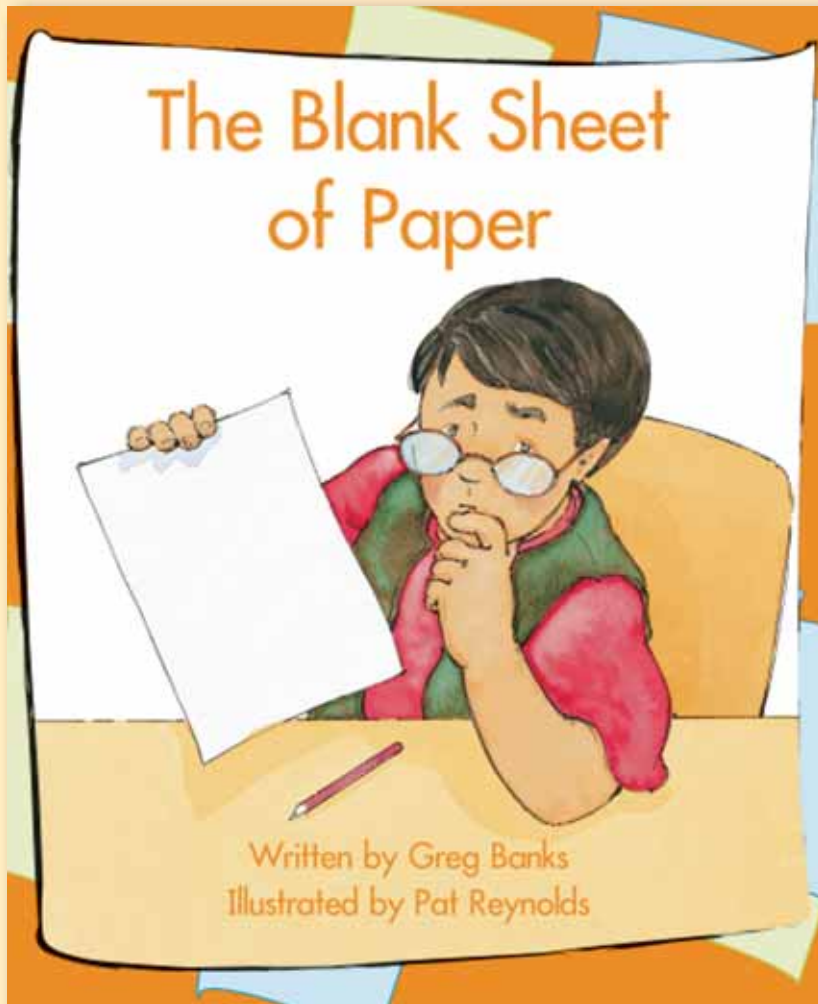




Level 16

Book d



Level	16
Word Count	379
Text Type	Narrative
High Frequency	ever, about
Word/s Introduced	



A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

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 discussions 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)

BEFORE READING

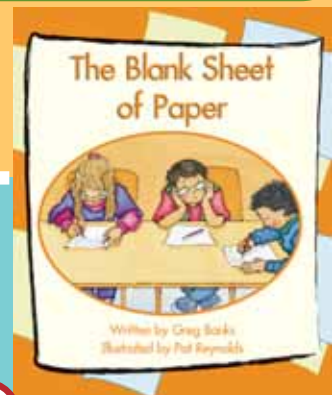
Cover & Title Page



Have the children look at the cover and title. Predict what the story is about. Explain that they are reading a fiction text. What is the difference between fiction and nonfiction?



Discuss with the children their reading strategies. What do they do when they come across an unknown word? Encourage the children to use a range of strategies.



AFTER READING



Ask the children to respond to the text. Do you think that the author chose a good title? Have them justify their answers. Can they suggest better titles?

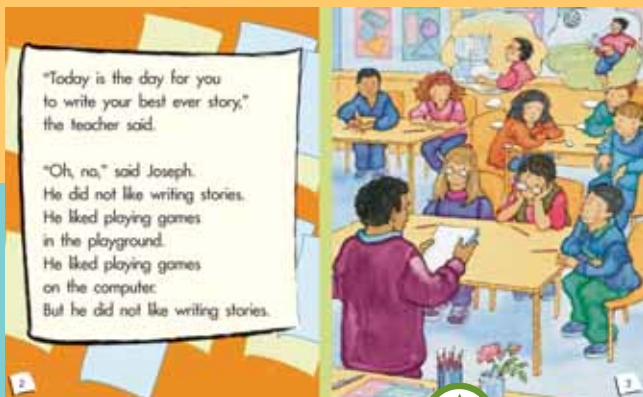


Have the children analyse the text. Have them compare their personal experiences in writing with the characters in the story.

BEFORE READING

2/3

Explain to the children that they are reading a narrative. Explain that a narrative always has a problem. As they read the story, ask them to think what the problem might be.



Explain to the children that in this narrative the characters, setting and problem are introduced on p.2. Who are the main characters? Where is the story set? What is the problem in the story?

Have the children focus on the word *writing*. Discuss the silent *w*. Have the children brainstorm other words that have a silent *w*.

AFTER READING

BEFORE READING

4/5

Ask the children what they do before they begin writing a story. What strategies do they use to come up with ideas?

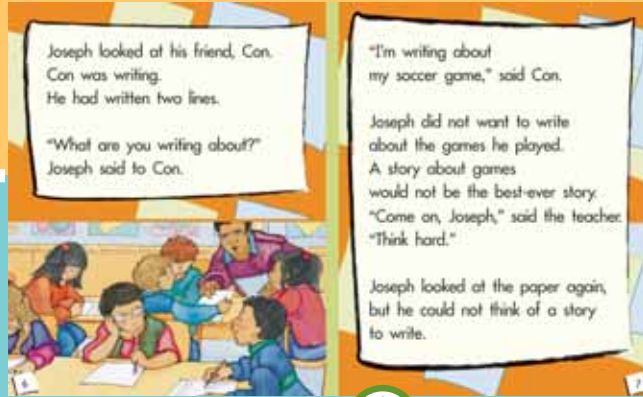


Ask the children to locate the compound word on p.4. Explain that they are looking for the two words in the compound word that will help them with their reading.

Explain to the children that brainstorming before writing can help get their ideas onto paper. This can make their writing easier.

AFTER READING

Ask the children to look at the illustrations. What is happening? Describe how the characters look and might be feeling.



Have the children discuss Joseph's problem. Discuss the feeling of having a blank memory? Have they been in a situation where they had a blank memory?

Ask the children to locate words with a silent *w*. Write them on the board. Discuss the meaning of each word.

Ask the children to think about their best ever story. What made it the best ever story? Do they always think about writing their best ever story?



Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

Discuss with the children the author's use of the words *best-ever story*. How do the words influence the characters in the story?

BEFORE READING 10/11

Invite the children to look at the illustration. What is happening in the picture?

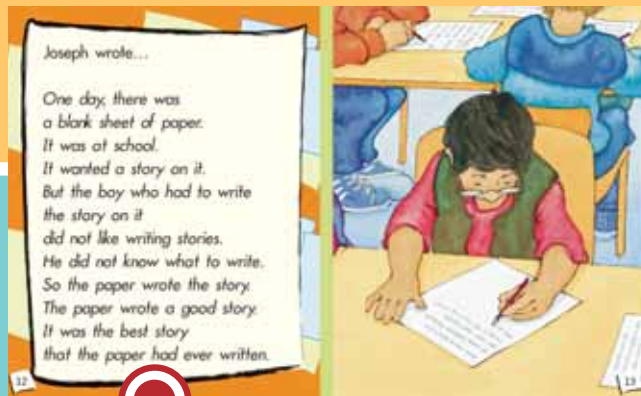


Discuss with the children the feeling of pressure. What does it mean? How much pressure must Joseph be feeling?

Have the children re-read and analyse the last paragraph. From the clues in the last paragraph, have them predict what Joseph might write about.

BEFORE READING 12/13

Have the children scan the text for words that begin with w. Discuss with the children how they represent the past and present tense. Write these words on the board and discuss their meaning.



Have the children analyse the story. Discuss how Joseph wrote the story from the perspective of the paper. Do they think it is a clever story?

AFTER READING

Ask the children if they have ever read a story to an audience. How did they feel when they read the story aloud?



Explain to the children what a command is. Have them scan the text for commands that the teacher has given. How did they decide what were commands?

Have the children look at the illustrations. What is happening? How do you think Joseph feels about his story? How do his classmates feel?

Remind the children that their reading needs to make sense. Explain to them that words should sound right and look right.



Ask the children to describe the teacher's response to Joseph's story. Why was it the best ever story?

Invite the children to analyse the text. Compare Joseph's thoughts and feelings about writing at the beginning of the story and at the end.

16 d The Blank Sheet of Paper

Name _____

1. Answer the following questions.

What are some of Joseph's hobbies?

Why does Joseph not like writing?

How did Joseph feel when the rest of the class was writing?

Was Joseph happy with his story?

List some strategies that can help you start your writing.

2. Illustrate Joseph's story *The Blank Sheet of Paper*.



16 d The Blank Sheet of Paper

Name _____

1. Complete the table. The first one is done for you.

	ED	ING
walk	walked	walking
talk		
sail		
play		
blink		
wink		

2. Write three sentences using some of the words listed above.
