



Level 14

Book g

Benny Bilby and Nick Numbat





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Illustrated by Robert Roennfeldt


Level	14
Word Count	304
Text Type	Narrative
High Frequency 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)

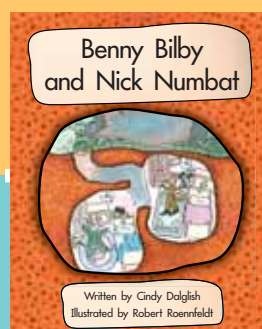
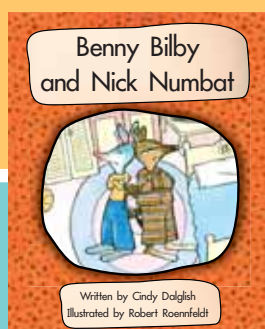
 This symbol relates to use (text user)


BEFORE READING


Cover & Title Page

 Ask the children to describe the front cover and title page. Do the two characters look like friends? Where do they live?

 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?



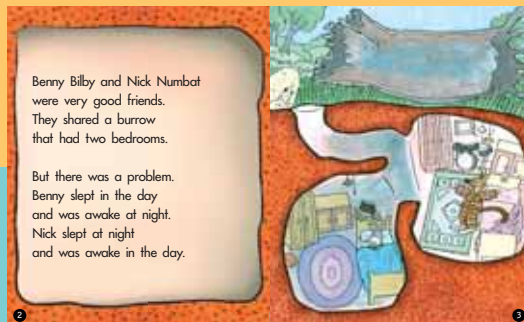
 Discuss problems the children have had in relationships with friends. How do they fix the problems? What kind of problem might Benny and Nick have?

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

AFTER READING

Ask the children to describe what Benny and Nick are doing in their rooms. How are they different? What is Nick doing? How might he be feeling? What is Benny trying to do? How might he be feeling?

How does the illustrator show where Benny and Nick live? How does he show that one room is light and one room is dark? Is this clear?

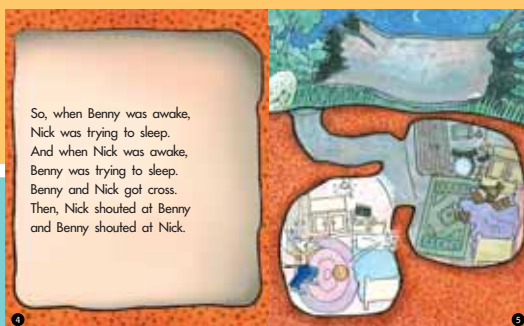


Ask the children what the problem was in the burrow. Who slept at night? Who slept during the day? Which animal is Benny? Which is Nick?

Ask the children to find the word *very*. Have them place it in sentences to clarify meaning and use. What two words here mean the opposite of each other? What word is made up of two smaller words put together?

Ask the children what Benny is doing in the picture. How might he be feeling? What is Nick trying to do? How might he be feeling?

How has the illustrator shown that it is night in the picture? What clues on the bed help us know which character is which?



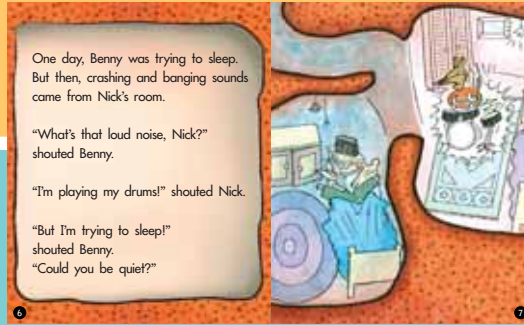
Have the children find the word with the *ou* spelling. What ending has been added to *shout*? What other words can have the *ed* ending?



Ask the children what Nick and Benny are doing now. How might they be feeling at this moment? Does this remind the children of anyone they know?



Discuss question marks and exclamation marks. How do we change our voice when we read a question? Explain that an exclamation mark can show anger.



What was Nick doing during the day? What questions did Benny ask? Why are Benny and Nick shouting? Is it the noise of the drums, or anger, or both?



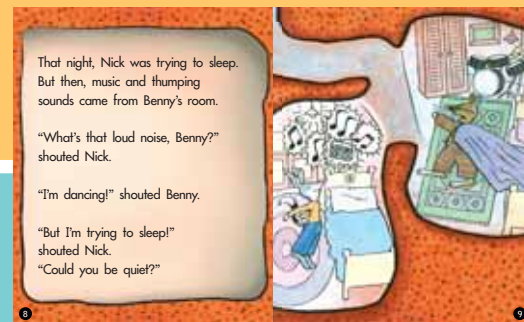
Have the children find the word *I'm*. Tell them that the apostrophe replaces a letter. What two words is *I'm* made from? What word stands for *What is?* Can the children think of other words like this?



Ask the children to describe what is happening in this picture. Do they think this is a happy home? Why or why not? How has the illustrator shown that music is coming out of Benny's stereo?



Think about any solutions we can offer Nick and Benny. How can Benny and Nick fix this problem? What suggestions do the children have? How would they fix the problem?



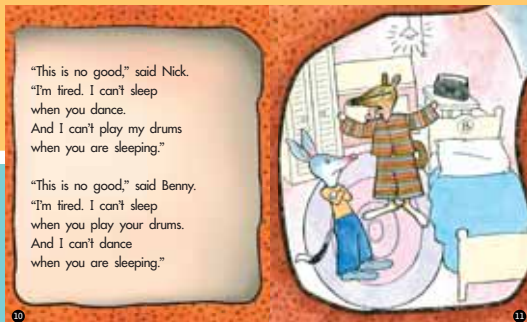
What was Benny doing at night? What questions did Nick ask? Would the noise be louder or quieter in a small space? Ask the children what the loud noise was in the burrow. What did Benny ask Nick?



Ask the children to find the word *loud*. Write *loud* and *shouted* on the board. What are some other words with the *ou* sound?

BEFORE READING 10/11

Have the children look at the picture. Whose room are the animals in? Can the children think of some text for this page? What would Benny say to Nick? What would Nick say to Benny? Would this fix the problem?



"This is no good," said Nick.
"I'm tired. I can't sleep when you dance.
And I can't play my drums when you are sleeping."

"This is no good," said Benny.
"I'm tired. I can't sleep when you play your drums.
And I can't dance when you are sleeping."

AFTER READING

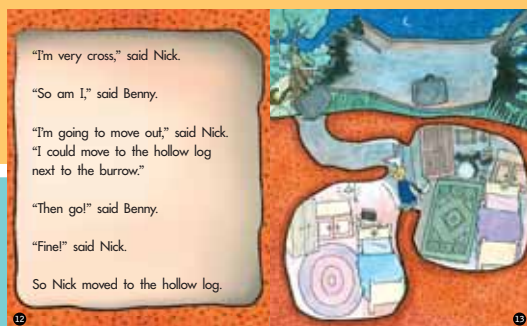
Who cannot play his drums when the other animal is sleeping? Who cannot dance when the other animal is sleeping? How are the animals feeling? How do we feel when we have very little sleep?

Have the children find the word with the double *o* in it. What word has the *ee* sound? What ending has been added to *sleep*? Ask the children to place *sleeping* in sentences.

BEFORE READING 12/13

Have the children look at the pictures and describe what Benny and Nick have decided to do. Where is Nick going to live now? Is this a good idea?

Tell the children that it is good to tell others their feelings, but that they must be calm and kind when they do this. What should Benny and Nick say to each other?



"I'm very cross," said Nick.

"So am I," said Benny.

"I'm going to move out," said Nick.
"I could move to the hollow log next to the burrow."

"Then go!" said Benny.

"Fine!" said Nick.

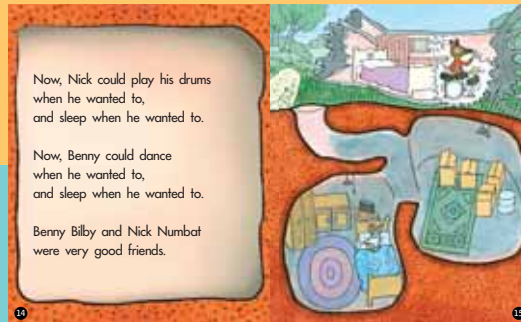
So Nick moved to the hollow log.

AFTER READING

Ask the children whose suggestion it is that Nick move to the hollow log next to the burrow. What do the exclamation marks tell us about how Benny and Nick are feeling?

Ask the children to find the word *could*. Have them place it in sentences to clarify meaning. Ask the children to list words with one syllable and words with two syllables.

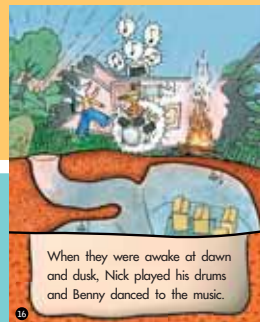
Ask the children to tell you what is happening in this picture. Is the solution working? Can Benny sleep while Nick plays his drums in the hollow log?



Can we always move away from people we are not getting on well with? What is another way to solve such problems? What other solutions could Nick and Benny have discussed?

Ask the children to find the word with the *ed* ending. What does the *ed* ending tell us? Clap the syllables in *Benny Bilby* and *Nick Numbat*.

Ask the children what Benny and Nick are doing together. Are they enjoying themselves?



When can Nick and Benny get together? What are *dawn* and *dusk*?

Ask the children to read the book to a friend. Have them use different voices for Nick and Benny. Remind them to check that their reading sounds right and makes sense.

14 g Benny Bilby
and Nick Numbat

Name _____

Put the words in the correct sentences.

Word Bank

wanted tired danced dancing
shouted played thumping moved

Nick _____ his drums.

Benny _____ to the music.

Nick could play his drums when he _____ to.

Nick _____ to the hollow log.

“I’m _____. I can’t sleep when you dance,”
said Nick.

But then, music and _____ sounds
came from Benny’s room.

“I’m _____!” _____ Benny.

**14 g Benny Bilby
and Nick Numbat**

Name _____

Write the words that mean the opposite.

asleep _____

night _____

warm _____

summer _____

dry _____

last _____

Draw a picture from the story.

