



Level 14

Book c



Level	14
Word Count	301
Text Type	Factual description
High Frequency	just
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

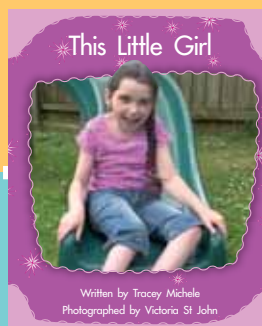
Cover & Title Page



Ask the children to describe the front cover and title page. Is this a story book or an information book? How can we tell?



Discuss the work the illustrator and writer do. Ask the children if they would like to do these jobs. Do they like writing stories and illustrating them at school?



Ask the children to tell you what they are going to learn about this girl. What kinds of things do they think she does?



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 describe what they can see in the photo. What are these people doing? How might they know one another?



AFTER READING

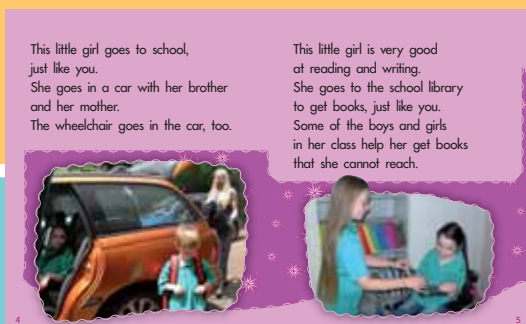
Ask the children why the girl uses a wheelchair. What does the girl like to do?

Ask the children to find the word *girl*. Ask them to spell it without looking at the book. What word here is made up of two smaller words?

BEFORE READING

4/5

Ask the children to describe what is happening in these photos. What is the girl's mother doing? What does the girl do in these photos and who has helped her reach the book?

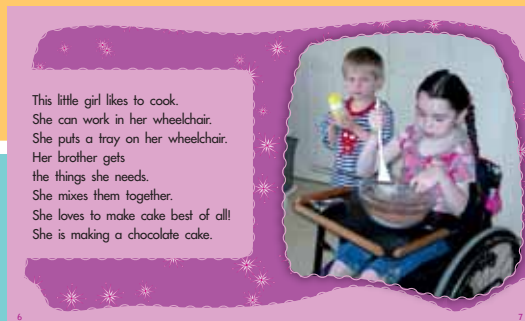


AFTER READING

Ask the children what the girl is good at. Does the wheelchair go in the car? What do the other boys and girls help the girl with?

Ask the children to find the words with the double *o* sound. Have them find the word *library*. Clap the syllables. Write *beach* and *seat* on the board. Ask the children to find the words with the same *ea* spelling.

Have the children tell you what is happening in the photo. What might the girl be making? Do the children help their friends and family members do things they cannot do by themselves?



Ask the children what the girl puts on her wheelchair so she can cook. Praise the children for finding the word *tray* in the text. Who helps her get the things she needs?

Have the children find the word with the *ing* ending. Discuss how the word *making* comes from the verb *to make*. What letter do we remove when adding the *ing* ending?

Ask the children to describe what the girl is doing. What tells us she is happy? What things do the children do that make them happy?



Ask the children to describe what the girl likes to paint. What things does she put on her tray?

Clap the syllables in the word *pictures*. What word here is made from two smaller words?

BEFORE READING 10/11

AFTER READING

Have the children tell you what is happening in the photo. How do we know the girl is enjoying herself? Talk about who the other girl might be.



This little girl likes to play.
She goes to the park, just like you.
Her friends help her on the slide.
She gets out of her wheelchair.
She goes to the top of the slide.
She slides down the slide.

Ask the children where the girl goes to play. How does the girl get out of her wheelchair?

Ask the children to find the word *down*. What word means the opposite of *down*? What word has the *le* ending? What are some other words with the same ending?

The Apple Tree

Macey's Mess

This Little Girl

Roger the Bat Goes to Town

BEFORE READING 12/13

AFTER READING

Ask the children to tell you what is happening in this photo. How might this boy be related to the girl?



This little girl likes to go on the swing, too.
She gets out of her wheelchair.
She sits on the swing.
Her brother helps her.
He pushes her on the swing.

Suggest a passage of text for this page that is similar in style and vocabulary to that of the author.

Ask the children what the girl's brother does so the girl can play on the swing. What words can we use to describe her brother?

Ask the children to find the double *o* word. Brainstorm other double *o* words and list them on the board. Discuss the difference between *to* and *too*.

Ringo Goes Missing

People and Dolphins

Benny Bilby and Nick Numbat

Who Works at the Airport?

Ask the children to talk about what game the boy and girls are playing in the photo. What sports do the children like to play at school or at home?

Ask children what they think of this book so far and why. Do they think the author has come up with a good idea for a book?



Ask the children how they know the girl is good at basketball. What does she do?

Ask the children to find *wheelchair*. Clap the syllables. How many syllables are in this word? Have the children find the verbs with the *s* ending – *likes*, *plays*, *passes*, *shoots*, and *scores*. Discuss how this suffix is added to the verb to change the meaning.

Remind the children that this page is called the index page. Demonstrate how to use the index. How might this page be helpful?

Index	
friends	2, 10, 14
park	10
pictures	8
school	4, 5
tray	6, 8
wheelchair	2, 4, 6, 10, 12

Have the children read the index entries again. Have them go back to the relevant pages and reread the sentences in which the words occur.

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

14 c This Little Girl

Name _____

Cross out the words to make the sentences correct.

This little girl score/scores a goal!

I shoot/shoots at the goal.

We like/likes basketball.

She play/plays basketball with friends
and her brother.

Her brother pass/passes the ball to her.

Write how many syllables are in the words.

The first one has been done for you.

painting	<u>paint-ing</u>	<u>2</u>
paints	_____	_____
basketball	_____	_____
pictures	_____	_____

14 c This Little Girl

Name _____

Write the small words
that make up the big words.

_____	+	_____	=	basketball
_____	+	_____	=	paintbrush
_____	+	_____	=	wheelchair
_____	+	_____	=	whiteboard

Circle the words with suffixes.

make	good	reading
	likes	books
writing	boy	school
	scores	library
little	shoots	like
	walked	found