

Level	15
Word Count	342
Text Type	Narrative
High Frequency	
Word/s Introduced	small, would, which

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)

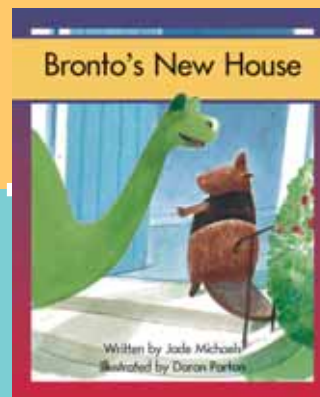
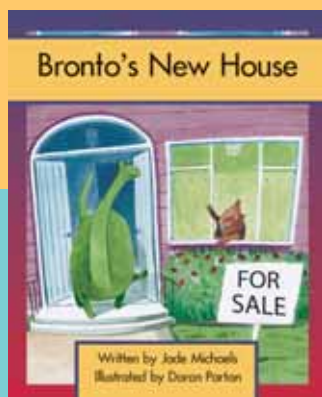
Cover & Title Page



Look at the cover illustration and title. What kind of animal is Bronto? What do the children think the story is about?



Explain to the children that we can use syllable knowledge, and locating small words within words, to help us read. Discuss their reading strategies.



Ask the children to respond to the book. What did they learn about the characters? How important is character development in a story?



Invite the children to analyse the text in terms of their own writing. Do their stories have problems? How does a problem make the story interesting?

Explain to the children that they are going to read a narrative text. A narrative text has a problem. Can they use the pictures and prior knowledge to predict?

Discuss with the children the small word *all*. Ask the children to locate a word containing *all* on page 2. Can they think of others?



"My house is too small," Bronto said to Beaver, one day. "I need a new house."

"I will come and look for a new house with you," said Beaver.

"Let's go and talk to Paul," said Bronto.

"Paul sells houses in town,"

So Beaver and Bronto went to town to talk to Paul.

Ask the children what kind of job Paul has? Why would Bronto go to Paul to buy a house?

Ask the children how the text on pages 2 and 3 set up the rest of the story. What information about the character and setting did they find out?

Invite the children to look at the character Bronto. What kind of a house would best suit Bronto? Have them justify their answers.

Revise with the children the vowel blend *au*. Discuss how the sound is same as *all* in *small*. Together write some *au* words on the board.



"My house is too small," said Bronto. "I need a new house that is big."

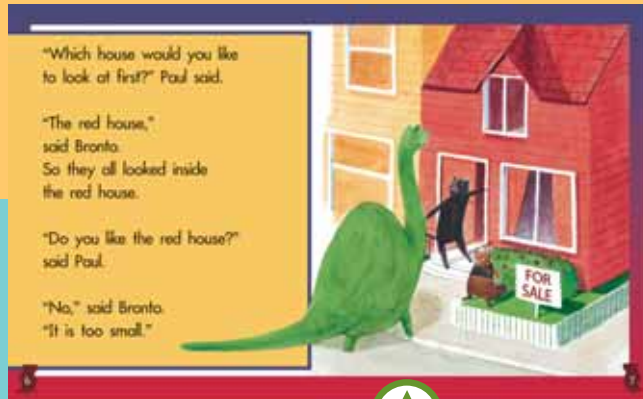
"Come with me," said Paul. "I have big houses for sale on First Street."

So Beaver and Bronto went with Paul to look for a new house for Bronto.

Ask the children to read the signs in the picture. How do the signs reinforce the text information?

Invite the children to share experiences with moving or buying new houses. What are some of the things people need to think about when they buy a new house?

Ask the children to look at the illustration on page 7. Do they think this is a good house for Bronto? Have them justify their answers.

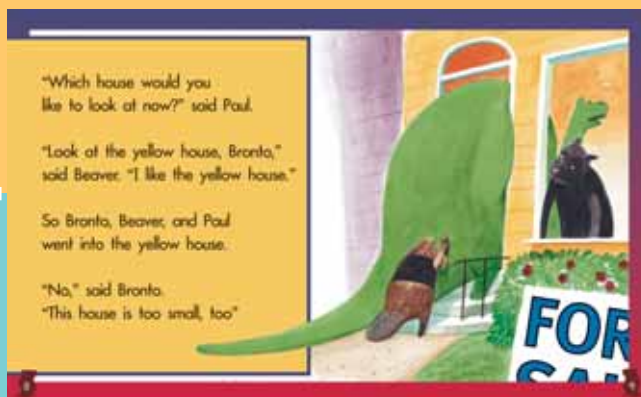


Discuss Bronto's reaction to the first house. Why did Bronto know it was too small? How does the illustrator show this?

Have the children find the word *would*. Write the word on the board. Ask the children for words that rhyme with *would* and write these in a list. Read the words together.

Invite the children to look at the illustrations and explain what is happening. Do they think Bronto will like this house? Would he want to buy it?

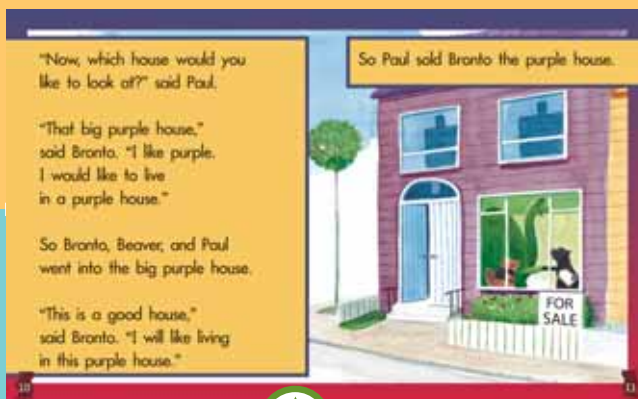
Ask the children to comment on any difficulties they had reading the text so far. What strategies did they use to overcome their difficulties?



Discuss the yellow house with the children. Should Bronto buy the yellow house? Why doesn't it suit Bronto? Have them explain their answers.

BEFORE READING 10/11

Invite the children to look at the pictures. What is happening? Have them predict what is going to happen.



Discuss with the children what made the purple house the best house for Bronto to buy.

Write the word *living* on the board. Ask the children to find the word and the root word. Write *live* underneath *living*. Discuss dropping the *e* to add *ing*. Write the word *like* and ask the children to add *ing*.

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

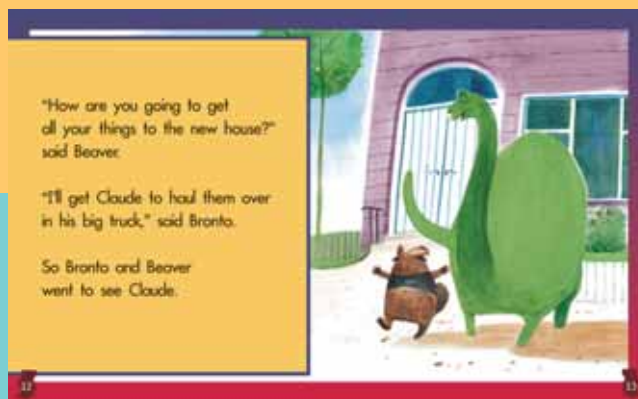
The Giant's Fire

Bronto's New House

BEFORE READING 12/13

Discuss how Bronto has solved his problem? From the information we know, predict what will happen next.

Ask the children to scan page 12 for *au* vowel blend words. Discuss the meaning of the words. Encourage the children to re-read the text for meaning.



Discuss with the children moving houses. How do people move their things from one house to another? Are there other ways of moving your things?

AFTER READING

Saving Tigers

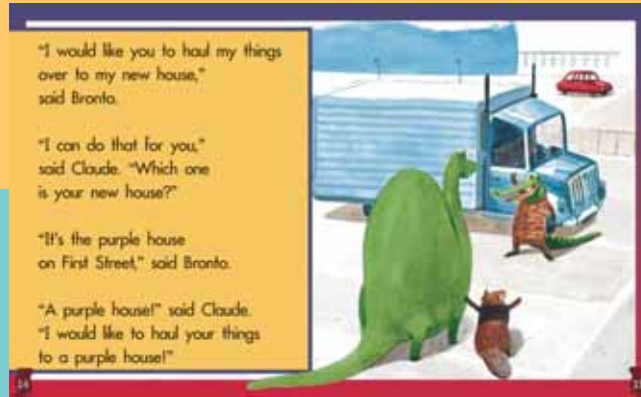
What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Look at the illustration on page 15. What kind of animal is Claude? Have the children predict what will happen.

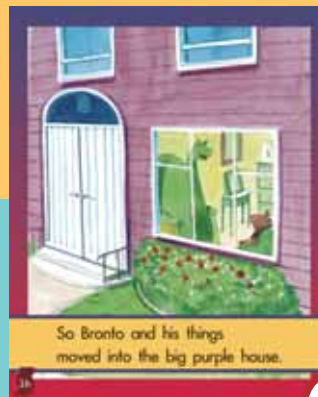
Draw the children's attention to the exclamation mark on page 14. Discuss the use of exclamation marks and how we use our voices in our reading.



Discuss with the children the meaning of the word *haul*. Can they suggest other words that mean the same as *haul*? Provide a thesaurus to assist them.

Ask the children to look at the illustration. Discuss with the children the structure of a narrative. How did Bronto solve his problems? Was there more than one problem?

Remind the children that their reading needs to make sense. It is important that their words sound right.



Discuss with the children why it is important to know what you want before you get it. Ask the children to share experiences. What were some of the things that Bronto had to think about?

Ask the children to analyse the text. Discuss how the story would have been different or the same if Bronto had been a mouse.

15 d Bronto's New House **Name** _____

1. Match the questions to the answers:

Questions

Answers

Why did Bronto move house?

To sell houses.

What is Paul's job?

His house was too small.

Where were the
big houses for sale?

Claude.

Which house did Bronto buy?

First Street.

Who helped Bronto
haul his things?

The purple house.

2. Write down the answers to the questions:

Who was the main character?

Where was the story set?

What was the problem in the story?

How was the problem solved?

3. Draw a picture of Bronto in the purple house.

15 d Bronto's New House **Name** _____

1. Brainstorm some **au** vowel blend words.

2. Insert punctuation into the sentences.

Now which house would you like to look at said Paul

Its the purple house on first street said Bronto

My house is too small Bronto said

Do you like the red house said Paul

This is a good house said Bronto