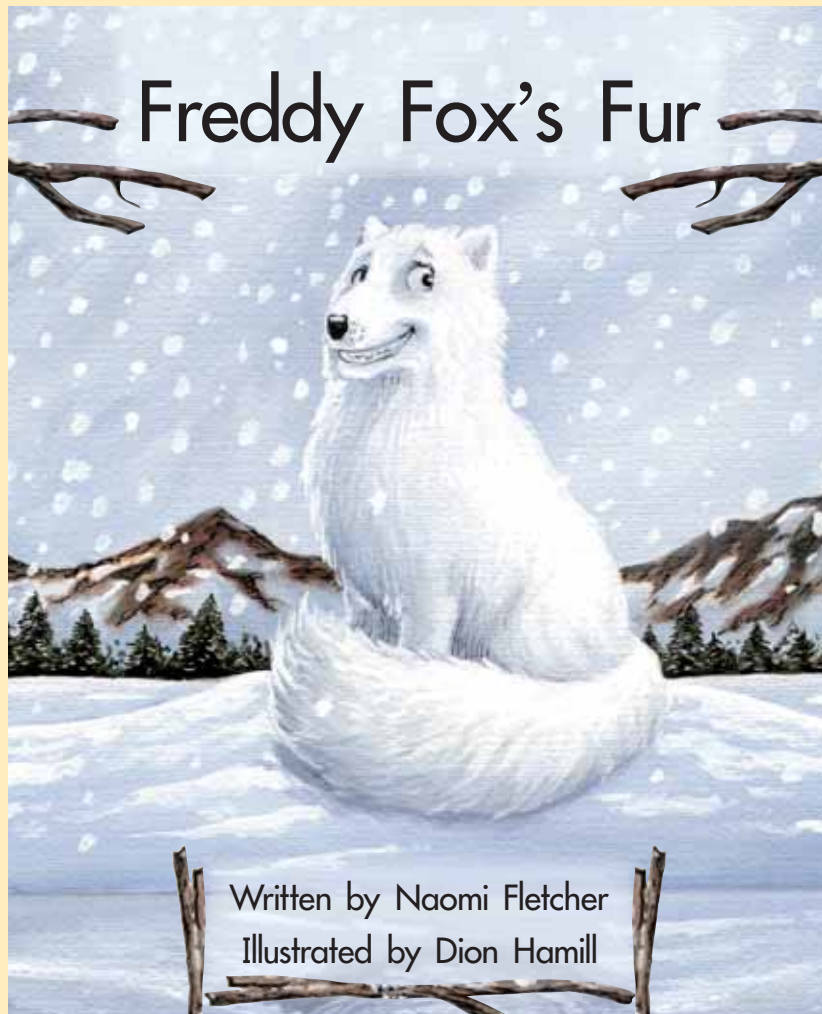




Level 13

Book g



Level	13
Word Count	286
Text Type	Narrative
High Frequency 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 it summer or winter in the picture? What colour is Freddy Fox's fur?



Ask the children to predict what might happen in this story. Talk about foxes and where they live.



What does the apostrophe in the title show? Look at the word *Fur*. How does the letter *r* change the sound of the vowel?

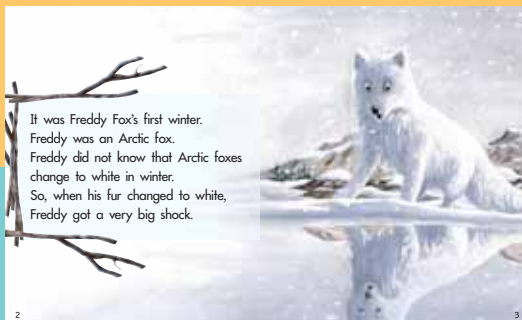
AFTER READING

BEFORE READING

2/3



Ask the children to look at the picture. What might have shocked Freddy Fox? How would the children describe the expression on Freddy's face?



AFTER READING



How old is Freddy Fox? What did he not know? Why did he get a very big shock?



Ask the children to find the word *when*. What other words start with the *wh* blend? What is the difference between the words *change* and *changed*?

BEFORE READING

4/5



Ask the children what they think Freddy might be planning. What kind of expression is on his face?



AFTER READING



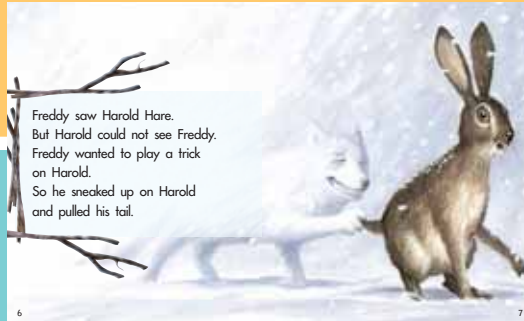
Ask the children what Freddy felt when he became white. What idea did Freddy have? How might Freddy have some fun?



Identify the word *know*. Clarify the silent letter *k*. What word here has the same ending as *know*? What word here has a *y* ending?



Ask the children what Freddy is doing in this picture. How is Freddy feeling? How is the other animal feeling?



Ask the children what Freddy did to Harold Hare. Talk about how Freddy is hard to see in the white snow. Did Freddy do a kind thing?



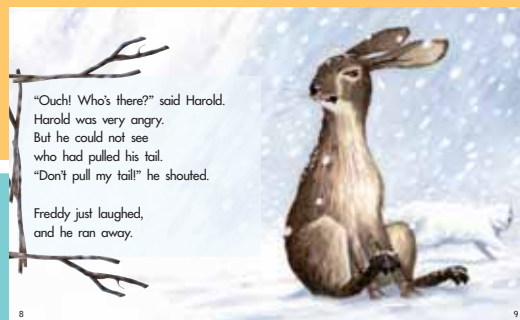
Ask the children point to the word *play*. List other words with the *ay* ending. Read the list together, while the children listen for the *ay* sound. How many words here have the *ed* ending?



Have the children tell you what is happening in the picture. Can they make out Freddy in the distance? How is Harold feeling?



Ask the children to predict the text. What might Harold say and do?



Ask the children to point to the words that tell how Harold is feeling. What does Harold say?

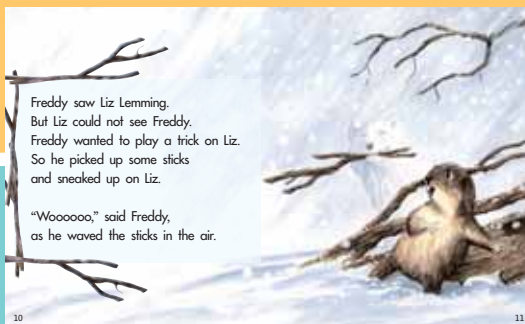


Write *do not* on the board. Have the children find the word that stands for *do not*. What is the question on this page? Who asks it? How does adding the *ed* ending change the meaning of a word? Why is Harold shouting?

BEFORE READING 10/11

Ask the children to guess what Freddy is doing in this picture. What might the other animal be feeling? Why does it look so scared?

Can the children think of some text for this picture?



AFTER READING

Ask the children to find the words that say what Freddy picked up and what he did to Liz Lemming.

Ask the children to find the word *Lemming*. Clap the syllables in this word. Clap the syllables in the word *Freddy*. How many syllables are in these words?

BEFORE READING 12/13

Ask the children to think about how Liz is feeling. How did Freddy's trick affect Harold? How is his trick affecting Liz? Talk about how we can make people feel when we play tricks on them.

Can the children think of some text for this picture?



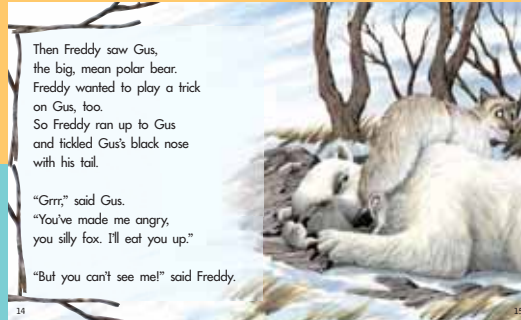
AFTER READING

What does Liz think Freddy is? What does Liz do? What does Freddy do?

What words tell what Liz did? What words tell what Freddy did? Remind the children that adding *ed* to the end of a word changes the meaning of the word.

Ask the children what is happening in this picture. What is happening to Freddy's fur? How is the sky different? What is happening to the snow?

What do the children think of the story? Why? What can we learn from Freddy's adventures?



Ask the children what kind of bear Gus is. What words did Gus say to Freddy?

Identify the words *to* and *too*. Discuss the difference between the two words. Have the children place the words in sentences. What two words describe the polar bear? Discuss the three contractions. Write *Gus's* on the board. What does the apostrophe show belongs to Gus?

Ask the children what is happening in this picture. How have things gone wrong for Freddy? What happens to Freddy's fur when it gets warmer and the snow melts? Does Freddy feel clever now? Has he picked on the wrong animal? What might Freddy have learned from this experience?



Ask the children what they liked about the book. What is the lesson? What is the author trying to teach us? Has she done a good job?

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.

Write new endings for the words.

The first one has been done for you.

- | | |
|--------|---------------|
| pull | <u>pulled</u> |
| crawl | _____ |
| cheer | _____ |
| spot | _____ |
| tickle | _____ |
| paint | _____ |
| want | _____ |

Put two of the new words in sentences.

Circle the words where the letter r
changes the sound of the vowel.

One has been done for you.

fur

play

bird

see

fern

hard

surf

pull

first

when

Read the sentences.

It was Freddy Fox's first winter.

So, when his fur changed to white,

Freddy got a very big shock.

Draw the picture on another sheet of paper.