

Level	13
Word Count	291
Text Type	Literary recount
High Frequency Word/s Introduced	why

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)

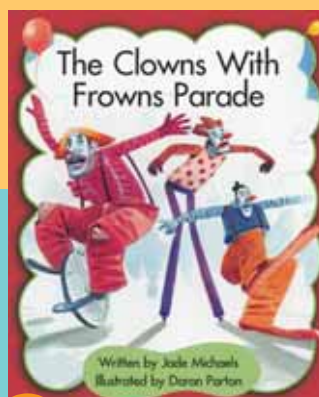


This symbol relates to use (text user)

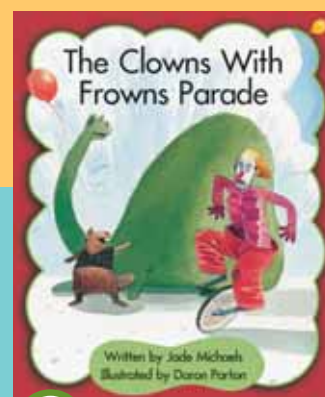
BEFORE READING Cover & Title Page



Have the children look at the title page and the cover. Ask them what they think the clowns are doing. Ask them what they think Bronto and Beaver are doing.



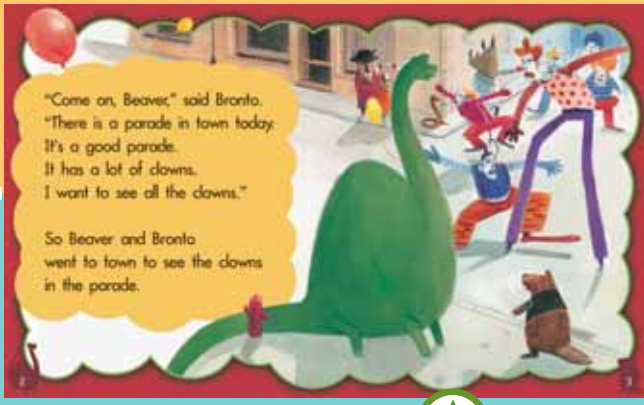
Have the children look again at the title page. Who is part of the parade and who is watching it? How can you tell?



Ask the children to find the two words that rhyme in the title. Write them on the board.

BEFORE READING 2/3

Ask the children to look at this picture. Who is in the parade and who is not? Where is the parade happening?



AFTER READING

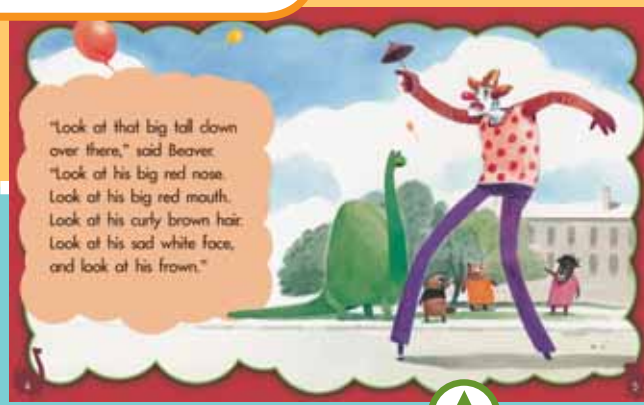
Ask the children where the parade was happening. What did Bronito want to see? Who suggested that they go to the parade? How many of the clowns did Bronito want to see?

Have the children scan the text and find a word that rhymes with *clown*. Add the word to the list on the board.

BEFORE READING 4/5

Have the children look at this picture. What are Bronito and Beaver looking at? What do clowns normally look like? What is different about this clown? Why do you think he is frowning?

Ask the children to discuss what Beaver says last. Why are the clown's sad white face and frown unusual? What do clowns want to make us do?



AFTER READING

What is it about this clown that Beaver chooses to look at? What is the first thing he looks at? What is the last thing he looks at?

Have the children find another word on this page that rhymes with *clown*. Add the word to the list on the board.

Ask the children why Bronto and Beaver have stopped this clown. What do you think they are saying to the clown? Why is the clown frowning?

Have the children find the words on this page that rhyme with *clown*. Add the words to the list on the board. Read the list together.



Ask the children what Beaver means by "That's no good." Why have Bronto and Beaver grabbed the clown like this? Do you think they should interrupt the parade this way?

Ask the children what the clown in this picture is riding. Have them look at his face and encourage a discussion about the way the clown looks. How does he seem to be feeling?

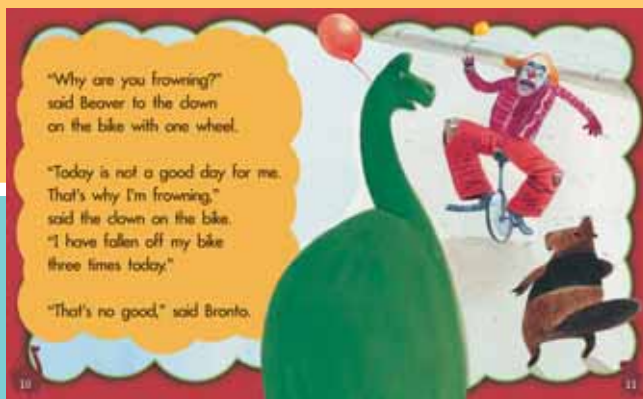


Have the children answer the following questions: What kind of pants is the clown wearing? What colour is his shirt? How many wheels does his bike have?

Explain to the children that there are double adjectives in this book. Write *baggy red pants* and *frilly pink shirt* on the board. Discuss that one adjective is the colour and the other is the style. Flick through previous pages and ask the children to point to double adjectives.

BEFORE READING 10/11

Ask the children what they think Bronto and Beaver are saying to this clown. Why do they think this clown might be frowning?



Ask the children why this clown is frowning. How many times has he fallen off his bike?

Ask the children to find the question word on page 10.

AFTER READING

BEFORE READING 12/13

Ask the children to discuss this clown. How is he different from the other clowns? What does he have that is the same as the others?



Ask the children how many of the clowns have frowns today. What does Bronto ask the clown? How is this clown described?

Ask the children what question Bronto and Beaver are asking the clowns.

AFTER READING

Have the children discuss what the clown is saying to Bronto and Beaver. Why is he pointing to his face? Why do the children think this clown is frowning?

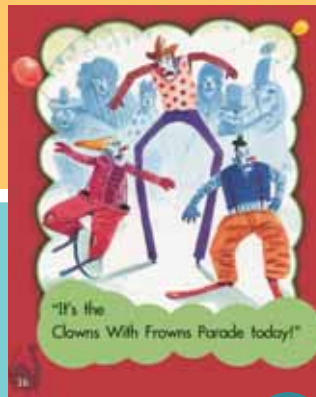


Ask the children the following: Is the clown sad? Why is he frowning? Why are all the other clowns frowning? Why do you think the clown is pointing at his face?

Ask the children to think carefully about why the other clowns said they were frowning and why this clown says they are all frowning. Have them discuss which of the clowns might be bluffing and why.

Discuss with the children if the story could be written with happy clowns. What would be different?

Ask the children to read the book independently. Discuss the strategies they will use if what they read doesn't make sense.



Ask the children what all the clowns have that is the same. Why have all the clowns got frowns? What is the name of the parade?

Discuss with the children the purpose of a narrative. Ask them if this narrative entertained them. If so, how?

13 e The Clowns with Frowns Parade

Name _____

I. Write the nouns with the adjectives.

nose	hair	shirt	mouth
clown	pants	shoes	face

big red _____

frilly pink _____

curly brown _____

baggy red _____

big red _____

big tall _____

sad white _____

big red _____

13 e The Clowns with Frowns Parade

Name _____

I. Match the clown to his reason for frowning.



“I have fallen off my
bike three times today.”



“The frown is painted
on my face.”



“I keep falling down.”