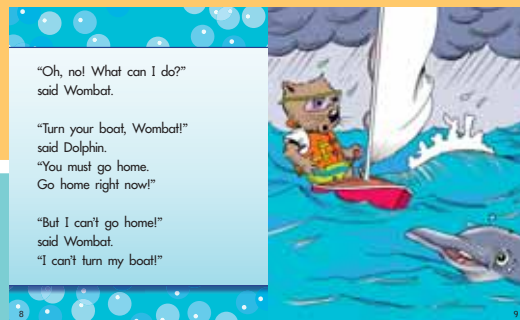


Tell the children that Wombat will have a problem in this story. What is the problem? What does Dolphin warn Wombat about?

Have the children find the word *It's*. Tell them the apostrophe stands in place of a letter. What is the missing letter? What word here stands for *Who is*?

How does the picture show what the text might say? What signs are in the picture? How is Wombat feeling?

Tell the children that an exclamation mark can show surprise, fear, or be used with a warning. Ask them to watch for exclamation marks on this page.



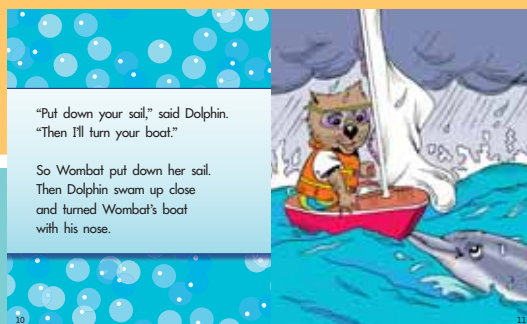
What does Dolphin tell Wombat to do? Is this good advice? What is Wombat's problem? Why can't she go home?

Identify *Turn*. How does the letter *r* change the sound of the vowel? Find the exclamation marks. How do we change our voice to read these sentences? Which exclamation mark shows surprise? Which show a warning and fear?

BEFORE READING 10/11

Have the children predict the text. What might Dolphin and Wombat say to each other?

Encourage the children to check their reading sounds right and makes sense.



What does Dolphin tell Wombat to do? How does Dolphin turn the boat?

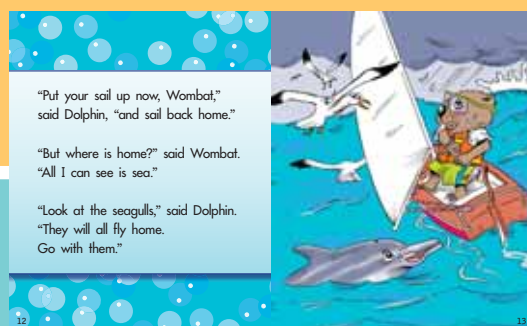
Write *turn* and *turned* on the board. Discuss past tense. What other words can we add *ed* to? Make a list on the board. Write *I'll* on the board. What two letters does the apostrophe replace?

AFTER READING

BEFORE READING 12/13

Who else is in the picture now? What might the seagulls do?

Have the children think of some text for this picture. What might the characters be saying to one another?

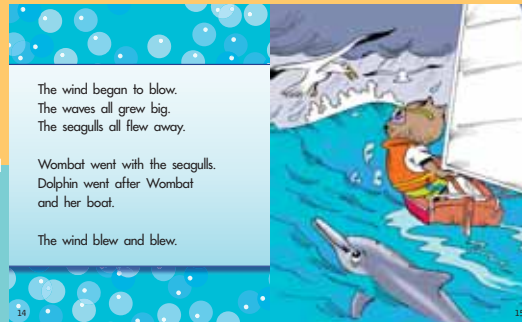


What is the new problem? How does Dolphin solve the problem? Why would seagulls fly to land? What are some words to describe Dolphin?

Write *see* and *sea* on the board. Have the children place both words in sentences to clarify meaning and use.

AFTER READING

Ask the children to think about the story. Is there a lesson in this book? What does the author want to teach us?



Ask the children what the wind and waves did. Is Dolphin a good friend? Why or why not?

Ask the children to find the words with the *ew* sound. Write *blow* and *fly* on the board. How has *fly* been changed? What word comes from *blow*? How is the meaning of the new words different?

Was the problem solved? Should Wombat have listened to Platypus? Recall the story. How did Wombat's feelings change at the start, the middle, and the end?

Revise water safety. Tell the children to check the weather forecast before they go out in a boat with an adult.



Ask the children to find the word with the *y* ending. What sound does the *y* ending make?

Ask the children to reread the story. Have them change their voices for different characters. Ask them to use the punctuation to help them start, stop, and know what to do with their voices.

13 b Wombat's Stormy Sea Story

Name _____

Make the words show things
that already happened.

The first one has been done for you.

leave left

walk _____

jump _____

talk _____

taste _____

blow _____

fly _____

Put two of the new words in sentences.

13 b Wombat's Stormy Sea Story Name _____

Circle the words with the letter **r** in them.

One has been done for you.

learn

want

bird

turn

blow

grow

fern

cow

storm

might

turn

hill

flew

Say the words with the letter **r** in them.

Put two of the circled words in sentences.
