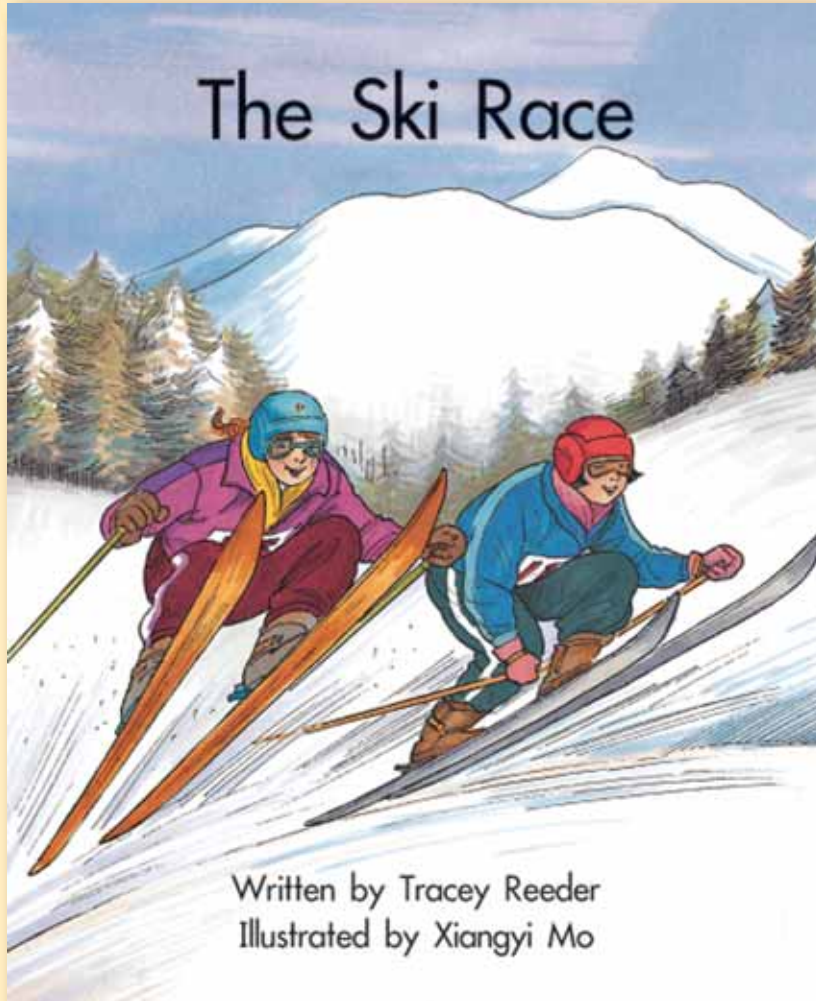




Level 9 Book b



Level	9
Word Count	155
Text Type	Literary recount
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. 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)

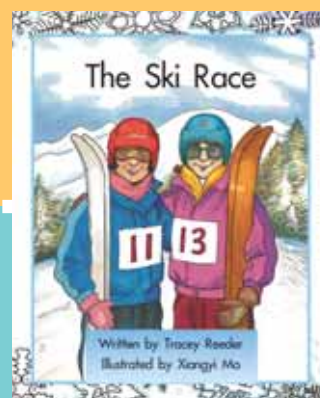


This symbol relates to use (text user)

Cover & Title Page



Have the children look at the cover and title page illustrations and title of the book. What do they think the story is going to be about? Is the story a fiction or non-fiction text? How do they know?



Ask the children to retell the story in their own words. What were Jo and Mo doing? Which one didn't think she could jump the jumps? What helped her jump them?



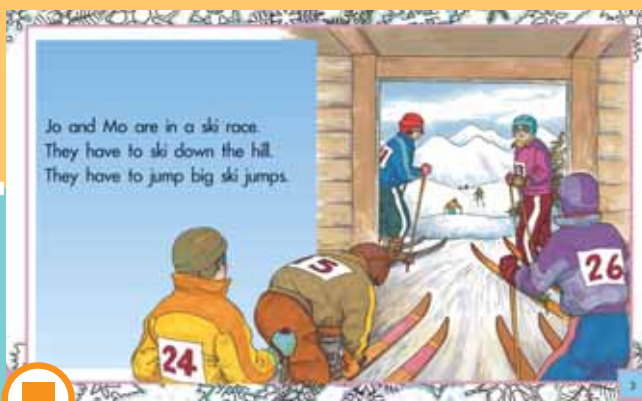
Invite the children to analyse the text. Discuss Jo's emotions during the race. Ask the children if they can recall a time when they felt unsure about trying something. Compare their feelings to Jo's.

BEFORE READING

2/3

Ask the children to look at the picture on page 3. What do they predict will happen in the story? Who are the main characters? Where are they? What are they going to do?

Ask the children to read the characters' names. What is the same about them? Do they know any other words that look like and sound like Jo and Mo?



Invite the children to share their own experiences of racing. Have they ever entered a race or competition? What things did they have to do before the race to be sure they were ready? How did they feel before the race? How did they feel after the race?

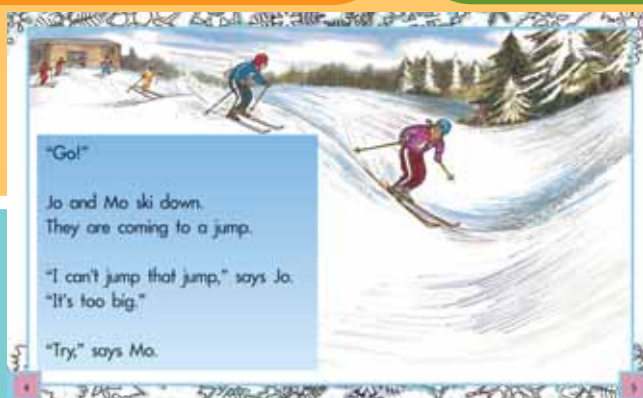
AFTER READING

BEFORE READING

4/5

Ask the children to look at the picture and describe what they see. What kinds of clothes are Jo and Mo wearing? What special equipment are they using? What is going to happen?

Review contractions with the children. Invite them to look closely at the words *can't* and *it's* on page 4. What words do these contractions stand for?



Review the text type with the children. Talk with them about the relationship between the characters. Which character is more confident? Which character is nervous? What in the text tells them this? Have the children think about what they have just read. Ask them why Jo thinks she can't jump the first jump.

AFTER READING

Ask the children to look at the picture. Who is the skier? What is happening in the picture?



Invite volunteers to describe a time when they thought they couldn't do something. Did they try? Did they succeed? How did they feel?

Ask the children to look carefully at the words *jumps* and *jump*. Invite the children to say what each word means.

Invite the children to look at the picture and say what is going to happen next. What are Jo and Mo coming up to?

Invite the children to look closely at the illustrations. How has the illustrator shown the reader that the skiers are moving fast? How would he have changed the illustration if Jo and Mo had been moving slowly?



Ask the children if they have ever been skiing. Why did Jo and Mo *ski on down*? Can people ski uphill? How do people get to the top of a mountain?

Write *big* and *bigger* on the board. Talk with the children about the different spelling and the difference in meaning.

BEFORE READING 10/11

Invite the children to discuss what is happening now. What are Jo and Mo doing? What might Jo be saying?

Discuss with the children any difficulties they had reading the text so far. What made the text difficult? What did they do about it?



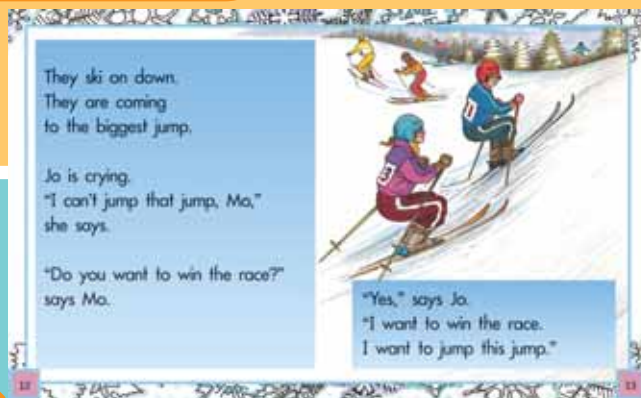
Ask the children to reread the text to find the words of encouragement Mo offered Jo. Did the encouragement help Jo? What does this tell the children about the relationship between the characters?

AFTER READING

BEFORE READING 12/13

Have the children discuss this picture. Do they think Jo and Mo are coming to another jump? What will happen? Will they jump the jump? Will they win the race?

Have the children scan the page for the word *biggest*. Write it on the board and invite the children to discuss how the spelling is the same/different from *big* and *bigger*. Discuss the meaning of *biggest*.



Discuss with the children why Jo is crying. What does that tell them about her? How is she feeling? What does Mo do to help Jo get over the jump? Ask the children to read what Mo says. How is this different from what she has said before?

AFTER READING

Invite the children to discuss their predictions. Have Jo and Mo both jumped the jump successfully? Will they go on to win the race?



Discuss with the children how Jo's confidence changed after she jumped the jump. How is Jo feeling now? Have the children share experiences where they have succeeded. How did they feel?

Invite the children to comment on their predictions. Were they right? What is happening in this picture? How are Jo and Mo feeling?

Have the children return to the beginning of the book and read independently. Remind them that their reading needs to make sense. It is important that the words they read look and sound right.



Discuss with the children how Jo and Mo felt once they had finished the race. Ask the children to share their own experiences of finishing a race.

Ask the children to compare the characters Jo and Mo. How are they the same? How are they different? How does the author show their differences?

9 b The Ski Race

Name _____

1. Answer yes or no to the following sentences.

It is always sunny on a mountain.

It can get cold skiing.

People ski down a hill.

Jo and Mo like to ski.

People wear runners and shorts when skiing.

Mo can't go over ski jumps.

Sometimes Jo is nervous when
going over ski jumps.

Jo and Mo came second in the ski race.

2. Write four words describing how Jo was feeling during the ski race.

3. Draw a picture of Jo and Mo jumping the biggest jump.



9 b The Ski Race

Name _____

1. Complete the word-building table.

Base Word	-er	-est
big	bigger	biggest
small		smallest
round		roundest
tall		
short	shorter	
thin		

2. Write three sentences using words from the table.
