



# Level 9 Book b



Level	9
Word Count	160
Text Type	Narrative
High Frequency	jump, says
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)*



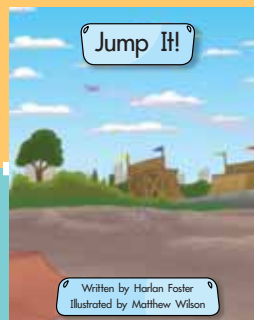
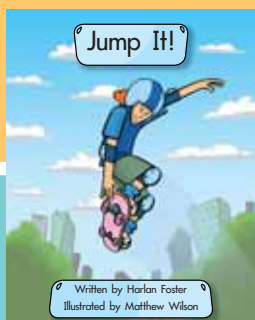
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Have the children look at the cover and title page. Is this a story book or an information book? How do we know? What is the story about?



Have any of the children been skateboarding? Do they have any stories? How does skateboarding make them feel?



Why might the author have chosen this subject? Could the main character be based on the author or someone he knows?

AFTER READING

## BEFORE READING 2/3

Ask the children to look at the picture. Have them make predictions. What will happen in the story? Who are the main characters? Where are they? What are they going to do?



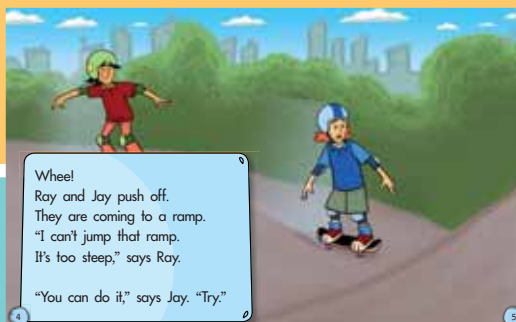
## AFTER READING

What do Ray and Jay want to do? Praise the children for pointing to the words *They want to jump some ramps*.

Ask the children to find the word *jump*. Have them place the word in sentences to share with the group. Ask them to point to the words *Ray* and *Jay*. What part is the same in both words? What other words have the same *ay* sound?

## BEFORE READING 4/5

Ask the children what is happening in this picture. Why does Ray look worried? What might happen next?



## AFTER READING

Who is confident? Who is nervous? Have any of the children ever been in a situation where they thought they could not do something? What happened in the end? What word describes the jump?

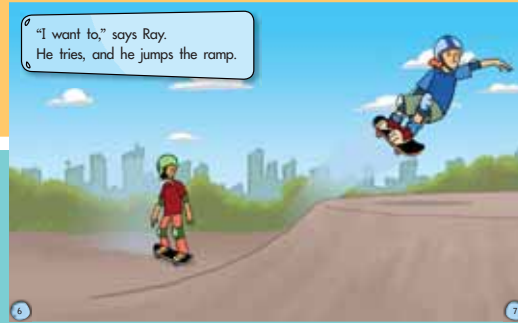
Find the word *It's*. Tell the children the apostrophe stands in place of a letter. What is the missing letter? What word is the short way to write *cannot*?



Ask the children to cover the text and look at the picture. What is happening?



Have the children predict the text. Praise them for using vocabulary and style similar to that of the author.



What happens to Ray? Does he succeed? How would he feel? What might Jay say to Ray?



Ask the children to point to the word *want*. Have them place it in sentences of their own to clarify meaning and use. What two words here have the *mp* ending? Have the children say both the words.



Have the children describe what is happening in this picture. What might happen next?



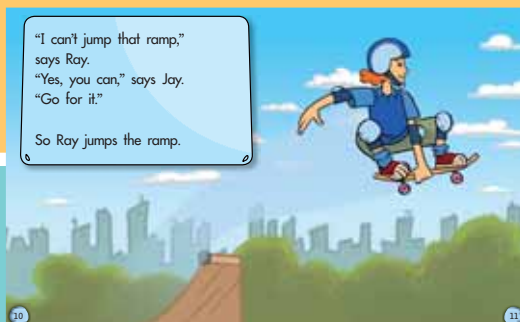
Have the children point to the text that tells what happens. What word describes the ramp?



Have the children find the word *down*. Have them place the word into sentences of their own. Identify the word *skate*. Can the children think of other words with the same *sk* sound? What word is made by adding something to *steep*? How is the meaning different?

## BEFORE READING 10/11

Invite the children to explain what is happening to Ray in this picture. What might Ray be feeling at this moment?



## AFTER READING

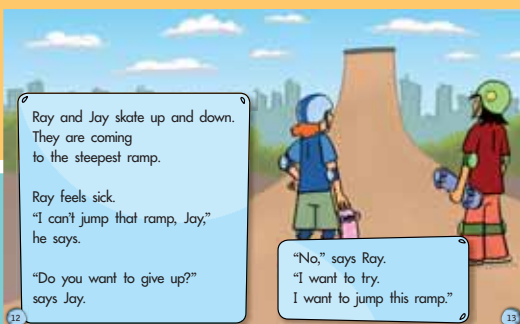
What does Jay say to help Ray? What does Ray do?

Identify the word *says*. What does this word mean? Have the children write sentences to clarify meaning and use. Point to *jump* and *ramp*. What part is the same in both words?

## BEFORE READING 12/13

Ask the children to tell you what is happening in this picture. What could happen next?

What might Ray and Jay be saying to each other? Praise the children for choosing vocabulary and style similar to the author.



## AFTER READING

How does Ray feel? Have the children point to the words in the text. Have the children ever been afraid to do something? How did they overcome their fears?

Ask the children to point to the word *try*. Can the children think of another word with the *tr* sound? Have the children find the word *steepest*. How is the meaning different from *steeper*?

What is happening in the picture? How would Ray be feeling? Has he overcome his fear? What fears do the children want to overcome?

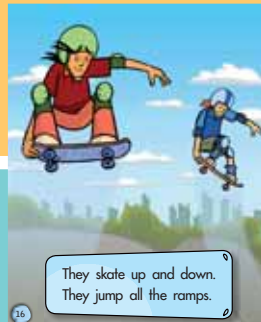


Ask the children what Jay says. Praise them for pointing to the correct phrase.

Ask the children to find the word that describes the ramp. What other word here has the *mp* sound at the end?

Ask the children how Ray and Jay feel. How did Jay help his friend? Have the children talk about times when they have helped their friends. Talk about how there are many fears we can overcome.

What is the author trying to teach us? Is he successful? Has the author created a good book?



Have the children identify the various kinds of punctuation. Review the functions of each. Have the children use the punctuation in sentences of their own to clarify meaning and use.

# 9 b Jump It!

Name \_\_\_\_\_

Answer **yes** or **no**.

Ray is a good friend. \_\_\_\_\_

Jay could not overcome his fear. \_\_\_\_\_

Jay and Ray are cool dudes. \_\_\_\_\_

Ray and Jay teach me  
how to be brave. \_\_\_\_\_

I can do anything if I really try. \_\_\_\_\_

I can be nervous sometimes. \_\_\_\_\_

Circle the words that describe Ray.

annoying

brave

blue

nervous

sad

mean

# 9 b Jump It!

Name \_\_\_\_\_

Complete the table.

word	word + er	word + est
big	bigger	biggest
small		
		roundest
	taller	
steep		
		kindest
rough		
	older	
		thinnest
young		