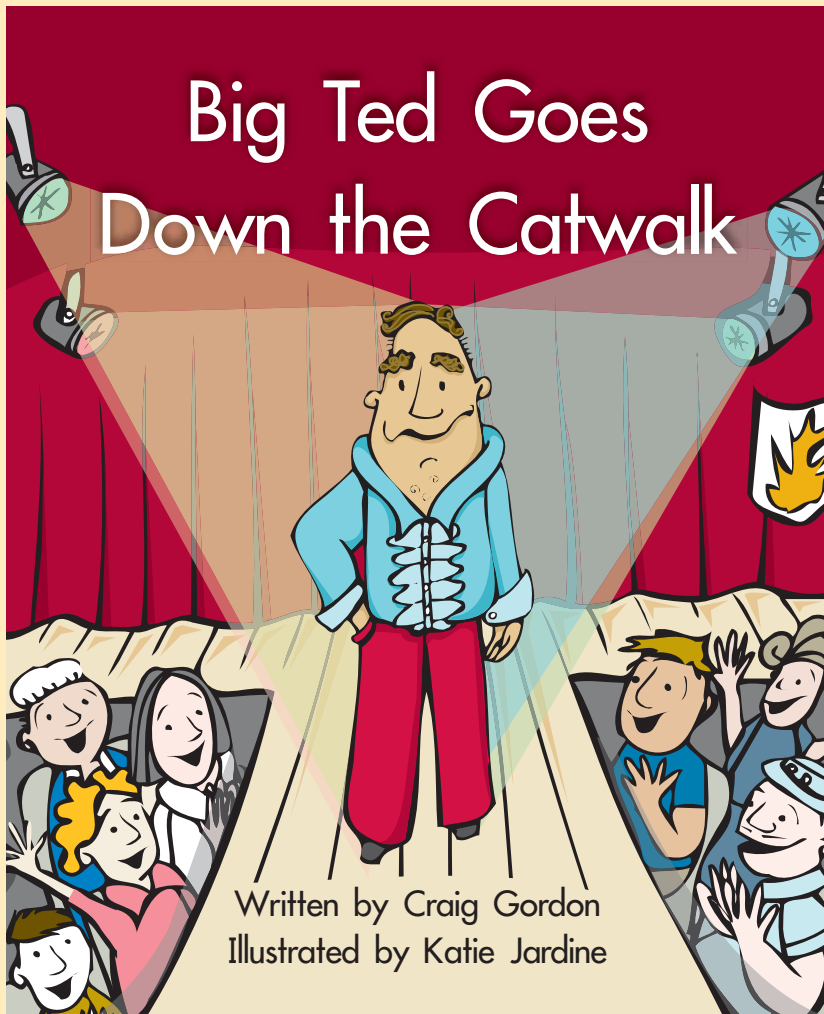




Level 13

Book e



Level	13
Word Count	271
Text Type	Narrative
High Frequency	why
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

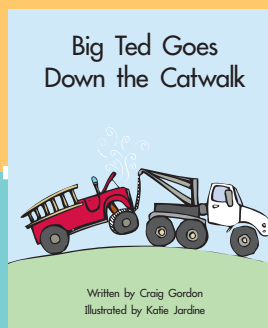
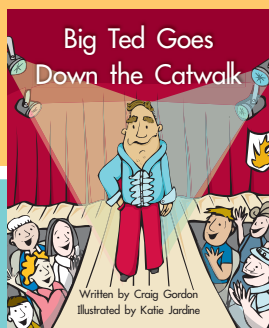
Cover & Title Page



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



Talk about the roles of the writer and illustrator. How are they different? Would the children like to do either of these jobs?



Have the children predict what might happen in this story. Explain *catwalk*. Have any of the children seen a fashion show before? What was it like?



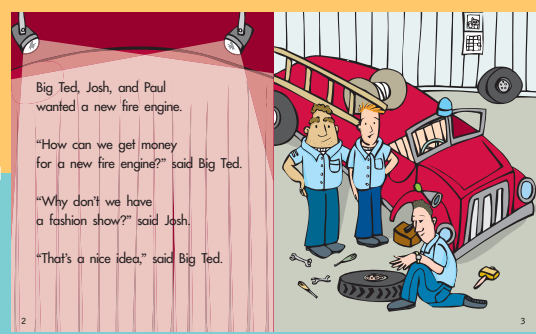
Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Ask the children to guess what job the men do. What are the men doing? What has happened to the fire engine?

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



AFTER READING

What job do the men do? Why do the men need money? What else could they do to raise money?

Have the children find the word *Why*. Tell the children that *why* often begins a question. How many questions are on this page? What two words is *That's* made from? Clap the syllables in *engine*.

BEFORE READING 4/5

Ask the children what they think the men might be talking about. Can the children describe the expressions on the men's faces?

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

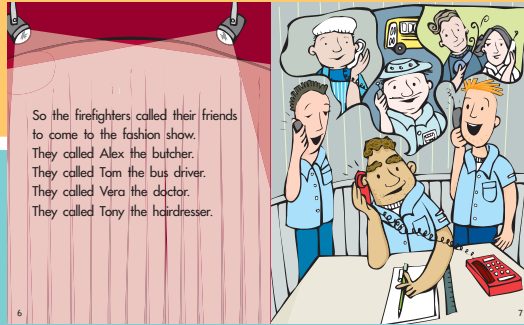


AFTER READING

Ask the children what Josh suggests to his friends. Who will model the clothes?

Ask the children to find the word *who*. Tell the children that *who* often begins a question. Identify the word *down*. What other words have the same *ow* sound? What letters are the same? Have the children choose three words and clap the syllables.

Ask the children to describe what is happening in this picture. What might the men be doing? What things would have to be done to organise a fashion show?



Ask the children to list all the friends the men called. What jobs do the friends do?

Have the children find the word *their*. Ask them to place the word in sentences. Clap the syllables in the words *butcher*, *bus driver*, *doctor*, and *hairdresser*.

Ask the children to tell you what they can see in the picture. What is about to happen? How might the men be feeling?

Have the children think of some text for this picture. What might Big Ted, Josh, and Paul be saying?



What does Paul say?
Why is Big Ted scared?

Have the children find the word *had*. How is it different from *has*? Have the children place *has* and *had* in sentences to clarify meaning and use. What word rhymes with *down*? What ending has been added to *frown*?

BEFORE READING 10/11

Ask the children who is going down the catwalk first. How does Paul feel?

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



AFTER READING

What is Paul wearing?
What did the crowd do?
What was Paul feeling?

What two words describe the pants?
What two words describe the shirt?
What word has the y ending?

BEFORE READING 12/13

Ask the children who is going down the catwalk first. How does Josh feel?

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



AFTER READING

What two words describe the pants? What two words describe the shirt? What words have the y ending? What two words here have the ow sound?

Ask the children to describe what is happening in the picture. How is Big Ted feeling? How does the illustrator show this?

Have the children tell you what they think of the story so far. Has the author come up with a good idea for a story?



Why is Big Ted shaking?
What is Big Ted wearing?

Ask the children to find the words *Then* and *all*. Have them place *all* in sentences. Write *I am* on the board. What word here comes from *I am*? Review exclamation marks. Why do we use these? Write the word *shaking* on the board. What do we do to the word *shake* before we add *ing*?

What is happening in this picture? Talk to the children about fears. What fears have the children overcome? How did they feel afterwards?



Ask the children what they liked most about this book. Will they recommend it to their friends?

Review direct speech. Why are there speech marks here? Who is talking? How do we know?

13 e Big Ted Goes

Down the Catwalk

Name _____

How many syllables are in the words?

The first one has been done for you.

hairedresser hair-dress-er

their _____

cheered _____

spotty _____

butcher _____

doctor _____

frown _____

engine _____

frilly _____

blue _____

baggy _____

13 e Big Ted Goes

Down the Catwalk

Name _____

Draw pictures of Big Ted, Josh, and Paul.

Write the words that describe their clothes.



