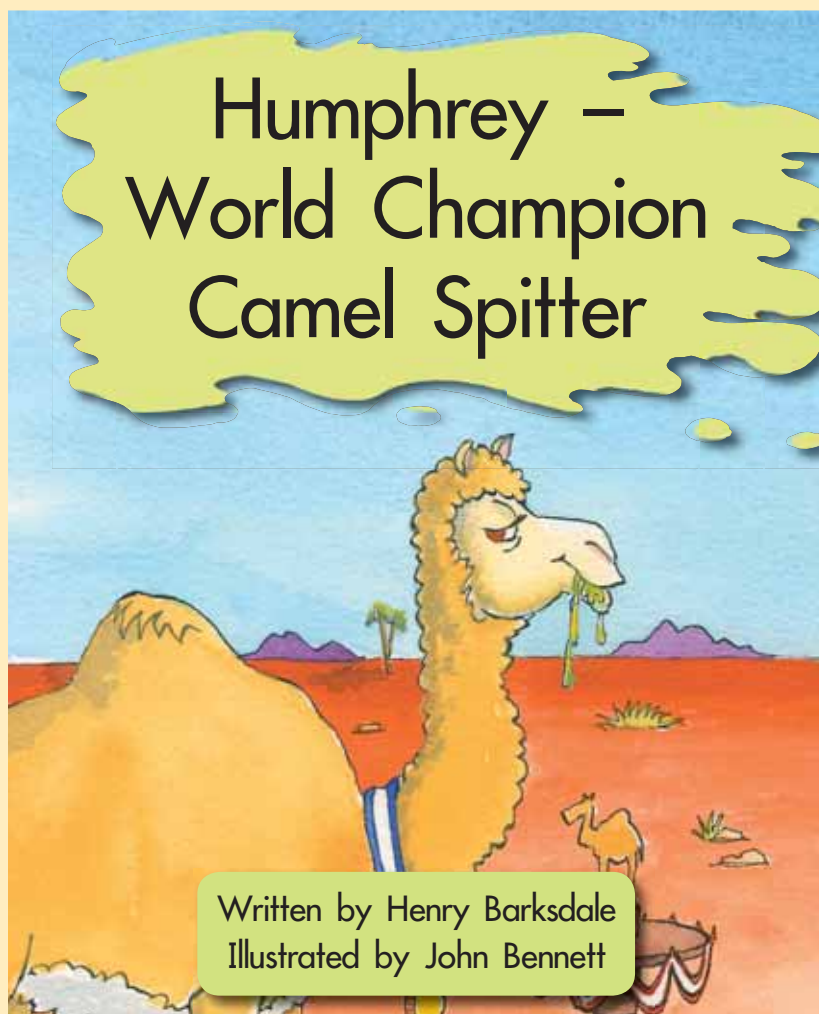




Level 16

Book b



Level	16
Word Count	362
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

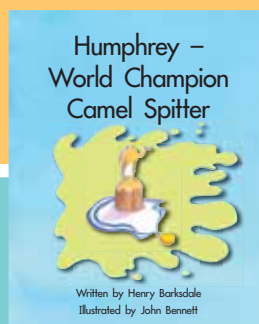
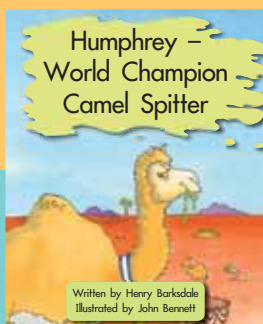
Cover & Title Page



Ask the children to describe the cover and title page. Can they tell you what type of animal this is?



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



AFTER READING



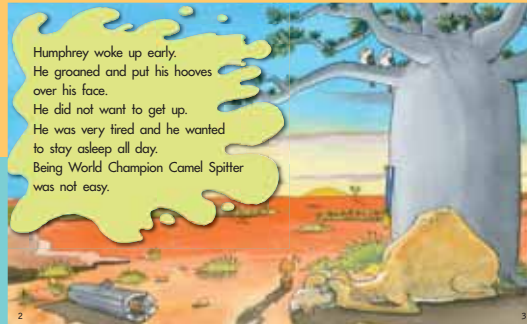
Ask the children to predict what might happen in this story. What do they think this camel might do? Did they know that camels spit? Talk about what it might be like. Is it good for people to spit?



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

Ask the children to look at the picture and describe what is happening. Why is Humphrey lying on the ground? What might be wrong with him? Talk about the things around him such as the trophy and the medal.

Explain that this book is a narrative and that narratives feature a problem that is resolved by the end of the story.



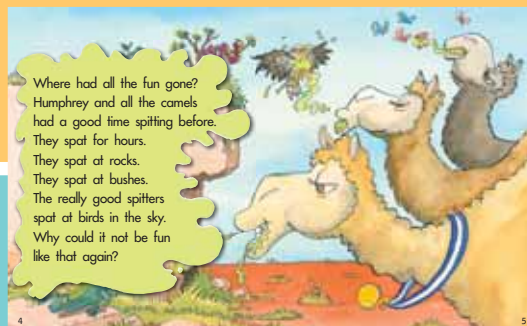
Ask the children why being World Champion Camel Spitter was not easy. Talk about what might be on Humphrey's mind. Have there been times when the children did not want to do something?

Ask the children to point out the word *stay*. Have them spell it without looking at the text, then place it in their own sentences to clarify meaning.

AFTER READING

BEFORE READING 4/5

Discuss how pictures give the reader clues to what is happening in the story. Ask the children what is happening here. What are the camels doing? What other animals are in the picture? How might they be feeling?



Ask the children what things the camels spat at. Have them refer to the text. Discuss why Humphrey is not happy anymore.

Ask the children to find *birds* with its *r*-controlled vowel. What are some other words with the same sound? Have the children identify the word *could*. Ask them to place it in their own sentences to share with the group in order to clarify meaning.

AFTER READING

Ask the children to look at this picture and describe what is happening. Talk about how the place is starting to look. Would the children like these camels to come to their school and homes? Have them give reasons.

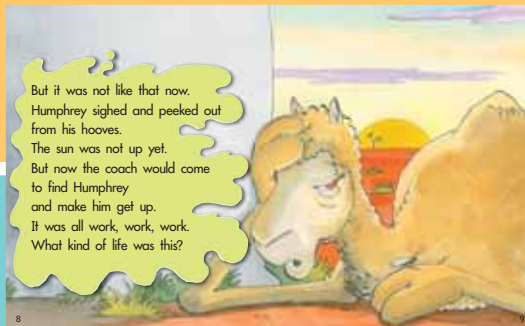


Ask the children to use the text to list all the things that the camels spat on.

Ask the children to discuss any words they found difficult. Discuss their strategies.

Ask the children to cover the text and tell you what they can see. Why does Humphrey look so down? What might he be thinking?

Ask the children to predict what the text might say, encouraging them to use vocabulary similar to that of the author.



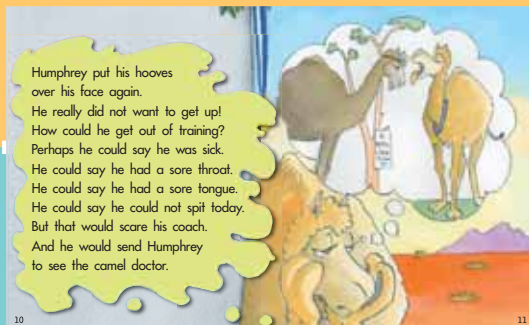
Can the children see what the problem in this narrative could be? How does this affect the main character, Humphrey?

Ask the children to find the word *peeked* and put it in their own sentences to clarify meaning. What is the vowel digraph in this word? Can the children think of other words with the same sound? Discuss the way in which the *ed* suffix changes the verb.

BEFORE READING 10/11

Ask the children to cover the text and tell you what Humphrey is imagining. Talk about thought bubbles and how we can tell what Humphrey is imagining what might happen.

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



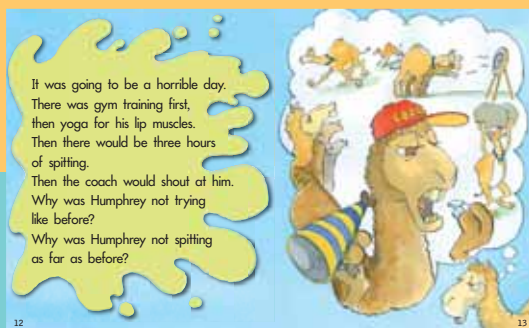
AFTER READING

Ask the children how Humphrey plans to get out of the training. Refer to the text to list the things he is thinking.

Ask the children to find *again*. Have them place it in sentences and spell it without looking at the text. Ask them to find the word with the *ing* ending – *training*. What did the word look like before *ing* was added to it? How does the suffix change the meaning of the verb?

BEFORE READING 12/13

Cover the text and explain who the character in the thought bubble is. What kinds of things is the coach telling Humphrey and the other camels to do? Why is he doing this?



Ask the children to find the word *would* and place it into sentences to clarify its meaning. Then find the word *first* and talk about its *r*-controlled vowel. List other words the children know with the same *r*-controlled vowel.

AFTER READING

Making a Worm Farm

Humphrey - World Champion Camel Spitter

Seasons in the Serengeti

The Biggest Fish Ever

Colourful Snakes

Don't Let the Mice Drive the Bus!

Market Tools

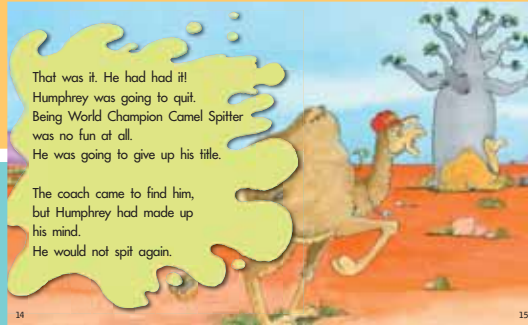
The Grey Wolf



Ask the children what the coach is doing. Look at the expression on Humphrey's face. What might he be thinking? Talk about what is going to happen.



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



Ask the children to identify the word *going*. What did this word look like before the suffix was added? Place the two words *go* and *going* into sentences to clarify the differences in use and meaning. Then identify all the punctuation in the text and review the function of each kind.



Ask the children what Humphrey is doing. Why does Humphrey spit at the coach even though he has decided not to spit anymore?



Have the children think back to the problem in the story. Was the problem solved?



Discuss the three dots (ellipsis) and why we use them in text. Write one or two sentences on the board to clarify their use and encourage the children to use them in their own writing.



Ask the children what they liked most about this book and whether they would recommend it to their friends.

16 b Humphrey – World

Champion Camel Spitter

Name _____

Write **true** or **false** beside the sentences.

Humphrey woke up late.

Humphrey was very happy
and wanted to spit all day.

The really good spitters
spat at the birds in the sky.

Humphrey will not spit again.

The coach was angry.

Add endings to make new words.

spit _____

drip _____

be _____

train _____

try _____

shout _____

16 b Humphrey – World Champion Camel Spitter

Name _____

Unjumble the words.

tiaignrn _____

tspi _____

tou _____

ldouw _____

pHuhryem _____

Draw a picture of Humphrey.

